

**The role of mentoring in the professional development of educators
at secondary schools**

By

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RESEARCHER'S DECLARATION

I, Cheryl Smith, declare that this thesis, "The role of mentoring in the professional development of educators at secondary schools" is my own work and has not previously been submitted in any form for a degree or diploma before in any tertiary institution. Where the work of others has been used, sources have been identified and acknowledged by means of complete references.

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Cheryl Smith has obtained, for the research described in this work, the applicable research ethics approval. I declare that I have observed the ethical standards required in terms of the University of Pretoria's "*Code of ethics for researchers and the Policy guidelines for responsible research,*"

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DEDICATION

I dedicate this dissertation to:

- God, our Heavenly Father
- My beloved father who was my pillar and my rock,
- My husband for his support and encouragement,
- My loving daughter for her understanding during my years of study,
- My mother for her encouragement and support, and
- My supervisor and co-supervisor for their support on this research journey

GLOSSARY OF TERMINOLOGY

CPD	Continuous Professional Development
PD	Professional Development
HoD	Head of Department
PAM	Personnel Administrative Measures
DoE	Department of Education
DBE	Department of Basic Education
IQMS	Integrated Quality Management System
INSE	In-Service Training
NPFTED	National Policy Framework for Teacher Education and Development
SASA	South African Schools Act
LSEN	Learners with Special Educational Needs
DA	Development Appraisal
WSE	Whole School Evaluation
PM	Performance Management
RSA	Republic of South Africa
SMT	School Management Team
CPTD	Continuing Professional Teacher Development
SACE	South African Council for Educators

Abstract

The study reports on an investigation into the role of mentoring in professional development and to understand how educators at secondary schools in Gauteng perceive and experience mentoring as part of their professional development. The primary research question that guided this study was to determine the role that mentoring plays in the professional development of educators. I used three sub-questions that focussed on educators' perceptions and experiences of mentoring, the aspects of mentoring that contributed mostly to their professional development and the professional practice within the education sector in general.

This qualitative study used a case study approach to gather the data and was embedded in an instructional leadership theory. Interviews as well as my notes were employed as data collection methods and a thorough literature study was done. Participants consisted of principals, Heads of Departments (HoDs) and educators at two secondary schools in the Gauteng Province.

The focus of the study was the role of mentoring in professional development and the study found that there was no clear link between professional development and mentoring at the schools. The purposively-sampled participants indicated their need for mentoring in relation to professional development. The study found a lack of a formal professional development and mentoring programme in two secondary schools in the Gauteng province, and that mentoring was not part of the professional development strategy at the schools. The absence of a formal professional development and a formal mentoring programme included the aspects of planning, time management and budgeting for the mentioned formal programmes. The literature highlights the lack of mentoring, as part of schools' professional development strategies and practices. This may be the reason for the decrease in educator retention, learner achievement and effective teaching and learning.

Keywords

Professional Development, Experienced Educator, Novice Educator, Mentoring, Principal, Secondary Schools.

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CHAPTER 1: Orientation and background

1.1 Introduction

Researchers argue that mentoring is an effective approach for staff development in that mentors use their knowledge and experience to guide and teach others (Koki, 1997; Ellinger, 2000; Hayes, 1999; Gray and Smith, 2000; Hopper, 2001, Rhodes, Stokes & Hampton, 2004). These researchers agree that the mentoring process provides opportunities for career advancement and can ensure better job satisfaction that can lead to educator retention in schools and to more effective teaching and learning.

According to the Institute of Physics (IOP) (2012), professional development is vital to educators and to the success of teaching and learning. The development of educators is, therefore, key to the promotion of effective teaching and learning. The National Education Policy Act, 27 of 1996, states that it is important to equip educators with the relevant skills, values and knowledge to ensure the success of education in South Africa (Republic of South Africa (RSA), 1996a). The implementation of these skills, values and knowledge should be learned as part of a professional development program.

Moswela (2006) says that the principal should monitor and evaluate all professional development processes. The principal should not only ensure the implementation of professional development processes, but should also ensure the implementation of the mentoring process to improve teaching and learning (Moswela, 2006; Graczewski, Knudson & Holtzman, 2009).

The principal, as an instructional leader, together with the Head of Department (HOD) is responsible for laying the platform for professional development and should also

support the educators in the skills they need (White, 2001; Hoy & Hoy, 2003; Dean, 2002; Beerens, 2007).

The focus of the study is the role of mentoring in professional development, particularly how secondary school educators in Gauteng perceive and experience mentoring as part of their professional development. I investigated the role of mentoring in professional development, highlighting the roles of the principal, the head of the department (HOD) and the educator in relation to their experiences of professional development and mentoring.

The next section discusses the problem statement and the rationale.

1.2 Problem statement

The current process of the Integrated Quality Management System (IQMS) as informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998, is suspected of not providing effective mentoring for teachers (RSA, 1998c). Queen-Mary and Mtapuri (2014) argue that educators did not perceive IQMS as a developmental opportunity. They argue that IQMS was therefore not perceived as a resource to improve teaching and learning and that Heads of Departments (HoDs) are not specializing in all the subjects and, therefore, cannot provide the required professional development to novice and inexperienced educators (Queen-Mary and Mtapuri, 2014).

Koki (1997) argues that mentoring contributes not only to the retention of educators, but also to the career development of educators. The Organization for Economic Cooperation and Development (OECD) (2004) says that the quality of teaching in schools depends, to a large extent, on the professional development of educators. The OECD (2004) further states that mentoring can produce quality educators.

This organization claims that professional development and mentoring should be fundamental in schools. According to Koki (1997), mentoring has a significant impact on professional development. This is corroborated by the New York Government of Education (2012), which emphasizes that mentoring is important to the professional development of educators.

Professional development is a requirement for all public schools through the Integrated Quality Management System (IQMS), as stipulated in Section 4 of the Employment of Educators Act, 76 of 1998 (RSA, 1998c).

IQMS is an appraisal system where the strengths and weaknesses of the educator are addressed through a personal growth plan. It addresses the professional development needs of the educator through self-appraisal (RSA, 1998c). The Personnel Administrative Measures (PAM) as determined by the Minister of Education in terms of the Employment of Educators Act 76 of 1998, require, that all educators are to comply with the criteria for skills, values and knowledge in their related subject content matter (RSA, 1998b). In accordance with the IQMS process, it is expected that the educators who do not comply, have to be supported by their HoD and the principal as part of their professional development (RSA, 1998c).

A study conducted by the Human Sciences Research Council (HSRC) involving a national survey of 21 358 educators in more than 1 714 randomly-selected primary and secondary school educators showed that one of the reasons why more than 55% of educators have considered leaving the education profession, was the lack of professional development (HSRC, 2005).

This national survey indicated that educators feel that they are not equipped enough to do their job, despite the implementation of IQMS and the annual pay progression awarded to all educators (HSRC, 2005; RSA, 1998c). Modisaotsile (2012) reports that there are many factors indicating that there is a crisis in the South African education

system and states that one of the factors that can hinder effective teaching and learning is the proper training and professional development of educators. This confirms the findings of the survey done by the HSRC, that there is a lack of educator professional development with specific reference to mentoring (HSRC, 2005).

1.3 Rationale and significance

Professional development can be a solution to the problem of demotivated and despondent educators (Cruddas, 2005; Hughes, 2012).

Cruddas (2005) says that mentoring, as part of professional development, can improve the quality of teaching and learning in secondary schools. Ingersoll and Smith (2004) agree with Moir (2003) who argues that, if educators are mentored and properly inducted into the school, its workings and its culture, educators are more likely to remain committed to the teaching profession. Both these authors argue that the lack of mentoring, as a professional development strategy, may be the reason for the decrease in educator retention, learner achievement and effective teaching and learning. It is thus fair to say that the implementation of effective professional development can be hampered by the absence of mentoring.

Hughes (2012) argues that educators see the lack of support and being isolated as a major determinant in their decision to leave the profession. Close to 40% of educators who left the profession reported that they are doing so because of a lack of support (Hughes, 2012).

Inexperienced educators often feel that they are left on their own to figure out what works and what does not work. She reiterates that school districts must ensure that learners are taught by competent and qualified educators, but find it difficult to retain competent and skilled educators, because educators feel that they are not supported

enough. Properly conceived and managed mentor programs could be some of the support structures that educators need.

The National Policy Framework for Teacher Education and Development in South Africa (NPFTED) as informed by the National Education Policy Act, No. 27 of 1996 addresses the implementation of professional development in South African schools (RSA, 1996b). Although the policy is geared towards increasing the quality of teaching offered by professional teachers, it is rather silent about the role of mentoring in professional development. It is required that this policy should stipulate specific guidelines on how professional development and mentoring must be achieved.

Professional development is discussed in this study as a strategy to improve knowledge and skills, which will then enhance teaching and learning. (Chung Wei, Darling-Hamond & Adamson, 2010; Learning Forward, 2012; Easton, 2008; Ediger, 2002; Komba & Nkumbi, 2008; Fullen, 2001).

In the Personnel Administration Measures (PAM), as informed by the Employment of Educators Act, No. 76 of 1998), the core duties of the school-based educator must include professional development during the formal school day, as well as outside the formal school day. This, therefore, indicates that professional development is a legal duty of the school-based educator (RSA, 1998b).

The study sought to gain a deeper understanding of the current inclusion and or exclusion of mentoring in the professional development plans of secondary schools in Gauteng. The Centre for the Use of Research and Evidence in Education (CUREE) (2008) states that professional development is much more successful when mentoring is the core factor. It is argued here that mentoring has a significant impact on the professional development of educators (CUREE, 2008).

Dynmoke, Harrison and Pell (2006) reiterate that educator mentoring is an individualized form of professional development and that the core objectives are to improve educator effectiveness and satisfaction. They argue that this can result in better student achievement and lower educator attrition. It reiterates the importance of mentoring as a strategy of professional development and a reason to investigate the role of mentoring in the professional development of educators (Dynmoke, Harrison and Pell (2006)).

The reason for the study is thus to research if the lack of mentoring in the professional development of educators is the reason for the poor quality of education.

1.4 Research questions

The study revolved around the following research question and sub questions:

Research question

What role does mentoring play in the professional development of educators at secondary schools in Gauteng?

Sub questions:

1. What are educators' perceptions and experiences of mentoring as part of their professional development?
2. What aspects of mentoring, if provided, do educators identify as having contributed most to their professional development?
3. What do educators perceive as the overall contribution of mentoring to their general professional practice?

1.5 Theoretical framework

A theoretical framework provides the structure for a study. It underlines your thinking and how you plan to do your research (Eisenhart, 1991). The theoretical framework assists the researcher to set specific questions and provides a specific viewpoint and lens to investigate a topic (Trent University, 2015). In this study, I used instructional leadership theory as a theoretical framework. Instructional leadership theory consists of four major dimensions of instructional leadership:

1. Developing missions and goals,
2. Managing the education production function,
3. Promoting an academic learning climate, and
4. Developing a supportive work environment (Hallinger & Heck, 1998; Marsh, 1992).

The focus of the research was on the role of mentoring in the professional development of educators.

One of the core functions within the instructional leadership framework is to provide professional development, with a view to improving teaching and learning (Glickman, 1985 in Blasé & Blasé, 2000). For this reason, the instructional leadership theory was used as a lens to examine the role of mentoring in the professional development of educators in secondary schools.

1.6. Research methodology

1.6.1 Research paradigm

The research paradigm directs the researcher on how to do things throughout the research (Bulla, 2014). Christensen and Johnson (2010) argue that a research paradigm is how a researcher comprehends the construction of knowledge. The paradigm should help the researcher to conduct the study in an effective manner and to organize the research in a constructive way (Christensen & Johnson, 2010). Bulla

(2014) says that it supports the researcher's way of thinking on how knowledge was constructed and how to understand the knowledge. This study is based within an interpretivist paradigm. Interpretivist is a research paradigm that attempts to understand the world and its participants within their immediate context and their relationships with others (Saunders *et.al*, 2007; Ticehurst & Veal, 2000).

It was important to understand the context of the educators within their respective schools and their relationships with other educators in relation to the role of mentoring in professional development. Clarkson (1989: 16) argues that "people cannot be understood outside of the context of their on-going relationships with other people or separate from their inter-connectedness with the world". I used this paradigm to construct meaning by looking at the circumstances of the educators at the two schools, their context and their situations (Saunders *et.al*, 2007; Ticehurst & Veal, 2000). By using this paradigm, I investigated the role of mentoring in professional development by asking questions such as "what?", "why?" and "how?" (Walsham, 2006: 325).

1.6.2 Research approach

This is a qualitative study. Meriam (2009:13) says that in a qualitative study the researcher focuses on how the participants construct meaning and how they try to comprehend "their world and the experiences they have in the world". One of the methods of which a qualitative research approach makes use is a case study (Parkinson & Drislane, 2011). A case study design was used to gather the data required to answer the research questions. Creswell (2007) describes a case study as "an in-depth exploration of a bounded system, "an activity, event, process, or individuals based on extensive data collection", while Yin (1984) says that a case study adds to your understanding from previous happenings.

1.6.3 Research design

Miller-Keane (2007) states that a case study design, as an investigation strategy, involves extensive exploration of a single unit or variety of units of a study, which may be a person, family, group, community, or institution. Yin (2003) argues that using a case study design requires an empirical inquiry or investigation of a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The role of mentoring in professional development was investigated among educators in two different schools and in two different education districts within the Gauteng Department of Education.

1.6.4 Data collection

Semi-structured interviews were conducted to collect data. In semi-structured interviews, the questions are structured and planned to give and receive information (Creswell, 2007).

In this study, this created flexibility as the questions did not follow a specific order.

During a semi-structured interview the researcher enables the participants to talk freely and openly. It also allows the researcher to probe for more detailed information (Cohen, 2006; Galetta, 2013).

The semi-structured interviews assisted me to get detailed information in a relaxed environment. All the participants were asked the same questions. The questions were planned and structured, but allowed for flexibility, and valuable information could be gathered in relation to the research topic at hand (Cohen, 2006; Galetta, 2013).

1.6.5 Sampling and selection of participants

A purposive sampling strategy was used. During purposive sampling, a specific group of people are selected to gain the best knowledge to comprehend the research question (Devers & Frankel, 2000). By using purposive sampling, I decided what I wanted to know and understand, and then selected participants who had the knowledge and experience in relation to the research question (Bernard 2002, Lewis & Sheppard, 2006).

Educators from two different quintile schools in the Gauteng Education Department were therefore selected as they were anticipated to have knowledge about professional development and mentoring. The participants had experience on different levels within the education sector. Oliver (2006) argues that the researcher, when using purposive sampling, chooses participants that can give the most relevant data and therefore, the following educators at different levels, and at two different schools were chosen:

- Two (2) post level one educators (one novice and one experienced);
- Two (2) heads of department (one novice and one experienced); and
- The principals of the school

1.6.6 Data analysis

Transcription involves converting the spoken text into the written word (Stuckey, 2014). Burnard *et al* (2008) explain that coding is when the researcher makes sense of the data by carefully breaking down words, sentences and paragraphs. After the semi-structured interviews were administered and recorded, the collected data was transcribed, coded, and analysed in line with the research question.

At the end of each individual interview, a summary of the main points was made. The transcribed interviews were made available to the participants to comply with the ethical standards.

The data was organised, grouped and categorized into themes (Burnard *et al*, 2008). This process was done for each of the respective participants for the different quintile schools. This process allowed me to recognise themes and patterns within the interviews as they appeared per school and per participant. This also helped me to clarify the individual participants' views on the role of mentoring in professional development.

1.6.7 Interpretation of the data

Dowd (2015:1) states that “the interpretation of data refers to the process of critiquing and determining the significance of important information”. It is making sense of the data. Creswell (2007) says that the interpretation of data is when the researcher tries to find meaning about the phenomenon. The patterns and trends identified in the data are related to the research question and to the theoretical framework. In this study, deductions were made regarding common themes and occurrences. This interpretation provided insights into the impact of mentoring in the professional development of educators in secondary schools.

1.6.8 Trustworthiness and credibility

1.6.8.1 Member checking

Doyle (2007) says that one method to ensure the credibility and trustworthiness of the data is when the participants are asked to check their spoken word against the transcribed data. This process is defined as member checking. The participants then verify how the data was interpreted by the researcher (Doyle, 2007; Merriam, 1998).

Curtin and Fossey (2007:92) claim that it is a “way of finding out whether the data analysis is congruent with the participants’ experiences.” The data was also emailed to the personal emails of the participants to verify the transcriptions against their spoken words.

1.6.8.2 Data triangulation

Triangulation was also used to ensure trustworthiness and credibility, and to increase the validity of the study. Given, Winkler and Wilson (2014:9) say that “*triangulation is the use of multiple methods, research sites, data sources and participants to investigate a research problem from various perspectives*”. Guion (2002) identifies five types of triangulation, namely, data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation. In this study different participants were used to verify and compare the data (Guin, 2002). The researcher also made field notes during the interviews. The interviews of the participants were transcribed and the written words were therefore verified against the spoken word using member checking (Given, Winkler & Wilson, 2014; Doyle, 2007; Merriam, 1998).

The principals from two different schools, a quintile 1 school and a quintile 5 school, as well as experienced and novice Heads of Departments, experienced and novice educators of the two schools in two different districts within the Gauteng Department of Education were asked to partake in this study. The feedback from the different participants was compared and triangulated to determine whether there were areas of agreement as well as areas of variance on the research topic.

1.6.9 Ethical considerations

Resnik (2011) states that ethical considerations in research are the code of professional conduct, and to abide by ethical considerations, the researcher must ensure that the identities of participants are protected and that their personal data remains confidential. It must also be made very clear to participants that they can withdraw from the study at any time. Creswell (2007) and Fritz (2008) state that the participants must be asked to verify their respective transcripts.

They must also receive a final copy of the research paper, and their permission must be asked, if any part of their data should be published. I acted ethically and ensured that a code of professional conduct was followed, as argued by Resnik (2011) and Creswell (2007). I complied with all the ethical requirements of the University of Pretoria.

1.7 The role of the researcher

Roller (2015) and Creswell (2003) perceive the role of the researcher as very important to ensure a successful study. The researcher must build a relationship with the participants and create an environment where they feel comfortable to answer questions. He/she should not influence the responses of the participants. I guaranteed that the answers were not influenced by my own viewpoint in relation to mentoring and professional development. Participants also were not forced to disclose any information that they did not want to. I also created a relaxed atmosphere, and participants felt free to answer questions on the research topic (Roller, 2015; Creswell, 2003).

1.8 Limitations and delimitations

The study was limited to only two secondary schools in two districts in the Gauteng Province. The research only focussed on secondary schools and not primary schools. The study was restricted to only two different quintiles, a quintile 1 school and a quintile 5 school.

Interviews, as a data collection method, were used, and purposive sampling was applied. Koerber and McMichael (2008) say that a limitation of purposive sampling is that, it is a challenge to convince the reader that the appropriate sample was chosen, but in this study only specific schools and participants were chosen, the findings in this study cannot therefore not be generalised. The researcher chose participants from only two different institutions (Koerber and McMichael, 2008).

1.9 Significance of the study

The study was helpful and significant in:

- Identifying the role of mentoring in professional development,
- Identifying the role of the principal, the Head of Department and the educator in mentoring as a strategy of professional development,
- Future researchers could make use of this contribution to the literature on the role of mentoring in professional development,
- All educators, including principals and Head of Departments may benefit from the understandings of this study and may be encouraged to consider mentoring in their professional development and in the professional development of others, and
- A deeper understanding of the current inclusion and or exclusion of mentoring in the professional development plans of secondary schools, and
- A deeper understanding of instructional leadership

1.10 Summary

Chapter 1 introduces the study by giving a background of the study, the problem statement, the rationale, the purpose statement, the aims and objectives, the theoretical framework, the research design and methodology, the credibility and trustworthiness of the study, the ethical aspects and the significance of the study. Chapter 2 presents a review of the literature on the role of mentoring in professional development.

An in-depth study of African and International literature was conducted. In chapter 3, a detailed explanation of the research design and methodology used in the study as well as the data collection i.e. interviews are discussed. Chapter 4 presents the findings of the qualitative data. Chapter 5 synthesizes and consolidates the findings of the study, makes recommendations and draws conclusions.

This chapter also provided the reader with background and the purpose for the study. It further provided the reader with the background and rationale for the study and discussed the problem statement, research questions and methodology. The next chapter, Chapter 2, provides a review of the relevant literature on continuous professional development and mentoring.

CHAPTER 2: Literature review

2.1 Introduction

The focus of the study is the role of mentoring in the professional development (PD) of educators at secondary schools in Gauteng. From my own experience as a previous school principal, head of department and educator, there appears to be a lack of mentoring as part of professional development strategies and practices. I, therefore, feel it to be justified in suggesting an investigation into this aspect of professional development at school level. Although the topic is investigated globally, this study focuses more on the South African educational context and settings. It discusses some of the educational policies and acts in relation to professional development and mentoring in South African schools.

The chapter discusses the following five main concepts. Professional development is firstly defined, thereby highlighting different strategies such as coaching, modelling, and reflection and mentoring. Secondly, mentoring, as a strategy of professional development, is explained and the characteristics of the ideal mentor are discussed. The third concept focuses on the role of the mentor, whilst the fourth concept highlights different professional development activities in secondary schools. Fifthly the researcher views the relationship between mentoring and profession development through the lens of instructional leadership, by discussing the specific roles of the principal, the head of department and the educator with regards to professional development and mentoring. The next section briefly outlines the South African education system and legislative framework.

2.2 The South African education system

In South Africa, the Department of Basic Education (DBE) coordinates public schools, independent schools (private schools), early childhood development (ECD) centres, as well as learners with special needs schools (LSEN Schools).

The public schools and independent schools constitute roughly 97% of schools in South Africa (DBE, 2014). There are nine provinces that are responsible for provincial governance and the implementation of educational policies of the national department. By 2013, the statistics of the Department of Basic Education indicated that there were 12 489 648 learners in ordinary public and independent schools in South Africa; these attended 25 720 schools and were taught by 425 023 professionally trained educators. The Department of Basic Education (DBE) is responsible for two types of schools namely public schools and independent schools. Public schools and independent schools can both be primary or secondary schools (DBE, 2014).

The hierarchal system of secondary schools in South Africa comprises of the principal, the deputy principal, heads of department (HoD), the educator and the learner, as illustrated in Figure 2.1 below (Van der Westhuizen, 2002). In the Personnel Administration Measures (PAM), as determined by the Minister of Education in terms of the Employment of Educators Act, 76 of 1998 (Republic of South Africa (RSA), 1998), the principal and the deputy principal must continuously look at the professional practice of educators to improve teaching and learning. The deputy principal assists the principal in all his or her duties and substitutes the principal when not physically present at the school. The HoD is responsible for his/her own professional development as well as the professional development of the educators in his/her department. The educator can be professionally enhanced through a variety of instructional leadership models.

The educator should continuously enhance him- or herself, not only in the subject content, but also in general education practices, and therefore, professional development is one of the key roles of being an educator within the South African system.

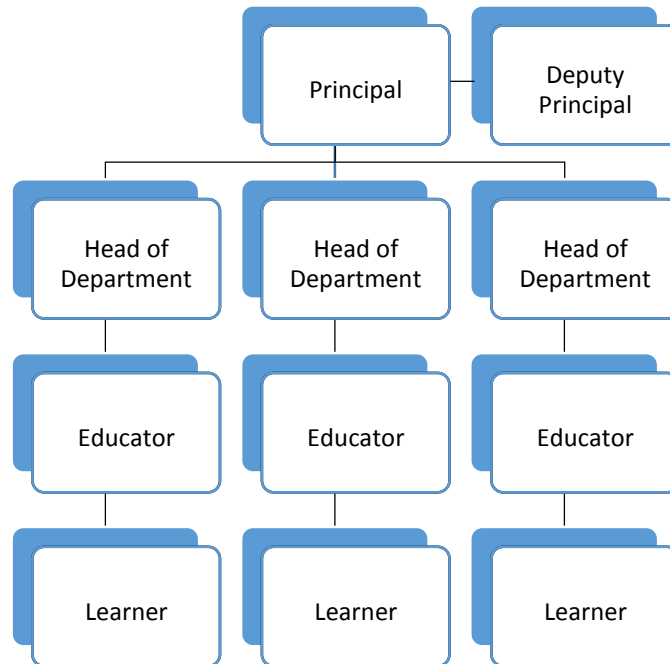


Figure 2.3: Hierarchical structure of public schools

The study investigated the role of mentoring in professional development to understand educators' perceptions and experiences at secondary schools in Gauteng and mentoring as part of their professional development. The Education Policy Act, 27 of 1996 says that in terms of their responsibility in relation to PD, the roles of the principal and the deputy principal are similar (RSA 1996b). The principal and the deputy have similar roles, and to illustrate this, they were put on the same level on the hierarchical structure as mentioned in figure 3.2. From an instructional leadership perspective, the focus of the research was on three different levels within the hierarchical structure of public schools in South Africa (educators, HoDs and principals).

In order to understand the function of instructional leadership in secondary schools, the roles of the principal, the head of department and the educator in secondary schools are briefly discussed.

2.3 The role of educators

There is a distinctive role and job description of the different kinds of educators in public schools, as illustrated in figure 2.1. These roles are determined through the National Education Policy Act, 27 of 1996, also formulated in the PAM and have an influence on the status of the instructional leadership strategy in individual schools (RSA, 1996b)

In order to understand the influence of the role of mentoring on the status of the instructional leadership theory, the distinct roles of the principal, the HoD and the educator are discussed to illustrate the chain of command and the link between instructional leadership and professional development in ordinary secondary schools. Although the deputy principal is mentioned in the hierarchical structure, this role is not discussed in detail, because according to the PAM, the deputy assists the principal with all his or her duties and substitutes the principal in his or her absence at the institution (RSA, 1998b).

2.3.1 The role of the principal

The Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the Employment of Educators Act, 76 of 1998, state that the principal must continuously look at the professional practices of educators to improve teaching and learning (RSA, 1998b).

This makes the principal responsible and accountable for the development of staff training programmes and the professional development of educators (Steyn, 2001).

The PAM says that some of the responsibilities of the principal, in relation to professional development include:

- Providing professional leadership at the school,
- Guiding, supervising and offering professional advice on the work and the performance of all staff in the school,
- Being responsible for the development of staff training programmes,
- Assisting staff to achieve the goals and objectives of the educational institution and
- Participating in in agreed educator appraisal processes (RSA, 1998b).

Blasé and Blasé (1999) argue that the principal should use instructional leadership strategies in order to promote educators' professional growth. There are six strategies that principals can use to promote teachers' professional growth. This could be dependent on the school context, the socio-economic status of the school and the available resources of the specific school:

1. Emphasizing in-depth content study of teaching and learning,
2. Supporting collaboration efforts among educators,
3. Developing coaching relationships among educators,
4. Encouraging and supporting redesign of curriculum programs,
5. Applying the principles of adult learning, growth, and development to all, and
6. Introducing phases of staff development through the implementation of action research to inform instructional decisions (Blasé and Blasé, 1999).

The principal should monitor and evaluate all professional development processes and encourage the development of the individual educator to ensure effective teaching and learning (Moswela, 2006).

The responsibility of professional development is a core function of instructional leadership (Brewer & Blasé, 2001 in Prinsloo, 2010; Graczewski, Knudson and Holtzman, 2009). As an instructional leader, the principal should encourage educators and should become the mentor and the role model for best practices.

Glanz (2006) and Mestry *et al* (2009) state that professional development is imperative for school improvement and remains the responsibility of both the principal and the deputy principal to ensure educator mentoring during professional development programmes.

2.3.2 The role of the Head of Department (HoD)

In the Personnel Administration Measures (PAM), as determined by the Minister of Education in terms of the Employment of Educators Act, 76 of 1998 the Head of Department (HoD) is responsible for the successful functioning of a subject and or learning area. The Head of Department therefore should:

1. Promote teaching and learning,
2. Give guidance to inexperienced educators,
3. Assist in the development of staff training programmes,
4. Assist educators in the department to achieve goals and objectives; and
5. Participate in educator appraisal processes (RSA, 1998b).

Dean (2002) argues that the success of staff development and the support to educators depends on the skill and knowledge of the Head of Department (HoD). Beerens (2007) and the School District 36 Surrey (Surreyschools) (1989) list four responsibilities of the HoD in relation to professional development and mentoring. They claim that the HoD should:

1. Be part of the staff development programme,
2. Attend and implement professional development workshops,
3. Identify professional development needs for educators, and
4. Orientate and induct new educators.

It is important to mention that the responsibilities of the HoD are similar to those of Subject Heads, Grade Heads and Master Educators and Senior Educators. According to The Personnel Administration Measures (PAM), as determined by the Minister of Education in terms of the Employment of Educators Act, 76 of 1998 Master Educators are given duties and responsibilities by the principal of the specific school to take the responsibility of a specific subject or subject field. This is done within the specific school context. The Master Educator, Subject Head, Senior Educator and Grade Head are not official appointed positions. According to the PAM the role of providing subject-specific guidance is delegated as a core responsibility from the principal to the HoD (including Subject Heads, Grade Heads and Master Educators) (RSA,1998b). There is thus no clear job description for master educators, senior educators, or subject heads in the Personnel Administrative Measures (PAM).

The Education Labour Relations Council as established by section 6 of the Labour Relations Act, 146, of 1993 states that one of the responsibilities of the HoD, as a senior educator, is to act as a mentor for less experienced educators. The HoD, as part of the School Management Team (SMT), should also be responsible to improve teaching and learning and the professional practices of educators. The principal should thus delegate responsibilities of professional development and mentoring to the HoD. The HoD, then, become an instructional leader and a guide to educators in their subject field, to improve teaching and learning (RSA, 1993 and Ruding, 2000).

White (2001) describes the HoD as the instructional leader who is responsible for effective teaching and learning and argues that the HoD should be responsible for his/her own professional development, as well as for the professional development of the educators in his/her department. Hoy and Hoy (2003) state that instructional leadership assumes that there must be cooperation between educators for the HoD to improve teaching and learning.

2.3.3 The role of the educator

In the Personnel Administration Measures (PAM), as determined by the Minister of Education in terms of the Employment of Educators Act, 76 of 1998 states that some of the duties of an educator include: scheduled teaching time, relief teaching, planning, preparation of assessments, attending meetings, workshops, seminars, conferences and professional development (RSA 1998b). The National Education Policy Act, 27 of 1996 states that educators must attend professional development workshops for eighty hours per year (RSA, 1996b). The statement that educators are required by the employer to attend professional development workshops for eighty hours per year, is reiterated in the PAM (RSA, 1998b).

The South African Council for Educators Act, 31 of 2000 (RSA, 2000) states that the educator needs to develop him- or herself for the success and promotion of the profession. An experienced educator is viewed as an educator who should be responsible for the orientation of other educators (Richard & Farrell, 2005). If an educator has limited skills and knowledge and is in need of a mentor, he/she is viewed as a novice educator (Gatbonton, 2008). The above mentioned legislation discusses the responsibility and importance of professional development, of both experienced and novice educators.

Blasé and Blasé (1999) also state that instructional leadership should help to improve teaching and learning amongst educators and one of the key functions of professional development (PD) is the improvement of teaching and learning. Instructional leadership and professional development are thus linked to one another.

The educator should continuously improve him- or herself, not only in the subject matter at hand, but within the broader educational spectrum in order to enhance the quality of teaching and learning in the school (Antoniou, 2013). The above-mentioned policies and acts require the principal, together with the deputy principal, as well as the HoD, to be responsible for the mentoring of the educator to improve teaching and learning. Mentoring, as a strategy of PD, can be used to facilitate the instructional leadership process in the school. This link between mentoring and professional development could, therefore, easily be observed at the level of the educator (Salleh & Tan, 2013).

2.4 Legislative framework

Amongst the variety of related policies and acts that exist that address the topic of professional development of educators in public schools, six major pieces of legislation, are briefly discussed for the purpose of this study.

2.4.1. The Constitution of the Republic of South Africa of 1996

In relation to the Constitution of the Republic of South Africa (1996a), teacher education will be nationally coordinated, and therefore the national education policy as per the National Education Policy Act, 27 of 1996, argues that the quality of teachers as per the different needs of the different provinces will be improved nationally. Effective teachers and an effective education system will therefore be ensured (RSA, 1996c).

2.4.2 The National Education Policy Act, 27 of 1996

The National Education Policy Act, 27 of 1996, emphasizes the importance of professional development of educators.

In section 3 of this Act, it is stated that the quality of education must be ensured and that all educators must be equipped to deliver quality education (RSA, 1996c). The National Policy on Whole School Evaluation, in terms of Section 3 of the National Education Policy Act, 27 of 1996, provides for the assessment of the quality of the education system (RSA, 1996c).

The policy empowers schools to reflect and improve on their educational processes and systems and commits government to develop and support processes that will improve education. The policy reiterates that all schools must have the same professional development opportunities, and the leadership and management of the school should enforce good quality of teaching and learning through guidance and mentoring (RSA, 1996c).

2.4.3. Employment of Educators Act, 76 of 1998

The Personnel Administration Measures (PAM), as determined by the Minister of Education in terms of the Employment of Educators Act, 6 of 1998, provide that the core duties of the school-based educator must include professional development during the formal school day, as well as outside the formal school day (RSA, 1998b). The PAM is clear about the roles of both the principal and the deputy principal in a public school with regards to professional development of educators. It states that the role of both the principal and the deputy principal is to:

- be responsible for the professional management of a public school; and

- guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, discuss and write or countersign reports on teaching, support, non-teaching and other staff (RSA, 1998b:8). The PAM states that professional development is a legal duty of all educators (RSA, 1998b).

2.4.3.1 The Integrated Quality Management System

The Minister of Basic Education had to determine standards to evaluate the performance of educators, and an Integrated Quality Management System (IQMS) was established as stipulated in section 4 of the Employment of Educators Act, 76 of 1998. The IQMS focuses on the following:

- Development Appraisal (DA),
- Performance Management (PM) and
- Whole School Evaluation (WSE) (RSA, 1998c).

The purpose of IQMS was to determine the strengths and weaknesses of educators and gave insight to which development programmes should be done. IQMS therefore is intended to provide a platform, to identify the professional development needs of educators; and to implement appropriate professional development activities to attend to these needs to improve teaching and learning. It was therefore an initiative from the Department of Education to improve the quality of teaching and learning, and was intended to form the basis of professional development (RSA, 1998c). IQMS is thus a performance management system, linking to professional development. Although some educators saw the IQMS as the professional development policy, IQMS is not a professional development policy, but the process provided educators with a platform to identify and implement their professional development needs. It was an initiative from the Department of Education to improve the quality of teaching and learning, and was intended to form the basis of professional development (RSA, 1998c).

The principal was perceived as the main role player in the process and as the main role player of the IQMS process, had to ensure:

- That IQMS is implemented uniformly and effectively at the school.
- That every educator at the school is provided with a copy of the process and policy, and understands the purpose of IQMS.
- Together with Senior Management Team (SMT) and the Staff Development Team (SDT) members is responsible for advocacy and training of the process at the school
- Must organise a workshop on the IQMS where individuals will have the opportunity to clarify areas of concern about the IQMS.
- After advocacy and training the principal will facilitate the establishment of the Staff Development Team (SDT) in a democratic manner.
- Ensures that all documentation sent to the District/local office in relation to the IQMS processes and staff development processes are accurate
- Responsible for the internal moderation of the evaluation of the performance management and professional development results in order to ensure fairness and consistency.
- Responsible for staff development at the school.

As per the IQMS the principal should become an instructional leader, who, with the help of the SMT should ensure training and staff development programmes. This staff development programmes should be implemented as per the professional development needs of the educators. The SMT normally consists of the head of departments. The head of departments with the principal should thus become mentors, and support educators within their continuous professional development to improve teaching and learning (RSA, 1998c).

Bengu (2011) however argues that IQMS, although meant to enhance teaching and learning through continuous professional development was not successful. He argues that IQMS, does not have different implementing processes and development processes for the different types of schools in South -Africa.

He says it assumes that all schools have the same resources to implement the process and did not consider the socio-economic status of the school (Bengu, 2011). He says that there is an assumption that all educators have the same understanding of professional development and how it relates to IQMS, but this is not the case (Bengu, 2011). Schools in South Africa are not the same equipped and resourced, all schools in South- Africa have different budgets and different income rates. The South African Schools Act, Act 84 of 1996 make provision for different Quintiles, i.e. no fees school and school where the governing body decide on the amount Schools are therefore not the same resourced to instil the same development processes (RSA, 1996).

Noziduma and Mtapuri (2014) argue that educators felt IQMS was not meeting their professional development needs and that it was a waste of time and money. Noziduma and Mtapuri (2014) say that many educators are frustrated with the process and want to leave the teaching profession. This articulates in losing quality educators and jeopardising the quality of teaching and learning. Mboyane (2002) argues that IQMS and the success of professional development at schools is a challenge. Schools are not equipped to implement IQMS and professional development initiatives successfully.

2.4.4. The South African Schools Act, 84 of 1996

The South African Schools Act, 84 of 1996 through the National Norms and Standards for School Funding, makes provision for different quintiles, that is, no fee schools and schools where the governing body decides on the amount for school fees (RSA, 1996c). The quintile 1-3 schools are defined as no-fee schools and the quintile 4-5 schools are defined as fee – paying schools. Schools in South Africa are not equipped and resourced at the same level. All schools in South have different budgets and different income rates (RSA, 1996c). It is, therefore, because of the financial implication that all schools are not similarly resourced.

In this study, two different quintile schools are chosen, and this can have an impact on the budget for professional development at the school.

2.4.5. The South African Council for Educators Act, 31 of 2000

The South African Council of Educators (SACE) Act, 31 of 2000, states that SACE must manage the quality of teaching and learning through the Continuous Professional Teacher Development (CPTD) system (RSA, 2000). SACE started the process with the principals with the provision that they would assist educators with the implementation of the same system to improve teaching and learning.

82% of the target that was set for the Principals and the Deputy Principals was reached at the end of the 2014/2015 financial year and 51, or 9%, of HoDs have signed up for the CPTD system (SACE, 2015).

2.4.6. The National Education Policy Act, 27 of 1996

The National Policy Framework for Teacher Education and Development as informed by the National Education Policy Act, 27 of 1996 was to ensure the on-going professional development of educators. The motto of the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) is, “more teachers, better teachers” (RSA, 1996b). It underlines the professional development of educators and states that:

1. Educators must be skilled to do their professional duties;
2. Educators must constantly and continuously improve their professional practices; and
3. Educators must at all times provide the best to students, the educational institution, government and the department of education.

The Department of Education (DoE) committed itself to NPFTED and the CPTD system which is coordinating the professional development process (RSA, 1996b and RSA, 2000). Bengu (2011) argues that the National Policy Framework for Teacher Education and Development (NPFTED) forces educators to participate in professional development activities, although all schools are not equipped for the process.

The discussed legislation, in relation to professional development and mentoring, articulates the idea that professional development is a core responsibility of educators, but the acts and the policies are not clear about mentoring and how it should be addressed at the different schools. It assumes that all schools are the same in terms of resources and does not address the different socio-economic statuses of the schools (Bengu, 2011). It assumes that schools are managed the same way and all educators have a similar understanding of professional development.

South African schools are not managed in the same way by the principals of the different schools. The principal as the instructional leader will thus managed the school as per the school context. The Instructional leadership of the principal is thus impacted by the school context. The needs, in terms of teaching and learning, professional development and mentoring will, therefore, be different at different schools (Bengu, 2011). The next section discusses the concept of professional development.

2.5 What is professional development?

Professional development can be associated with the improvement of practices and skills in order to improve the competencies of educators and to improve teaching and learning (Ediger, 2002; Fullan, 2001; Rhodes, *et al*, 2004; Bull, *et al*, 1994; Corcoran, 1995). Chung-Wei *et al* (2010) argue that professional development is a core factor for school improvement. It supports the individual development of educators, and has an impact on the effectiveness of teaching and learning and on whole school

improvement (Chung-Wei, *et al*, 2010). Ediger (2002) argues that staff development activities ensure the improvement of teaching and learning. It can, therefore, be argued that professional development includes any activity that increases the skills, knowledge and understanding of educators and their effectiveness in their respective schools.

Fullan (2001) argues that educators should expand their content knowledge and learn new methods of teaching and learning at all times to keep up with the latest developments and to ensure learner achievement. The aim of professional development can be divided into five strategies.

The strategies aim to target the improvement of educators, teaching and learning, and the achievement of an acceptable pass rate. According to Prinsloo (2010) and Southworth (2002), school leaders use coaching, modelling, monitoring, reflection and mentoring as strategies to enhance their school systems and structures and to develop their human resources.

It is argued that these five strategies define the aim of professional development. According to Easton (2008), professional development initiates organisational growth. It is equal to progression, advancement, enlargement and the improvement of the quality of outputs. It is important for educators to address the needs of their learners in order to achieve the best output (Easton, 2008). In the following paragraphs, the five strategies of professional development are briefly discussed.

2.5.1 Coaching and modelling

Coaching is a professional development strategy. The process of coaching should lead to school improvement (Laba, 2011). In this process a coach observes a mentee, and then makes suggestions and recommendations for improvement (Boyd 2007).

During this process, educators, as peer coaches, reflect on one another's practises and ideas in order to improve their own teaching. They professionally enhance one another (Rhodes and Beneicke, 2002).

The second strategy is modelling. Modelling is about the setting of good examples in education and influencing teaching and learning, to have an impact on professional development (Prinsloo, 2010; Reeves, 2008; Guskey, 2000; Hirsh & Killion, 2007 in Reeves, 2009). Reeves (2008) argues that many schools ignore the power of modelling by classroom teachers as having a high-impact on professional development.

2.5.2 Monitoring and reflection

Monitoring, as a third strategy of professional development, entails classroom visits and observation of the actual learning and teaching practices (Prinsloo, 2010). Educators are provided with positive feedback and recommendations from their peers or senior educators on how to best improve their teaching and learning. Guskey (2000) says that is imperative to ensure that knowledge and skills, as well as the improvement of teaching and learning are addressed, and feedback is given to educators to increase professional development.

Reflection is a fourth professional development strategy that focuses on the continuous reflection of teaching and learning practises to see what worked and what should be improved (Day, 1999; Schon, 1991; Cochran-Smith & Lytle, 1999). Educators should, thus, continuously reflect on their practises to improve teaching and learning.

Mentoring, as the fifth strategy of professional development, is discussed in greater detail below. It is important to understand the concept of mentoring to comprehend

the role that mentoring play in professional development and the impact it has on professional development.

2.6 Mentoring

Researchers argue that mentoring is one of the most effective approaches of professional development. In mentoring, mentors use their knowledge and experience to guide and teach others (Koki, 1997; Ellinger, 2010; Hayes, 1999; Smith, 2000; Hopper, 2001; Rhodes, *et al*, 2004). These researchers agree that mentoring as a professional development strategy enhance job promotion, provides opportunities for career advancement, ensures better job satisfaction, and leads to educator-retention in schools.

Mentoring can be inhibited by different factors, for example, time constraints, the educator's unwillingness to change and lack of a formal mentoring process and structure (DoE, 2008; Haak, 2006; Matthews, Hansen & Williams, 2004; Abell, *et al*, 1995; Lee & Feng, 2007; Robinson & Robinson, 1999; Crasborn, *et al*, 2008; Williams & Prestage, 2002; Zuljan & Vogrinc, 2007).

The following paragraphs discuss the role of the mentor, the characteristics of the ideal mentor and the importance of mentoring in secondary schools, as well as the factors that can inhibit the mentoring process at the school.

2.6.1 The role of the mentor

The Department of Education (DoE) (2008) defines mentoring as follows:

a sustained developmental relationship between an adult and youth or an experienced person such as an educator with long service and an in- experienced (newly qualified) educator, or both qualified and experienced professionals, but where one

has acquired the new required knowledge and skills while the other has not. The mentor provides guidance and support to a mentee with respect to a wide range of knowledge, skills, attitudes and values (DoE, 2008:22).

The Department of Education (2008) acknowledges two types of mentoring, namely formal and informal mentoring. Informal mentoring is a natural occurrence, and one person out of three will turn to another for growth and development. Mentoring should not be enforced, but should be a commitment from the educator and the school management team to improve teaching and learning. Formal mentoring, on the other hand, is structured, and mentors are carefully selected to distribute skills and knowledge. The importance of formal and informal mentoring is equally stressed.

A favourable environment for a new or inexperienced educator should be created to allow him or her to approach an experienced educator as a mentor, to professionally develop and learn all the skills of the trade (George & Robinson, 2011). It is argued that mentoring is not only the responsibility of the school management team or the principal, but it should be the responsibility of all educators at the school.

Lord *et al* (2008) argue that one way to approach mentoring is through team work. In this approach, one individual works with the other for guidance and support thereby gaining knowledge and skills to enhance teaching and learning. The person supporting the individual acts as a mentor (DoE, 2008; St George & Robinson, 2011).

The DoE (2008) states that mentoring is a process whereby challenges are addressed and skills are acquired to improve teaching and learning. It is through mentoring that educators grow in their subject fields, thus improving teaching and learning. Lord *et al* (2008) further argue that mentoring is linked to the professional development of an individual person. The mentoring approach should provide guidance to bring about professional growth.

The mentor shares experiences and knowledge with the mentee to improve the skills, knowledge and attitude as well the teaching and learning process. The mentor helps the mentee to overcome professional challenges and to achieve professional goals. Harder and Lamm (2008:1) state that “mentoring is an opportunity for a mentor to use knowledge and expertise to facilitate the personal and professional development of an employee”. They argue that “mentoring is an intense developmental relationship whereby advice, counselling and developmental opportunities are provided to a protégé by a mentor, which, in turn, shapes the protégé's career experiences”. In this context, mentoring becomes an opportunity to share and distribute knowledge and experiences.

Blank and Sindilar (1987) argue that it is a challenge to describe the ideal mentor. They maintain that an ideal mentor should have real knowledge, skills and expertise to share with their mentees. These mentors are described as respectful and understanding people. The main focus of this mentor is to guide the mentee professionally. The ideal mentor becomes a role model to their mentee. Johnston and Ryan (1980, cited in Blank & Sindilar 1987) argue that mentors should be abreast of the latest knowledge and skills of teaching and learning. This is to ensure that their mentees are well-informed with the current teaching and learning practises.

Johnston and Ryan (cited in Blank & Sindilar, 1987) emphasize the instructional role of the mentor, who assists the mentee in all aspects of the teaching and learning process. The mentor is not only the role model for teaching and learning, but also provides the mentor with constructive, developmental feedback. This is imperative for the mentee to improve his/her practises. The mentor-mentee relationship is a trusting relationship, and the mentee must be committed and willing to develop professionally (St. George & Robinson, 2011).

2.6.2 The characteristics of an ideal mentor

According to Christine *et al* (2011), a mentor should have admirable personal qualities. An outstanding mentor must be compassionate, enthusiastic, generous, honest, insightful, and selfless and have wisdom. Mentors must provide guidance in a productive manner. The mentor must be able to highlight the potential in his/her mentees and emphasize the importance of on-going communication. Christine *et al* (2011) argue that the mentor should, therefore, be in conversation with the mentee at all times. It can be argued that good mentors should lead the mentees to success in their profession. They are persistent in sharing their skills and knowledge.

Lasley (1996) says that good mentors are willing to give instructional support and will coach the mentees to improve their performance. Lasley (1996) further argues that an excellent mentor is a person who assists the mentee to find solutions for him or herself and does not provide ready-made answers. As a strategy of professional development, it is important to understand the importance of mentoring in secondary schools.

2.6.3 The importance of mentoring in secondary schools

St. George and Robinson (2011) claim that mentoring develops and enhances the mentees as well as the mentors. For the success of a mentoring programme, the commitment of both the mentor and the mentee must be confirmed. Novice educators can be supported by mentoring programs. It is vital to improve the professional knowledge and skills of educators for academic success of their learners (Koki, 1997).

St George and Robinson (2011) posit that mentoring is an important aspect in leading improved outcomes for pupils and improving the quality of teaching and learning and leadership in the school. St George and Robinson (2011) argue that the novice educator in the secondary school is faced with challenges of working with young

adolescent learners with a greater demand than learners in primary schools and therefore needs a support structure. Professional development strategies in the secondary school need to take these challenges into account when planning for teacher development.

Frydaki and Mimoura (2014) argue that the most important part of mentoring is to help the novice educator to implement what they have learnt successfully. They further argue that a school mentoring programme will assist both the mentor and the mentee to rethink practices and views about successful learning and to support the novice educator in general.

Mentoring, thus, becomes much more than just guiding the novice educator in the secondary school; it becomes a process where best practises can be shared and a support structure for the educator. Rockoff (2008) says that mentoring is important as it improves the ultimate performance of teachers. She argues that mentoring is important to maintain the quality of teaching and learning, but also to reduce the turnover among new teachers (Rockoff, 2008). Borsuk (2009) also argues that a mentoring programme helps to retain educators; and that if an educator leaves the profession, it is because of relocation and a better job opportunity somewhere else, not because they are challenged by the profession. Danielson (1999) agrees that mentoring does not only help secondary school educators with their teaching practises, but ultimately improves the teaching and learning practises. Holloway (2001) argues that mentors learn from mentoring and enjoy the respect and the improvement of their own learning and teaching practices.

He emphasises that, “a focused, systematic mentoring program has a positive influence on the performance of new teachers and is an advantage to mentors as well. The support for new teachers benefits their students if educators improve their knowledge; it has a positive impact on their students” (Holloway, 2001: 85).

2.6.4 Barriers to mentoring

Barriers to mentoring can include, amongst others, the educator's fear to change and reluctance to be mentored (DoE (2008). Haak (2006) as well as Matthew, Hansen and Williams (2004) argue that mentoring should not be enforced and that the mentee must be willing to grow and develop; the mentee must be willing to change. Mentoring should be voluntary and not a process that is forced on the educator. Time can also be a factor to limit mentoring at the school. Lee and Feng (2007) argue that the mentoring process is more effective when mentees and mentors are given extra time to meet within the normal school hours.

Hansford, Ehrich and Tennent (2004:11) found that the most profound barriers to mentoring are the "lack of time, professional expertise and personality mismatch". This supports the argument that time can inhibit the mentoring process at the school. According to Hansford, Ehrich and Tennent (2004), the mentor must be skilled and experienced; and there must be a mutual understanding between the mentor and the mentee. Cultural diversity can also be a barrier to mentoring, and "cultural and gender biases" can make mentoring a negative experience (Hansford, Ehrich & Tennent, 2004:17). Crasborn *et al* (2008) argue that mentoring is done more effectively when there is a formal mentoring programme and process at the school. Barreraa, Braleyb and Slate (2010) argue that mentors find it very challenging when there are no formal administration processes to guide the mentoring process, when there is nothing in place to support to schedule meetings between mentor and mentee and when there are no formal instructions guiding the mentors and the mentees.

The study sought to ascertain which practices inhibit the mentoring processes at a school. Successful mentoring needs a formal structure, policies, and guidelines geared to address the barriers to mentoring (Crasborn *et al*, 2008).

2.7 Different professional development activities in secondary schools

Traditional professional development activities focus on seminars and workshops, but it is argued that these activities do not give educators sufficient time to develop the knowledge and skills that are presented (Boyle *et al*, 2005; Lee, 2005; Steyn 2008). Educators are given the theory and book knowledge, but are not mentored and trained to implement what they have been taught practically. The seminars and workshops do not automatically lead to the implementation of skills and knowledge. The Organisation for Economic Cooperation and Development (OECD) Teaching and Learning International Survey (TALIS) (2009) lists the following professional development activities in schools:

- Workshops on subject related matters,
- Seminars or conferences where teachers have a platform to discuss challenges and also to present their research within the profession,
- Formal programmes where a degree and or qualification could be obtained;
- Informal development through observation,
- Forming a network with others in the profession,
- Individual research and or research with a group of professionals on a topic of interest, and
- Mentoring, coaching and peer observation within their educational institution.

The DoE (2008) lists the following professional development activities: individual studies, designing and executing school improvement projects, organising or attending cluster workshops, attending training courses, mentoring novice teachers, leading or participating in peer group support through teacher networks, participating in and contributing to professional association conferences, and obtaining additional formal professional or subject qualifications. Mentoring is seen as one such professional development activity (DeMonte, 2013; Steyn, 2008; Danielson, 2007). DeMonte (2013) argues that professional development activities differ from school to school, but educators need to be committed to their own professional development.

Educators should be pro-active in their professional development and in the professional of others.

Danielson (2007) says there are many educators who want to grow and develop beyond their classrooms. These educators are pro-active in their learning and professional development (Steyn, 2008). It is argued that educators must take ownership of their own teaching and learning. Educators need to engage with other educators and reflect on their own practices, thus enabling them to grow and learn (DeMonte, 2013).

2.8 The impact of mentoring on the professional development of educators

Mentoring is a very important individualized form of professional development. The core objectives of this form of professional development are to improve educator effectiveness and job satisfaction (Dymoke, Harrison & Pell, 2008). Mentoring creates an environment for better student achievement and improves educator retention. The Centre for Inspired Teaching (2008) argues that mentoring has a significant impact on professional development and that it can lead to:

- the improvement of teaching and learning,
- real improvements in the classroom,
- better instructional practices,
- higher student achievement, and
- More positive attitudes among students and educators.

Mentoring goes beyond individual classrooms, across the entire school curriculum, and system-wide, it can improve outcomes, decrease retention, cooperation, and overall performance (Dymoke, Harrison & Pell, 2008). The Centre for the Use of Research and Evidence in Education (CUREE) (2008) states that professional development is much more successful when mentoring is the core factor and argues that mentoring has a significant impact on the professional development of educators.

The DoE (2008) maintains that mentoring is the all-inclusive description of everything done to support the orientation and professional development of novice educators.

The DoE (2008) also states that mentoring should be seen as the support tool for in-service professional development. Rhodes, Stokes and Hampton (2004) argue that educators are required to be capable and competent in their practices. Mentoring, as a professional development strategy, should be an essential component to all teaching practices. Educators should be professionally capacitated and mentored to improve teaching and learning (Rhodes, Stokes & Hampton, 2004). It is argued that the development of a competent educator is essential to successful learning. A well-developed educator is the most important role player in successful teaching and learning. The educator who undergoes mentoring adopts new skills, values and attitudes for effective teaching and learning.

Mentoring and professional development should be closely interlinked (Hayes, 1999; Hopper, 2001). Whilst school-based mentoring is about giving support and feedback to educators, professional development is about the continuous support of the mentoring process. Fabian and Simpson (2002) say that an inexperienced educator should be supported by a mentor and a mentorship programme and argue that professional development should be linked to the mentoring process. It is argued that professional development forms the basis of effective teaching and learning and that mentoring is the tool to guide and realise the ideals of professional development.

It is thus imperative that senior educators guide these processes by showing novice educators the significance of professional development and mentoring, and how it can be used to improve teaching and learning (Fabian & Simpson, 2002).

2.9 Instructional leadership

The theory in this study is instructional leadership theory. Instructional leadership theory is used to understand the relationship between managers, particularly in educational institutions, and their subordinates. Instructional leadership is also imperative to improve teaching and learning. It emphasizes the importance of professional development for educators. Swan, (n.a), says that another purpose of instructional leadership is to deliver the curriculum by reflecting and evaluating to achieve ultimate success in the classroom. Instructional leadership thus has more than one purpose. I managed to point out only a few. Heck (1992) argues that the context of the school has an impact on the instructional leadership. Schools are unique and are not managed the same. Heck (1992) says that instructional leadership is influenced by the number of learners and educators at the school, the language of teaching and learning, as well as the socio-economic status of the school. Instructional leadership is thus influenced by the context of the school. The schools are contextually different and distinctive, and every school faces its own challenges, and therefore needs a contextually responsive approach.

Marks and Pinty (2003) say that to improve teaching and learning, principals and educators need to work together within the specific school context. Hallinger (2003) argues that the role of the principal as an instructional leader goes beyond the improvement of teaching and learning. Hallinger (2003) says that as an instructional leader the principal has more than one role and this role is dependent on the context of the school. The effectiveness of the principal as an instructional leader should therefore be linked to the school context the school community and the socio-economic status of the school (Hallinger, 2003; Hallinger, 2009).

Instructional leadership can be explained in four dimensions, namely defining the mission and the goals of the school within the specific school context, managing the education production function within the school context, ensuring and promoting an academic climate and creating a positive working environment.

In this study, I summarized, analysed and critically contextualised the arguments of several researchers to outline the characteristics of instructional leadership in four major dimensions.

2.9.1 Developing mission and goals

The principal, as an instructional leader of his school, should ensure the quality of the education, establishing a clear vision, mission and goals within the context of the school (Portin, *et al*, 2003). As an instructional leader, the principal knows the context of the school, to provide quality teaching and learning at his or her school (Zmuda, Kuklis & Kline, 2004; Harris, 2007; Marzano *et al*, 2005; Portin *et al*, 2003).

The principal as an instructional leader who knows the context of the school, should set goals for the learners and educators to be committed to achieve success, and to improve teaching and learning (Leithwood & Riehl, 2003). The principal as an instructional leader, who knows and understand the school climate and culture, should ensure the necessary support to the educators in order to achieve the best results for teaching and learning within the specific school context. This instructional leader is confident that the set goals will be accomplished, hence managing a professional development and mentoring programme at the school, should then become central to the mission and the goals of the school (Cotton, 2003). .

2.9.2 Managing the education production function (Managing the teaching and learning curriculum)

Managing the instructional program of a school refers to the management of the teaching and learning curriculum. The PAM says that the principal and the deputy principal, as instructional leaders, should supervise and monitor the teaching and learning programme at the school within its specific context (RSA, 1998b).

It is argued that the principal should not only have the necessary knowledge and skills in teaching and learning, but should be committed to the enhancement of his/her school (Bossert *et al*, 1982; Cuban, 1984; Dwyer, 1986; Marshall, 1996). Dufour (2002) argues that instructional leadership can be used as a method to promote the professional development of the staff, thus promoting teaching and learning within the specific school context. Instructional leadership, as a strategy, allows the delegation of responsibilities to senior educators and heads of departments in the school, dependent on the school context and the resources of the specific school (Blasé & Blasé, 1999). These responsibilities include: to mentor, to guide, to professionally develop educators and to promote teaching and learning (Mendel, Watson & MacGregor, 2002).

2.9.3 Promoting an academic learning climate

Effective schools should develop a culture of academic improvement (Barth, 1990; Mortimore, 1993; Purkey & Smith, 1983). The principal as an instructional leader at his/her specific school should support and ensure an academic learning climate and the improvement of teaching and learning. It is argued that an academic learning climate is created by the principal, who promotes professional development and academic quality for both educators and learners at the school (Dwyer, 1986; Hallinger & Murphy, 1986). This is done within the specific context of the school.

2.9.4 Developing a supportive work environment

The principal, as an instructional leader, is supposed to develop a supportive working environment, but this again is reliant on the context of the school and the availability of resources. The instructional leader should ensure learner involvement in teaching and learning. The principal should ensure the availability of resources to achieve successful teaching and learning, but this is dependent on the school context and resources (Murphy, 1990).

As an instructional leader, the management at the school should create a supportive work environment and should guarantee the development of staff, but this again is dependent on the availability of resources and the school context. The instructional leadership should thus ensure professional development opportunities for educators, dependent on the context (Stronge, Richard & Catano, 2008). Stronge, Richard and Catano (2008) argue that within the instructional leadership paradigm, senior educators should provide a platform where novice educators can learn, be coached, mentored, and share best practises, but this is also reliant on the context of the school.

Instructional leadership puts emphasis on supervision, staff development and curriculum development within the specific school setting, but the unique challenges within every school context should be considered. Southworth (2002) further argues that professional development is core to instructional leadership and that professional development is the most important factor in staff development, but it argued that the school context could have an impact on the instructional leadership at the school, and therefore the professional development activities could also be impacted by the school context.

2.10 Findings from the literature

The following is a list of findings from the literature regarding mentoring and professional development and the role of mentoring in the professional development of educators.

- The Integrated Quality Management System (IQMS) is intended to form the basis for professional development, but there is a lack of the proper implementation thereof and educators do not agree on the process,
- Integrated Quality Management System is not a professional development policy, although many educators perceived it as a professional development policy,
- IQMS should be seen as a platform where educators can identify and implement their professional development needs,

- Instructional leadership in each school context is unique, the context of the school could have an influence on the instructional leadership,
- Instructional leadership is core to professional development,
- The principal is accountable for the professional development of the educators at the school,
- The Head of the Department (HoD), through instructional leadership at the specific school, should ensure the professional development of the educators within his/her the department,
- Every educator at the school, within the specific school setting should commit to his or her own professional development to ensure academic success for all learners,
- The literature highlighted six legislation pieces,
- Professional development is the key to the achieving learner success and the development of educators to improve teaching and learning,
- The five strategies of professional development, namely coaching, modelling, monitoring, reflection and mentoring are mentioned, and this is illustrative of how the strategies impacted on the quality of teaching and learning,
- Mentoring was understood as a practical strategy for professional development.
- Mentoring is a strategy to enhance the knowledge and skills of educators,
- Mentoring is seen as an opportunity for both the mentor and mentee to improve their teaching and learning,
- A mentor is defined as a knowledgeable person with the necessary expertise in the required field,
- An ideal mentor is seen as a willing and patient person to share his/her knowledge and skills and allows the mentee to grow and develop to ultimately improve themselves, their teaching and learning,
- Mentoring has a significant impact on the professional development of educators,
- Mentoring should be linked to professional development;
- The principal at his/her school, within the specific school setting , should be responsible for the education production management of the school and ensures

successful teaching and learning for educators and learners to enhance successful teaching and learning,

- The Head of Department at the specific school, within the specific school context should guide and mentor the educators in a specific subject field,
- The responsibilities can be shared with other educators such as senior educators, master educators, grade heads and subject heads, dependent on the school context and resources at the school,
- The term *educator* can refer both to those involved in education, as well as the professional that resides in the classroom with the learners,
- Both the literature and legislation prefer the term *educator* as much as this category of educators is seen as teachers. To keep in line with literature, the term “educator” is used in both contexts,
- It is required of educators to improve teaching in learning and attend professional development opportunities to guarantee the development of knowledge and skills and continuous learning and,
- It is the responsibility of senior educators to mentor novice educators.

Mentoring is an imperative strategy of professional development. It promotes the quality of teaching and learning and should be core to professional development. This strategy should be an integral part of the institutional practises in schools (Hayes, 1999; Hopper, 2001).

The next chapter outlines the research methodology and research approach used in the study.

CHAPTER 3: Research methodology

3.1. Introduction

The previous chapter reviewed the literature on the role of mentoring in the professional development of educators. In this chapter, the research methodology and design of the study is outlined. The data was collected, using a qualitative approach within the interpretive paradigm. In qualitative research, the researcher asks the participants to answer questions in their own environment to try to understand how they make sense of their lives within their own context (Maxwell, 2013).

During this qualitative study, educators were interviewed in their educational institutions as their natural setting. I wanted to explore their opinions and shared experiences about the research topic (Maxwell, 2013). The research was done and viewed through an instructional leadership lens in order to understand the link between professional development and mentoring. The questions, from the background of instructional leadership, focused on how the educators implemented and understood professional development and mentoring and how the professional development impacted on mentoring.

The chapter consists of six main sections. First, the theoretical setting is illustrated by the theoretical framework. The research methodology explains the research paradigm, approach and design. In the third section, the data collection is outlined, followed by a discussion of the data collection tools. In the fifth section, the process of data analysis and interpretation is explained. In the final section, the role of the researcher to ensure trustworthiness and credibility is presented.

3.2 Research questions

The primary research question in the study is:

What role does mentoring play in the professional development of educators at secondary schools in Gauteng?

There are three secondary research questions in the study:

1. What are educators' perceptions and experiences of mentoring as part of their professional development?
2. What aspects of mentoring, if provided, do educators identify as having contributed most to their professional development?
3. What do educators perceive as the overall contribution of mentoring to their general professional practice?

3.3. Theoretical framework

In this study, I used instructional leadership theory as a framework and lens, because one of the core functions of instructional leadership is ensuring the professional development of staff members. It involves, among many other functions, the professional developing and mentoring of educators. This study investigated the role of mentoring in professional development and I believed that instructional leadership theory, specifically the key function of professional development, was best suited for this study. In this study, I highlight the four major dimensions of instructional leadership, namely the developing of mission and goals, managing the education production function, promoting an academic learning climate, and developing a supportive work environment as presented by various researchers (Marks & Printy, 2003; Andrew *et. al.* 1991; Hallinger & Heck, 1998; Marsh, 1992). These dimensions were used as codes to structure the data collection, analysis and interpretation.

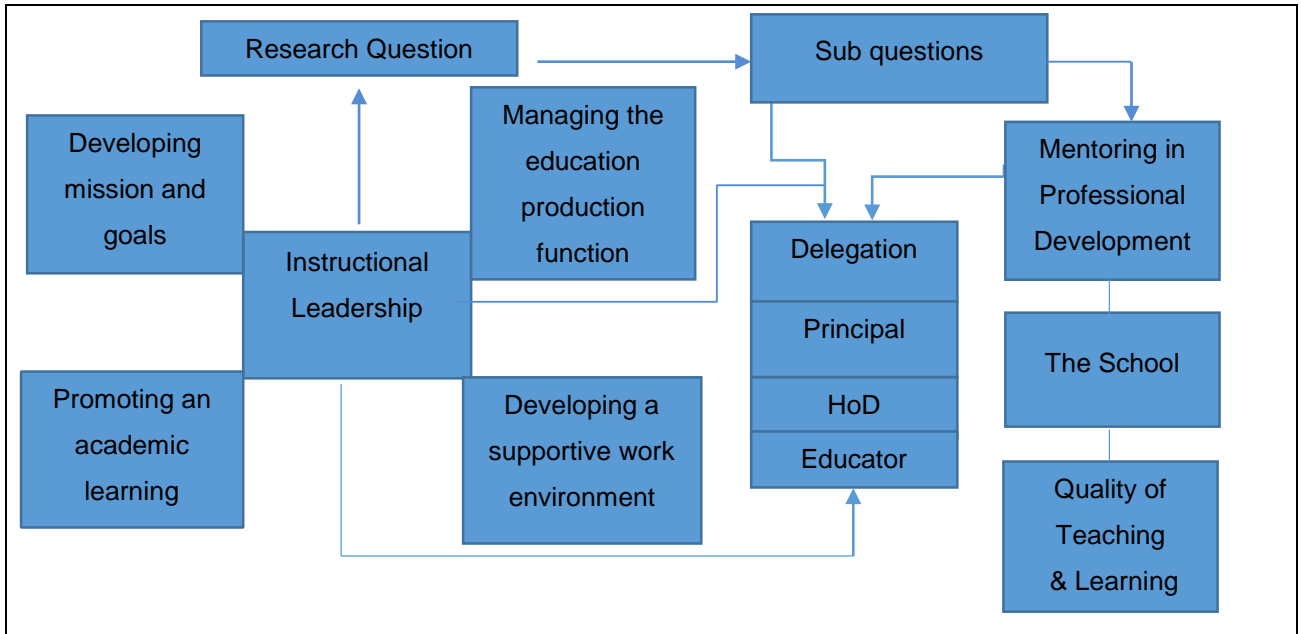


Figure 3.1: Theoretical framework

Figure 3.1 is a graphical illustration of the theoretical framework in the study. I investigated the role of mentoring in an instructional leadership perspective. The four dimensions of instructional leadership were used as codes to link the twenty interview questions derived from the three sub-questions. It was important to follow the flow of delegation in the school in order to understand the link between mentoring and professional development, and how it should impact on the quality of teaching and learning (King, 2002; Elmore, 2000; Spillane, Halverson and Diamond, 2000). I sought to find out what role mentoring played in the professional development of educators at the two different schools.

3.4 Research methodology

The section on the research methodology consists of three sections. These are briefly discussed.

3.4.1 Research paradigm

I placed the research within the interpretivist paradigm. The interpretivist paradigm implies that I wanted to understand the role of mentoring in professional development, comprehending the experiences of educators in schools. “Interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments” (Myers, 2008:38). Mackenzie and Knipe (2006) argue that the interpretivist researcher depends on what the participants say and think and consider the experience and context of the participants. Creswell (2003) argues that an interpretivist/constructivist researcher tends to rely upon the participants' views of the constructed reality of the situation. Thanh and Thanh (2015: 24) agree with Creswell (2003) and state that, “the interpretive paradigm allows researchers to view the world through the perceptions and experiences of the participants. In seeking the answers for research, the investigator who follows the interpretive paradigm uses those experiences to construct and interpret his understanding from gathered data.”

Cohen and Manion (1994:36, cited in Mackenzie & Knipe, 2006) say that the interpretivist/constructivist wants to comprehend "the world of human experience". Therefore Mertens (2005:12), cited in Mackenzie & Knipe (2006), suggest that "reality is socially constructed". Maree (2007) reiterates that interpretivism focuses on the person's subjective experiences and how a person creates reality for him or herself through sharing his comprehension of this reality.

Nieuwenhuis (2010) argues that in the interpretivist paradigm, the reality that people create within their social context is subjective. This reality is created within the individual. Using this paradigm for the study gave me a clear understanding of how educators perceived the role of mentoring in professional development and the reality about how the role of mentoring in professional development was constructed within each participant.

3.4.2 Research approach

The qualitative research in this dissertation is based on a case study design where two different schools were used. The case study design enabled me to make sense of and to develop a better understanding of the role of mentoring in the continuous professional development of educators at secondary schools. According to Yin (2003: 545 cited in Baxter & Jack, 2008), “a case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context”.

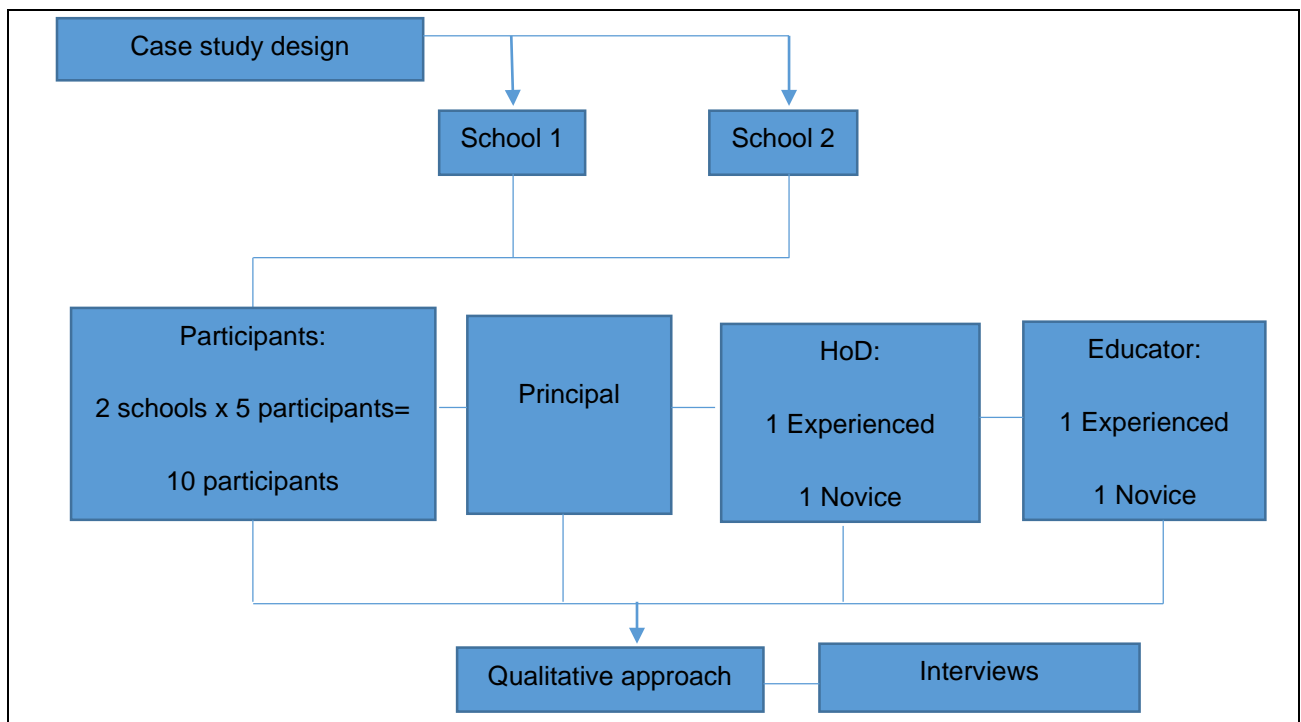


Figure 3.2 Research approach: qualitative approach.

Figure 3.2 illustrates that this qualitative study collected data from two schools to answer the same research questions. This entailed detailed steps to understand the different schools systems during various visits.

Information from previous visits to the schools assisted in understanding some of the comments made by the participants during the contact sessions.

3.4.3 Research design

The research design refers to the overall strategy that you choose to integrate the different components of a study in a particular way (De Vaus, 2006). A case study design was used. In this case study design, the data was collected from the two different schools at different times of a period and during a variety of events (Yin, 2009). Creswell (2007) says that when using a case study design, the same procedure for collecting data is used at the different unit of analysis. The cases were two schools; and educators on different levels at each school were chosen as participants. The participants had to answer why and how questions and could not be influenced by the researcher (Yin, 2009). Yin (2009) argues that case study design focuses on where, how and why questions need to be answered and the researcher cannot influence the participants in relation to their perception or understanding of the phenomena.

Yin (2009) further states that in a case study design, it is important what aspect/s of the cases are of interest and then help to formulate the research questions. The role of mentoring in the professional development of educators was chosen as an aspect of interest and the case study design helped me to formulate the research questions in relation to the role of mentoring in the professional development of educators.

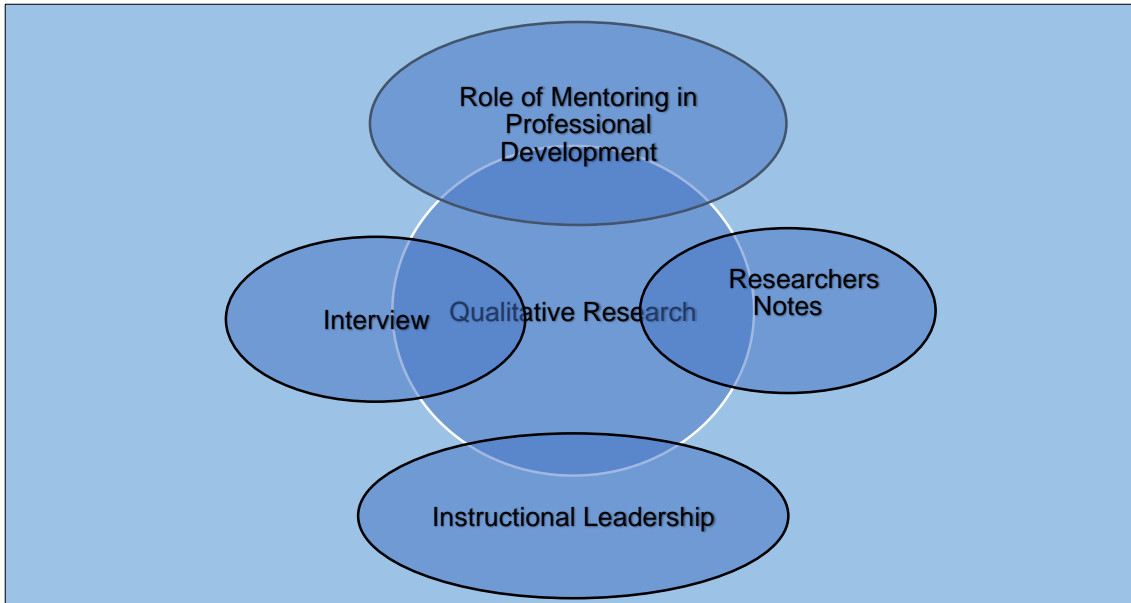


Figure 3.3: Research design

The design is built around the problem of the role of mentoring in professional development. Put differently, the research design is constructed in such a way as to find the possible link between professional development and mentoring (Trochim, 2006). Theory guides your research questions and who to interview (Maxwell, 2013). In this qualitative study, it was thus imperative to interview the principal, other academic managers, experienced educators and novice educators on their understanding of professional development and the impact of mentoring on professional development.

The instruments used for the data collection had to ensure that they captured the functions of instructional leadership. They also had to target the role of mentoring in professional development. An interview protocol was designed and used together with my notes to ascertain the support of the instructional leader for educators (Harris *et al*, 2003; Southworth, 2002). The design of the study intended to explore the notion that the educator and the principal, together through professional development, promote teaching and learning.

3.5 Data collection strategy

The data collection strategy section consisted of three sections that are briefly discussed.

3.5.1 Selection criteria

I based the decision regarding the identified schools, districts and selected participants for this study on practicality and logistics (Reed *et al*, 1996; Patton, 2002; Clavarino & Janda 2001). Practically, I chose one quintile one school (no-fee school) and one quintile five school (fee paying school) in two different districts within the Gauteng Department of Education. The quintile 1 school represents the poorest schools and the quintile 5 schools the more affluent schools. The reason for choosing the different quintile schools will be explained when I classify the two schools.

For logistical reasons, all the participants were educators from these different quintile schools. Following the approval from the Gauteng Department of Education to conduct research, the principals of each individual school were contacted, requesting the names and email addresses of the educators who fit the requirements of the study sample (the principal, the experienced head of department, the novice head of department, the experienced educator and the novice educator). Individual emails to participants were sent to ask them to participate in the study at a convenient time. This followed an appointment schedule agreed upon with the principals of the respective schools. The principals were requested to provide a venue at the school where the interview could take place in privacy. After I had received my ethical clearance, I contacted the principal to confirm the agreed upon appointment schedule.

3.5.2 Sampling strategy

In this study, two different schools were chosen. I sought to investigate the details and meanings of experience in relation to the role mentoring plays in the professional development of educators in the two different schools (Yin, 1994). The two different schools had to be from two different socio-economic backgrounds to effectively investigate the role of mentoring in professional development, because it was important to consider if the socio – economic status would have an influence on professional development at the school and on the influence of mentoring on professional development. The schools chosen were both government public schools in the Gauteng province. One school was a quintile 5 school and the second school was a quintile 1 school.

The study made use of purposive sampling. Creswell (2007) describes a purposive sample as a sample that has the same/similar characteristics of the population that is being investigated. In this study, individuals who knew about the phenomenon, were identified (Cresswell & Plano Clark, 2011). The participants had to be available and willing to participate. They had to communicate their experiences and opinions in relation to the role of mentoring in the professional development of educators (Bernard, 2002 & Spradley, 1979). The participants were selected from the same two participating schools. The participants included principals, Heads of Department (HoDs) and post level 1 educators. A list of the participants is presented in Table 3.1. In order to get thicker descriptions in the collected data, a study should have a minimum of 5 participants (Creswell, 2002). This study purposefully collected 10 educators at different post levels to triangulate the data in the framework of the theory used in this study.

	Principal	H.O.D Novice	H.O.D Experienced	Post level 1 Educator – Novice	Post level 1 Educator - Experienced
School 1: Quintile 5	1	1	1	1	1
School 2 : Quintile 1	1	1	1	1	1
Total: 10 Educators					

Table 3.1: List of participants

3.5.3 Classification of schools

It is important to mention that South African schools are ranked according to the National Norms and Standards for School Funding (NNSS) policy (RSA, 1996c). Schools in poorer and previously disadvantaged communities are ranked as quintile 1 and declared as no fee schools (learners do not pay for school fees and the school is fully state subsidized). Schools in better socio-economic circumstances, but still within a disadvantaged community, are ranked as quintile 2 or 3. These schools are allocated a higher state subsidy, and learners could be charged a minimum school fee, as agreed by the School Governing Body (SGB). The "least poor" schools (including quintile five schools) are allowed to levy school fees through their governing bodies. The quintile 5 school had one principal and two deputy principals, 9 heads of departments, 2 master educators and 50 post level 1 educators. The school had 42 Gauteng Department of Education (GDE) appointed educators and 22 Governing Body appointed educators. With 1040 registered learners, the school received 'n annual income from the state of R520 000 and collected R14 500 000 from school fees. The school made R125 000 per annum from fundraising projects. This school had a budget of R48 000 for professional development.

The quintile 1 school that was chosen for this current study had one principal, two deputy principals, 5 heads of department and 17 post level one educators.

The school had 25 GDE appointed educators and 1177 registered learners at the time of the study. The principal did not want to disclose the subsidy amount that the school received from the state annually, but a quintile 1 school receives an estimated state subsidy amount of R960 per learner amounting to R1 129 920 per annum, excluding services and resources (RSA, 1996c; Grant, 2013, Motala, 2006). The school made R15 000 per annum from fundraising projects and had no budget for professional development.

In this study, it was also important to keep in consideration the socio-economic status of a school and whether it has an impact on the professional development and an influence on mentoring as part of professional development. For this reason, two different quintiles were chosen (Tongco, 2007).

3.6. Data collection tools

The instruments used to collect data in the research are briefly outlined, and the section consists of three sections.

3.6.1 Structuring the interview questions

The study has one main research question and three sub-questions addressing four identified topics. These topics were used as codes that were collated into potential themes that were used to develop both open-ended and close-ended questions (Braun & Clarke, 2006). This was done to display the various perspectives from the respondents in each topic. The set of questions on an interview-schedule guided the interview procedure to get in-depth natural responses from the participants (Creswell, 2008, Fade & Swift, 2010).

The interview protocol consists of three sections. Section A provided the following information to the participant (Creswell, 2007):

1. Purpose of the study,
2. Individuals and sources of data being collected,
3. What will be done to protect the anonymity of the interviewee, and
4. How long the interview will take.

Section B consists of the following items:

1. Biographical and demographical information of each of the schools,
2. Staff provisioning of each school,
3. The number of learners,
4. The school's total annual income,
5. The budgeted amount for staff development, and
6. Teaching experience of participants.

Section C listed the 20 different response questions derived from the main research question and sub-questions which concentrated on the concepts of professional development and mentoring. The focus words in the main research questions were used to develop the sub-questions. These focus words were linked to the different dimensions in the theoretical framework. Draft questions were developed in each dimension for each of the sub-questions. One of the four dimensions was used to bind a different section of the interview schedule together and support data validity. The draft interview questions were sent to my supervisor and co-supervisor for verification before the final interview schedule was developed. The interview protocol was added as an addendum.

3.6.2 Semi-structured interviews

Interviews were used as a data collection method. An interview in social research is when researchers ask one or more participants general, open-ended questions and record their answers. The participants should be given an opportunity to voice their views and experiences unconstrained by the perspectives of the researcher and prior research findings. There are three fundamental types of research interviews: structured, semi-structured and unstructured. Semi-structured interviews were seen as the most appropriate interview for this study as they could ensure a good relationship and means of communication between the researcher and the participants (Creswell, 2007).

It was the most appropriate method to choose because the researcher could ask follow up questions to clarify the perceptions and experiences in relation to mentoring and professional development to get detailed knowledge. Cohen and Crabtree (2006) further argue that semi-structured interviews are often preceded by observation, informal and unstructured interviewing, in order to allow the researchers to develop a keen understanding of the topic of interest, necessary for developing relevant and meaningful semi-structured questions (Cohen & Crabtree, 2006). Through semi-structured interviews, I could analyse and interpret the participants' experiences in relation to mentoring and how they perceive the role of mentoring in professional development.

I could also conduct a full assessment of how educators feel about the role of mentoring in professional development (Creswell, 2007). A major advantage of interviews is that they provide useful information when observation of the participants over a period is not possible (Creswell, 2007). The interviews permitted the participants to share their personal information (Turner, 2010).

I explained the purpose of the interview to all the participants prior to conducting the interviews. The interviews were audio-recorded, and hand-written notes were made to support the recordings. The purpose of the audio recordings was to serve as a back-up to the responses of the interviewees (Turner, 2010). The use of the recorder was discussed with the participants prior to it being used. At the conclusion of the interview, I thanked the participants and promised them an electronic copy of the transcription of the interview, whereby they had the opportunity to verify the data as was presented by them. This was also for verification purposes. Triangulation will be discussed at a later stage.

3.6.3 Field notes

I made notes about observations and occurrences related to instructional leadership dimensions during the data collection period. These notes can be defined as field notes or the researcher's notes, taken when the study was conducted (Thorpe & Holte, 2008).

The brief notes also helped me comprehend the transcriptions and understand the answers that were given, within the context that they were given. These brief notes assisted me when I reflected at a later stage, and supported me in keeping track of my observations and what I experienced when I collected data (Emerson *et al*, 1995). In the notes the researcher wrote everything that she observed (Burgess, 1991). I made notes on the difference between the quintile 1 school and the quintile 5 school environment and that it agreed with the fact that quintile 1 school was in a lower socio-economic area. The researcher also made notes on the behaviour and the attitude of the participants in relation to how they have perceived mentoring and professional development at the school. I also noted my reflections and personal thoughts during my research journey (Mulhall, 2003).

3.7 Data analysis and interpretation

In the study, the words of the participants were carefully analysed. The data obtained from the interviews was transcribed, coded, inductively analysed and related to the research question. Figure 3.4 provides a graphic illustration of the data analysis process followed.

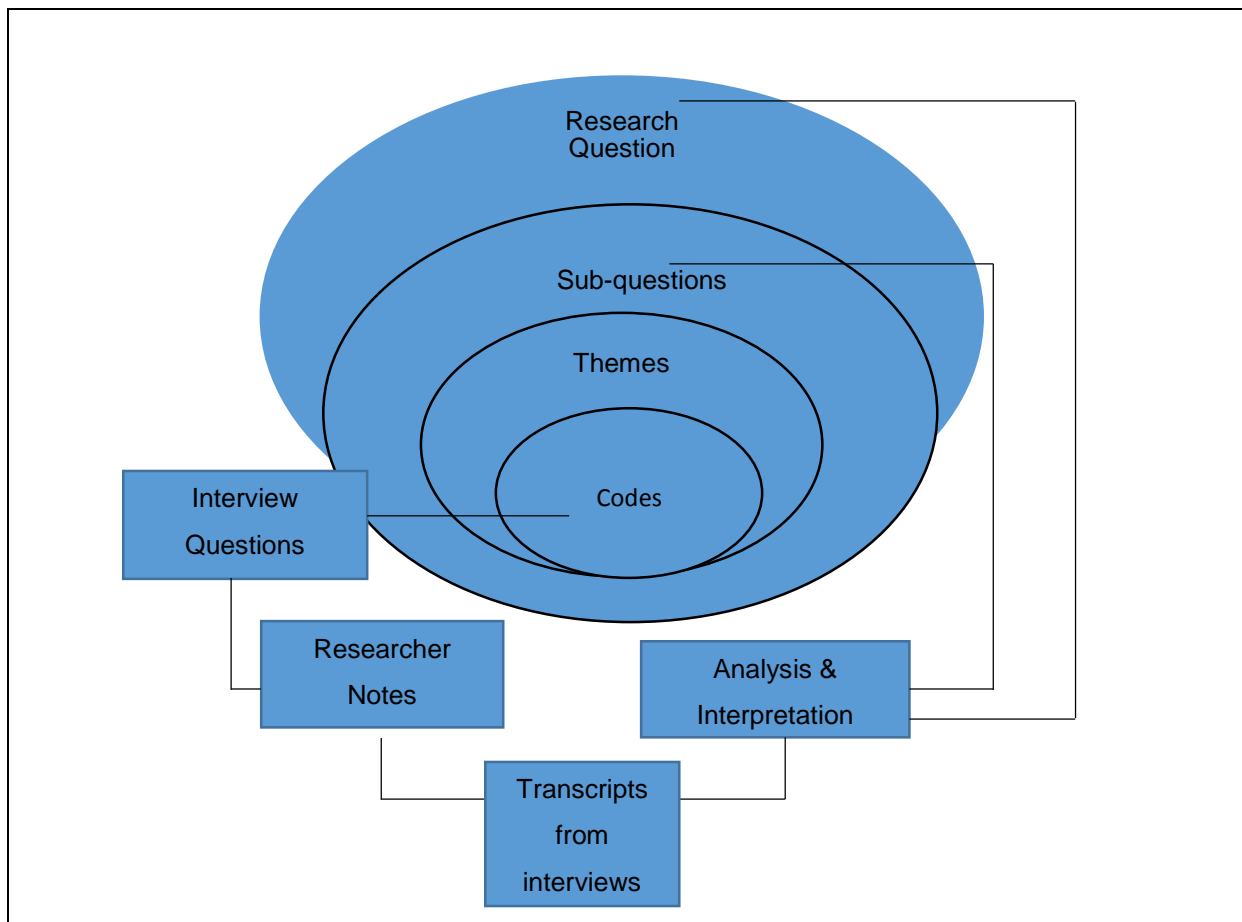


Figure 3.4 Data analysis and interpretation

The mass of words generated by interviews and observational data from my notes needed to be described and summarised (Lacey & Luff, 2007). In this study, one main research question and three sub-questions were used in relation to the research topic.

I created four topics from which four codes, eleven themes, and twenty interview questions emerged.

3.7.1 Organising the data

Codes were used for the purpose of hiding the identities of the participating schools and participants. The responses of the interviews were transcribed into detailed conversations. This process involves converting audio recordings and field notes into text data (Creswell, 2000).

This was a time-consuming and labour-intensive process, and adequate time had to be allowed for it in order to ensure accurate data and the accurate analysis thereof. All transcripts of the interviews conducted were made available to all stakeholders concerned in order to comply with ethical standards and requirements.

Content analysis or text analysis was used to find emerging categories and themes (Strauss & Corbin, 1990; Lockyer, 2004). In analysing the transcriptions, I noted and recorded words, sentences and paragraphs that seemed important for a specific aspect of the study, but also to make sense of the data. Strauss and Corbin (1990) argue that the levels of coding for qualitative data are: firstly, to break down, compare, and categorize data; secondly, to make the connections between categories; and thirdly, to select the core category, relate it to other categories, confirm and explain those relationships. To further facilitate the data analysis process, the data was organised by site, as well as by participant, in a quintile 1 as well as a quintile 5 school.

3.8 The role of the researcher

In this study, I put aside my knowledge and experience as far as reasonably possible, and that afforded the participants a chance to respond to questions without influencing their thinking and answers in relation to the topic.

Roller (2015) argues that the researcher is central in the data collection process. I applied the required skills of a qualitative researcher, such as building a relationship with the participants and actively listened to the participants while they were communicating (Roller, 2015). Creswell (2003) echoes this and states that the qualitative researcher needs to build rapport with the participants and actively listen to them.

Silverman (2001) states that the qualitative researcher should focus on getting a better understanding about the social phenomena studied. My role entailed getting a better understanding of the role of mentoring, and to make sense of this while transcribing and analysing the data. I compiled the interview protocol, including the design and compiling of open-ended and closed-ended questions, as well as requesting permission from all relevant authorities and the participants.

The researcher's interpretation refers to the process of making sense of the study conducted. In qualitative research, the researcher has to stand back, in a sense, to comprehend a larger meaning about the phenomenon based on personal views, comparisons with past studies, or both (Creswell, 2008). The patterns and trends identified in the data were related to the research question(s), the findings of other researchers and to the theoretical framework. Taking into account that this is not a comparative study, deductions were only made regarding common themes and occurrences. This provided new insights in the impact of mentoring in the professional development of educators in secondary schools.

3.9 Trustworthiness and credibility

It was necessary for the participants to determine the trustworthiness and credibility of the data through member checking (Creswell, 2007). This is a process in which participants are asked to check the accuracy of the recorded account, and it involves taking the data back to the participants and asking them (in writing or in interviews)

about the credibility and trustworthiness of the transcriptions (Creswell, 2008). Data triangulation was used. Guion, Diehl and McDonald (2011:1) refer to data triangulation as a “method used by qualitative researchers to check and establish validity in their studies”. Data triangulation was used to increase the validity of the study. It meant that feedback from the different participants was compared and triangulated, thus determining the areas of agreement as well as areas of divergence. Data triangulation was used to increase the validity of the study. It meant that feedback from the different participants was compared and triangulated, thus determining the areas of agreement as well as areas of divergence. Data triangulation was used - the researcher triangulated the data from the different participants as per Hussein (2009:3) - “It is the use of multiple data sources in the same study for validation purposes”. The recorded interviews were also recorded and transcribed. The researcher made notes during the interviews, written word and spoken word were therefore compared (Creswell, 2009). Field notes or the researcher’s notes were thus also used to ensure the credibility of the data.

In the study, when the data was analysed, I also looked for evidence for outcomes that the different participants agreed on. This made the data more valid, because it was different participants who saw mentoring as part of professional development from different points of view, but found a similar outcome (Guion, 2002).

3.10 Ethical considerations

In conducting research, it is important for the researcher to think about how to go about gaining access. Feldman *et al* (2003) claim that gaining access can be defined as the researcher convincing people on who the participants for the study should be. This meant that I had to discuss with people in positions who I could learn and get permission from. This involved planning and permission was requested in writing from the following authorities:

- Ethics Committee at the University of Pretoria,

- Gauteng Department of Education Research Committee,
- The school principals of the sampled schools,
 - The Head of Departments of the sampled schools, and
 - The post level one educators of the sampled schools.

The target schools were secondary schools in the Gauteng Province, and all the participants are employees of the Gauteng Department of Education (GDE), permission was sought from this department for the study. This permission was sought with the assistance of the University of Pretoria before the commencement of the data collection process. As the researcher, I looked for an in-depth description of the phenomena and expected participants to divulge personal views and experiences. The process of data collection required sufficient levels of trust based on a high level of participant disclosure (Creswell, 2008). Special attention was, therefore, paid to the following:

- Participants' anonymity,
- All data being strictly confidential,
- Participants asked to verify the transcripts of the interviews, and
- Participants receiving a copy of the final report (Creswell, 2008).

Permission of the participants will be sought should it be necessary for any part of the report to be published. The participants were also aware that the interviews were recorded, and this only happened after permission was obtained from them. Informed consent letters were given and signed by all participants.

Informed consent means the knowing consent of an individual without undue inducement or any element of force, fraud, duress or any other form of constraint or coercion (Creswell, 2007). Sufficient information must be presented (in understandable language) so that the potential subject can make an informed judgment about participation (Creswell, 2003). Participants were informed that they may withdraw from the research at any time and to further protect the participants'

confidentiality. The participants remained anonymous throughout the entire research process. Each narrative from the participants was authenticated by them before insertion in the final dissertation.

The same ethical process applied to the schools used in the case study. During the data collection process, care was taken to respect the research sites (schools), and ethical interview practices were used. Permission from respectable authorities, respective principals and the Gauteng Department of Education were first gained, before I could conduct the research.

Other than the principal of the quintile 1 school that did not reveal the amount of state funds received and some educators that did not disclose all their qualifications, I did not encounter any ethical problems. All the participants willingly took part in the study.

3.11 Summary

This chapter gave an account of the research design and methodology of the study. This was a qualitative study where the researcher applied the instructional leadership theory as a lens. The study was based on a case study design and the interpretive paradigm was chosen. Purposive sampling and semi-structured interviews were used to collect data. In the following chapter, data from the semi- structured interviews is deliberated upon in detail.

CHAPTER 4: Research findings and analysis

4.1 Introduction

In the previous chapter, the research methodology was discussed, including the research process, data collection methods and the data analysis process. In this chapter, the data gathered during the semi-structured interviews with the principals, the head of departments and educators is presented and discussed. The aim of this study was to investigate the role of mentoring in the professional development of educators in selected schools, and the study was directed by the following primary and research question:

What role does mentoring play in the professional development of educators at secondary schools in Gauteng?

The secondary questions that guided the study were:

- 1. What are the educators' perceptions and experiences of mentoring as part of their professional development?**
- 2. What aspects of mentoring, if provided, do educators identify as having contributed most to their professional development?**
- 3. What do educators perceive as the overall contribution of mentoring to their general professional practice?**

This chapter is divided into eight sections. The first section provides a brief overview of the research methodology of the study. Sections 2 and 3 present the biographical details of the participants, and outline the background of both the participants and the selected school. The next four sections of this chapter present the collected data per research sub-question, as indicated in table 4.1. The last section of this chapter presents the general discussion of the themes and the findings. The following section gives a brief overview of the methodology, sampling and data analysis.

4.2 Overview of research methodology

The data was collected by means of one-on-one semi-structured interviews that were conducted at two different secondary schools in two different districts in the Gauteng province. These interviews were conducted with principals of both schools as well as with one novice educator, one experienced educator, one novice Head of Department and one experienced Head of Department at each school. The interviews were recorded and later transcribed by the researcher. Brief notes were also taken during the interviews, and data was analysed using content analysis.

In this study, content analysis is defined as a method to interpret the content of text data through coding and the identifying of themes (Hsieh & Shannon, 2005; Neuendorf, 2002; Stemler, 2001). The data was coded to detect similar, as well as different perceptions and to highlight important information, features and findings. Content analysis was used because the data in this current study was collected through interviews. I read through the transcript and made brief notes on observations. I went through the notes and the transcriptions again and categorized the information into eleven themes (Mayring, 2000).

Table 4.1: Summary of research sub-questions, themes and interview questions

Research sub-question	Codes form theoretical framework	Themes	Interview questions
<p>What are the educators' perceptions and experiences of mentoring as part of their professional development?</p>	<p>Promoting an academic learning climate</p>	<p>The educator's understanding of professional development</p>	<ol style="list-style-type: none"> 1. What is your understanding of professional development? 2. How, to what extent, and by who are you MOSTLY supported in your professional development? 3. To what extent do you perceive yourself as being pro-active in your own professional development and in others' professional development?
		<p>The educator's understanding of the implementation of professional development</p>	<ol style="list-style-type: none"> 4. What can you tell me about the policy on professional development here at your school? 5. What role does the principal play in professional development at the school? 6. What role do the HODs play in professional development at the school? ' is never used to form plurals in English

			7. To what extent are subject heads, grade coordinators, senior educators and master educators utilized to professionally develop educators?
What aspects of mentoring, if provided, do educators identify as having contributed most to their professional development?	Developing mission and goals	Educator's understanding of mentoring	8. What do you understand by the concept of mentoring
		Person Responsible for mentoring	9. Who, in your opinion, should ideally be responsible for mentoring? 10. Who, if anyone, is responsible for mentoring at your school? 11. What, if applicable at your school, is the role of (a) the principal, (b) the head of department and (c) the educator in mentoring?
		Characteristics of an ideal mentor	12. What do you think the characteristics of a mentor should be?
	Developing a supportive work environment	The role of the mentor	13. What do think the role of a mentor should be?
		The importance of mentoring in secondary schools	14. What do you think the importance of mentoring is?

<p>What do educators perceive as the overall contribution of mentoring to their general professional practice?</p>	<p>Managing the education production function</p>	<p>Educators' perception and definition of professional development opportunities</p>	<p>15. Can you name a few different ways in which professional development is done here at your school?</p>
		<p>Factors that inhibit mentoring and professional development</p>	<p>16. What factors, if applicable and in your opinion, inhibit the use of mentoring as a professional development strategy at your school?</p>
		<p>The link between professional development on mentoring</p>	<p>17. Do you think mentoring has a place in the professional development of educators? Explain your answer.</p> <p>18. Do you think mentoring plays a role in professional development at this school?</p>
		<p>The impact of professional development and mentoring on teaching and learning</p>	<p>19. What impact, if any, do you think mentoring could potentially have as part of the professional development of educators?</p> <p>20. What, in your opinion, is the relationship between professional development and mentoring?</p>

4.3 Participants

This study collected data from 10 purposefully selected participants at different post levels. The selection of these participants is described in detail in Chapter 3. In order to protect and ensure anonymity of the participants, they were each assigned a unique code. These codes are reflected in table 4.2 below.

Participant	Code
School 1 Quintile 5	S1Q5
School 2 Quintile 1	S2Q5
Principal 1 School 1 Quintile 5	P1S1Q5
Principal 2 School 2 Quintile 1	P1S2Q1
Head of Department Experienced School 1 Quintile 5	HES1Q5
Head of Department Experienced School 2 Quintile 1	HES2Q1
Head of Department Novice School 1 Quintile 5	HNS1Q5
Head of Department Novice School 2 Quintile 1	HNS1Q1
Experienced Educator School 1 Quintile 5	EES1Q5
Experienced Educator School 2 Quintile 1	EES2Q1
Novice Educator School 1 Quintile 5	ENS1Q5
Novice Educator School 2 Quintile 1	ENS2Q1

Table 4.2: Participants' codes

4.4 Biographical information

The biographical information includes the profiles of the schools and the participants. Table 4.3 illustrates a summary of the details of the participants. The schools that participated in the study are a Quintile 1 school and a Quintile 5 school. It was imperative to do the study in more than one district in the province to understand the role of mentoring in the professional development of educators in a broader perspective.

Two different quintiles were chosen: one, a quintile 5 school with affluent learners from a better socio-economic background and a quintile 1 school that accommodated learners from a lower socio-economic. The quintile 5 school could ask for school fees from their parents and had a budget for professional development. The quintile 1 school was a non-fee paying school and had no budget for professional development.

The school 1, quintile 5 school had 1040 learners and 42 Gauteng Education Department (GDE) educators, whilst the school 2, quintile 1 school had 1177 learners, but only 25 GDE educators. This showed an indifference between the two quintile schools. The quintile 1 school had less human resources and we could only assume that the educators had a heavier workload with more duties. The researcher could only assume that the instructional leadership and professional development would be more challenging at the school. The focus of this study was not the impact of the staff allocation and or the socio-economic status on the instructional leadership at the specific school, and no concrete finding on this matter could therefore be reached. For further studies the impact of the staff allocation and or the socio-economic status of the school on the instructional leadership should be researched.

Table 4.3: Biographical information: schools and participants

Profiles of Schools	School 1		School 2	
Quintiles	Quintile 5 (Fee- Paying)		Quintile 1(None- fee paying)	
Number of Learners	1040 Learners		1177 Learners	
Annual Income	State : R520 000 Annual Income from school fees: R145 000 000 Fundraising: R125 000		Principal did not want to disclose how much money received, but a quintile 1 school of this size receives a state subsidy o R1 129 920 per annum (The government gazette 2013). No annual income from school fees Fundraising:R15 000	
Number Of Educators	42 Gauteng Department of Education (GDE)	22 Governing Body (SGB)	25 GDE educators	0 SGB educators

Different Post levels	Principal: 1 Deputy Principal:2 Head of Departments(HoD): 9 Master Educators: 2 Post level 1 Educators: 50	Principal:1 Deputy Principal: 2 Head of Departments: 5 Master Educators: 0 Post level 1 Educators: 17
Budget for professional development	R48000 per annum	R0 per annum
Principal Profile	Teaching experience: 39 Years. Highest qualification: Doctorate in Literature studies Educator Qualification: Higher Education Diploma. Teaching Subjects: Afrikaans Home Language and Afrikaans First Additional Language	Teaching experience: 30 years Highest qualification: B.Ed. Educator Qualification: Bachelors in Education Teaching Subjects: Mathematics

<p>Experienced Head of Department Profile</p>	<p>Teaching experience: 20 years Highest qualification: BSc Honours Educator Qualification: Graduate Diploma in Education Teaching Subjects: Physical and Natural Sciences Educators in Department: 8</p>	<p>Teaching experience: 10 years Highest qualification: University Diploma in Secondary Education (UDES) Educator Qualification: UDES and Advanced Certificate in Education (ACE) Teaching Subjects: Mathematics Educators in Department: 7</p>
<p>Novice Head of Department Profile</p>	<p>The novice Head of Department did not want to disclose any information in relation to her qualifications and experience. She did not give any reason for this.</p>	<p>Teaching experience: 24 years Highest qualification: Senior Teaching Diploma (STD) Educator Qualification: STD and Further Diploma in Education(FDE)</p>
		<p>Teaching Subjects: Accounting and Economic Management Sciences and Educators in Department: 4</p>

<p>Experienced Educator Profile:</p>	<p>Teaching experience: 7 years Highest qualification: Bachelors of Education (B.Ed.) Educator Qualification: Bachelors of Education Degree. Teaching Subjects: Technology and Engineering and Graphic Design.</p>	<p>Teaching experience: 7 years Highest qualification: Bachelors of Arts Educator Qualification: Secondary Education Diploma (SED). Teaching Subjects: Life Sciences and English First Additional Language.</p>
<p>Novice Educator Profile</p>	<p>Teaching experience: 1 year Highest qualification: Bachelors of Education Degree Educator Qualification: Degree in Education Teaching Subjects: Computer Applications Technology and Life orientation</p>	<p>Teaching experience: 6 months Highest qualification: National Diploma in Electrical Engineering Educator Qualification: Certificate in Education Teaching Subjects: Mathematics, Mathematics Literacy and Technology.</p>

4.5 Research findings

The research findings are presented following the research sub-questions and the themes that were identified and linked to each question. The responses from participants were analysed and interpreted in terms of the literature on professional development and mentoring. The findings are presented per research sub-question highlighting the eleven themes and related interview question. Each theme is concluded with a short summary and discussion on the preliminary finding and the theoretical framework.

4.5.1 Research sub-question 1

The following data reflects the findings for the research sub-question. “What do educators perceive as the overall contribution of mentoring to their general professional practice?”

4.5.1.1 Theme 1: The participants’ understanding of professional development

Interview Question1: What is your understanding of professional development?

The principal (P1S2Q1), the heads of departments, and the educators of the quintile 1 school view professional development as giving opportunities to educators to develop themselves in their career. They regard academic performance of learners as key to understanding the teaching profession. The HOD (HES2Q1) said, “*professional development is the developing of the skills that experienced and inexperienced educators are lacking and the improvement of skills sets and knowledge*”, in the subject or subjects that you are teaching (HES2Q1). The participants at this school experience professional development at their school as in line with the latest developments, in relation to their needs, technology and the curriculum.

The principal, the heads of departments and the educators of the quintile 5 school understood professional development as, “*providing the opportunity to educators to develop their career in relation to the performance of their learners*” (P1S1Q5). They understood that professional development is about providing training to educators in all facets of their career. The novice educator (ENS1Q5) said that “*PD is equally important in both the subject that they are teaching and other aspects of teaching at the school*” (ENS1Q5).

Interview Question 2: How, to what extent, and by who are you MOSTLY supported in your professional development?

On the matter of by whom and to what extent the participants are supported in their own PD, three different perspectives emerged from the participants in the quintile 1 school. The principal from the quintile 1 school said that she is mostly supported by the external companies, and not by the education department. She said:

The greatest support that I am getting currently is through an organization where I am paired with a manager from a company and we have sort of a partnership. We formed, sort of a cluster where we have different groups, principals from about seven, eight different schools with their partners, and once a month we would go and sit and share challenges (P1S2Q1).

The experienced head of department of the quintile 1 (HES2Q1) school said that they were supported by the principal and the deputy principal. The experienced educators (EES2Q1) were supported by other experienced educators as well as by the head of departments and the facilitators of the Gauteng Education Department:

“I must say the top management supports and guides me, in particular...“the deputies.”

Well the people I have worked with, my (ah), my colleagues well the more senior teachers around me. I must say if it weren't for them I would not have known as much as I know now”.

..But the H.O.Ds I think is helping because he always give us information (ah) from his experience ...he's always supportive and guiding, and guide us how to do things, especially in our (ah) learning area (EES2Q1).

The novice educator (ENS2Q1), on the other hand, disagreed with the other educators saying that she had not been supported in her professional development, “*...no, no we haven't been only those cluster meeting that we attend when there's that, .we think that's the support, we only get that, they moderate*” (ENS2Q1). This was, however, a contradictory response as the moderation of question papers and cluster meetings were PD activities, as mentioned by the experienced HOD.

The principal from the quintile 5 (P1S1Q5) said that he was supported by different people and organizations within the education sector. He differed with the principal of the quintile 1 school, saying that he is mostly supported by “*colleagues, other principals of today*”, *I attend the principals' meetings with other schools, “And by attending also the South African Teachers Union(SATU)principal seminar”* (P1S1Q5). Mboyane (2002:1 cited in Noziduma and Mtapuri, 2014), argues that professional development and the implementation is a challenge. The principals of both schools had an understanding of professional development, but it was not implemented the same way (Neerechad, 2007). Neerechad (2007) says that professional development is not the same at different schools.

Interview Question 3: To what extent do you perceive yourself as being pro-active in your own professional development and in others' professional development?

The principal (P1S1Q5) of the quintile 5 school viewed the fact that he was a member of a principals' association and doing a course in management, as being pro-active in professional development. The principal (P1S2Q1) of the quintile 1 school viewed pro activeness of professional development as a being part of a principal's association, but also as having partnerships with external stakeholders, “*I'm also a member of (SAPA), South African Principals' Association...and in partnership with an external group that gives her guidance and support*” (P1S2Q1).

This then implies that the principal from the quintile 1 school also seeks for support and guidance outside the parameters of the education sector.

The experienced head of department (HES2Q1) from the Quintile 1 school said that she was studying and attending subject-related courses to enhance her teaching and learning, whilst the experienced head of department (HES1Q5) said that she is not proactive in her own professional development because she focuses more on her day-to-day teaching in the classroom:

“I’m not as proactive as I would like to be...I don’t feel that I have enough time to worry about my own development... I worry far more about what is happening with them, my class than what is happening to myself professionally” (HES1Q5).

This implies that the experienced head of department of the quintile 5 school viewed teaching and learning in the classroom and her own professional development as two separate things. This is in disagreement with Chung Wei *et al* (2010) who argue that the individual development of educators influence teaching and learning. Professional development can be associated with the improvement of practices and skills in order to improve the competencies of educators with the aim of bringing about the improvement of teaching and learning (Ediger, 2002; Fullen, 2001; Rhodes *et al*, 2004; Bull *et al*, 1994; Corcoran, 1995).

The novice heads of departments of both quintiles said that to be pro-active in your own professional development is to keep abreast of the latest developments of your subject area (HNS1Q5 & HNS1Q1).

They said that they empowered themselves in order to empower other educators within their learning area. RSA (1998b) says that the HoD is responsible to improve teaching and learning and the professional practices of educators (RSA, 1996). The experienced educators of both quintile schools (EES1Q5 & EES2Q1) view pro-activeness of professional development as attending developmental programmes, but the experienced educator of the quintile 1 school said at the current school, she is not pro-active in her professional development (EE S2Q1). She responded:

So we used to gather and attend this development programmes...but at this school (EES2Q1).

The novice educator (ENS2 Q1) from the quintile 1 school was silent about being proactive in her own professional development and of other educators, but the novice educator (ENS1Q5) from the quintile 5 school said that she does subject-related research on the internet and then shares it with her colleagues. She viewed this as being pro-active in her own professional development and the professional development of other educators.

4.5.1.2 Summary of theme 1

The responses of the educators are in agreement with the role of the educator in relation to the professional development legislation. The National Education Policy Act states that educators must attend professional development workshops for “eighty hours” per year (RSA, 1996b) and the Personnel Administration Measures (PAM), as contained in the Employment of Educators Act. 76 of 1998 confirms that all educators are required by the employer to attend programmes for ongoing professional development (RSA, 1998b).

The South African Council for Educators Act (2000) states that the educator needs to develop him- or herself for the success and promotion of the profession (RSA, 2000).

It was also found that participants from both quintile schools were in agreement that professional development is the platform to enhance teaching and learning, where educators are developed and skills and knowledge are improved. All the participants from both quintile 1 and 5, except for the principal (P1S2Q1) and the novice educator (ENS2Q1) from the quintile 1 school were supported by experienced staff, and senior management within the school and educator sector, namely, other educators, senior management, principals from other schools and the Department of Education. This shows that educators on different levels are supported by different people and different organizations in their professional development. It can further be implied that not all educators perceive professional development the same (ENS2Q1).

The South African Council of Educators Act (2000) states that experienced educators should mentor novice educators (RSA, 2000).

The principals of both quintiles said that they are being pro-active in the professional development of their educators by sending them on recommended courses and training. The principal at the quintile 5 school invited speakers to the school because he has a budget for professional development. This implies that the principals are taking responsibility for the professional development of their educators. Steyn (2001) says that the principal is responsible and accountable for the development of staff and the professional development of educators, although it was surprising that the principal of the quintile 1 school said she was mostly supported by external partnerships, then the department of education.

The experienced heads of department of both quintiles said that they are pro-active in the professional development of other educators, developing them to teach in more than one grade, and encouraging them to attend courses in relation to their subject field.

The novice heads of department of both quintiles are pro-active in the professional development of other educators and learners. The experienced educators of both quintile schools revealed that they are pro-active in the professional development of other educators, by showing them support and guidance and sharing skills and knowledge with them.

4.5.1.3 Theme 2: The participants' understanding of the implementation of professional development

Interview Question 4: What can you tell me about the policy on professional development here at your school?

The principals of both quintile schools said that at their schools they had no formal policy on professional development, but said that they were guided by the memoranda and policies in relation to professional development sent to them by the Department of Education. They specifically referred to the Quality Management System (IQMS) stipulated in Section 4 of the Employment of Educators Act 76 of 1998 (RSA, 1998c).

This is a system whereby the professional needs of educators are identified. The principal said:

We ensure that IQMs processes are run, because it's through those that we are able to determine what the needs of the educators are.
(P1S2Q1)

The experienced heads of department from both quintiles revealed that there was no professional development policy at their schools and did not mention that they were using any policies from the Department of Education in relation to professional development. The novice head of department (HNS2Q1) of the quintile 1 school had a similar response to the principals of both quintiles:

We have a policy from the department of education, in terms of IQMS
(HNS2Q1).

The novice head of department (HNS1Q5) of the quintile 5 school said that the school had a professional development policy, but he could not explain the contents of the policy. The experienced educators of both quintiles implied that the professional development policy at the school is the Integrated Quality Management System (IQMS) stipulated in Section 4 of the Employment of Educators Act, 76 of 1998 (RSA, 1998c). The novice educator (ENS1Q5) also said that there was no policy on professional development, and the novice educator of the quintile 1 school was not sure if there was any policy at the school.

Literature reveals that there are policies in relation to professional development but Bengu (2011) argues that the National Policy Framework for Teacher Education and Development (NPFTED) forces educators to participate in professional development activities (RSA, 1996b). Schools are, however, facing challenges with the implementation and adherence to these policies. The responses of educators from both quintiles revealed that they perceived the Integrated Quality Management System (IQMS) as a professional development policy, but Noziduma and Mtapuri (2014) argue that the Integrated Quality Management System (IQMS) was not meeting professional development needs and was a waste of time and money.

Interview Question 5: What role does the principal play in professional development?

The principal (P1S1Q5) of the quintile 5 school allows his educators to qualify themselves better in relation to their departments and subjects as part of their professional development (P1S1Q5). The principal (P1S2Q1) of the quintile 1 school revealed that she “ensures that *“the Integrated Quality Management System (IQMs) processes are run”* accordingly (RSA, 1998c). (P1S2Q1). Following this IQMS process, they determine the needed support of the educators at the school in relation to their specific subjects. She does this with the help of the Heads of Departments at her school.

The experienced heads of departments of both quintiles responded that the principal is developing them in relation to their duties at the school. The novice heads of departments of both schools also responded that the principal is:

Keeping teachers informed about training and development opportunities (HNS1 Q5) ... and “advise, in terms of the subject content” “The principal ensures that the educators attend the meetings for development opportunities (HNS2Q1).

The experienced educators of both quintiles agreed with the responses of the novice heads of departments of both quintiles:

The principal gives advice and support the educators as well as direct them and give feedback from meetings” (EES1Q5). ...“The principal ensures that educators knows about meetings and attend these meeting as well (EES2Q1).

The novice educators from both the quintile schools agreed with the responses of the experienced educators, *“the principal gives advice and feedback” (ENS2Q1)* and *“encourages educators to attend workshops and meetings” (ENS1Q5)*. However, the novice educator of the quintile 1 school was not certain if what the principal did can be defined as professional development. The educator responded:

“The principal will advise and check where we can improve.... But I wouldn’t say it’s a professional development...If we were developed by a lecturer in our subject field then it would be professional development” (ENS2Q1).

The responses of the educators are aligned with the Personnel Administration Measures (PAM), which says that the principal must continuously look at the professional practice of educators to improve teaching and learning (RSA, 1998b).

The responses from the participants regarding the responsibilities of the principal in relation to professional development include the provision of professional development activities, guiding, supervising and offering professional advice, staff training programmes to assist staff to achieve the goals and objectives, and to participate in educator-appraisal processes (RSA, 1998b), although the novice educator of the quintile 1 school did not perceive the support that the principal give as professional development, because it was not subject specific guidance or the support.

Question 6: What role do the HODs play in professional development?

The principals of both quintile schools revealed that the heads of departments at their schools are involved in guidance and support, improving teaching and learning, and in the professional development of educators. *“The head of department discuss challenges with educators” (P1S1Q5) and “they have subject meetings with educators, moderate and make recommendations” (P1S2Q1).* The experienced heads of departments of both quintiles, as well as the novice heads of departments of both quintiles, echoed the responses of the principals of both quintiles and said that they:

“Guide, support and give feedback to educators.” (HES1Q5). Also, that “they have regular subject meetings to make sure educators understand the curriculum and how it must be implemented.”

(HNS2Q1). “I want at all times to make it easier for the educators.” (HNS1Q5).

The novice educators, as well as the experienced educators from both quintile schools, said that the heads of department at their schools played a role in their professional development. They agreed with the principals and the heads of departments. The following responses are evidence of this:

“The H.O.D will give us support of everything..., he guides you in way that you know exactly what to teach” (ENS1Q5) “If he feels that you are not up to scratch he will provide a possibility for you to attend such course to further help yourself” (EES1Q5). “We also have a monthly or weekly meetings . . . we will work hand in hand” (ENS2Q1). “The head of department will tell you things that help you as a teacher and how you can improve teaching and learning” (ENS1Q5).

Question 7: To what extent are subject heads, grade coordinators, senior educators and master educators utilized to professionally develop educators?

The principal of the quintile 5 school said that the subject heads sometimes did not see eye to eye with the Heads of Department in the particular subject. Therefore, at this school, they do not make use of subject heads to assist with professional development (P1S1Q5). The principal of the quintile 1 school revealed that the subject heads and the grade heads have many subjects to teach and manage and therefore do not have time to be utilized for professional development, *“we find that these people find it challenging to do the additional jobs.”* (P1S2Q1)

The responses of the principals implied that both quintile schools had grade heads as well as subject heads, but at the quintile 1 school, the workload was too heavy to assume any other responsibilities, that is, professional development. The workload therefore does not allow attention to professional development. The experienced head of department (HES2Q1) of the quintile 1 school responded that she mentors the grade heads to help her with some of her professional development duties. This is in contradiction to the response of the principal (P1S2Q1) of the quintile 1 school who said that the grade heads and the subjects have a heavy workload for them to support professional development initiatives.

In the same school there were thus different perceptions of professional development, the principal of the quintile 1 school said that the grade heads did not assume the responsibility of professional development and the head of department at the same school said that the grade heads were used to assist with professional development.

The novice heads of departments of both quintile schools stated that the grade heads are seen as administrative managers, and the *“Head of Departments will also be the subject heads”* (HNS2Q1).

The experienced educators of both quintiles defined the grade heads as “senior educators” (EES2Q1) and said, *“these educators are send for training and workshops in order to come and re-train the junior educators at the school”* (EES1Q5). This is in contradiction to what the principals of both quintile schools said, and it implies that the grade heads and subject heads take on roles of mentors. The novice educator (ENS1Q5) of the quintile 5 school agreed with the responses of the experienced educator (EES2Q1) of the quintile 1 school and said that:

“The grade heads and the subject heads are very supportive and always willing to assist if you do not understand something” (ENS1Q5)
I hope you have commented on the fact that principals do not seem to be quite au fait with what the HODs are doing regarding mentoring

4.5.1.4 Summary of theme 2

(Table 4.1) Educators from both quintiles agreed that the schools should have their own professional development policy. The participants agreed that the principals of their schools take the responsibility of PD at their respective schools. This indicates that the principal is primarily responsible for the professional development of the staff at any school.

The participants were silent about the development of staff training programmes and in the partaking of the appraisal processes as well as the implementation of development workshops.

The participants of both quintiles said that the heads of departments guided and supported them, mostly via meetings and discussions, but the principal of the quintile 1 school differed and said that the grade heads and subject heads did not have time to support professional development creativities at her school (P1S2Q1).

The participants did not make mention of specific workshops and staff development programmes coordinated by the heads of departments at their respective schools.

The responses of these participants are in line with the Personnel Administration Measures (PAM), as contained in the Employment of Educators Act 76 (RSA, 1998b) which states that the Head of Department (HoD) is responsible for the successful functioning of the subject and or learning area. The responses from participants highlighted that the Heads of Department in both schools promote teaching and learning, provide guidance to inexperienced educators, assist in the development of staff training programmes targeting the goals and objectives, and participate in educator appraisal processes (RSA, 1998b).

The responses of the participants also agreed with the Personnel Administrative Measures (PAM) in that that there is no clear job description for master educators, senior educators, or subject heads (RSA, 1998b). The Education Labour Relations Council, as established by section 6 of the Education Labour Relations Act, no.146 of 1993, confirms that one of the responsibilities of a senior educator is to act as a mentor for less experienced educators (RSA, 1993). Some of the participants responded that the grade heads and subject heads took on the role of a senior educator and mentored the junior educators.

4.5.2 Research sub-question 2

The following data reflects the findings for the research sub-question, “What aspects of mentoring, if provided, do educators identify as having contributed most to their professional development?”

4.5.2.1 Theme 3: The educator's understanding of mentoring

Question 8: What do you understand by the concept of mentoring?

The principal of the quintile 5 school defined mentoring “*as having a professional development relationship with someone who can guide you in your profession*” (P1S1Q5).

The principal of the quintile 1 school reiterated this and said that mentoring is “*when a more knowledgeable and experienced person guides a less knowledgeable and experienced person*” (P1S2Q1).

The experienced heads of departments of both quintiles said that mentoring is a relationship of two people, supporting one another on a professional level. The novice heads of departments in both quintile schools agreed that it is a relationship between two people and stated that:

“Mentoring is defined as relationship between two people where one person is open and trustworthy for another person to ask questions, to improve and learn” (HNS1Q5).

The novice educators and the experienced educators of both quintiles defined mentoring as “*support and guidance*” (ENS15) and the “*sharing of knowledge and skill*” (EES2Q5). The participants defined mentoring as the support from another educator that can improve their knowledge and skill and help them with teaching and learning.

4.5.2.2 Summary of theme 3

The responses of the participants are in line with most researchers' discussions which argue that mentoring is one of the most effective approaches of professional development, where mentors use their knowledge and experience to both guide and teach others (Koki, 1997; Ellinger, 2000; Hayes, 1999; Hopper, 2001; Hampton Rhodes & Stokes, 2004).

Responses from participants from both schools indicated that mentoring can be understood as an open and trustworthy relationship of two people. The mentor is a knowledgeable and experienced person supporting the mentor on a professional level to improve and learn.

The participants said, “*mentoring is about giving guidance to someone less experienced in a specific field on an educational level, but also in general*” (ENS1Q5). The following response also shows evidence of this:

“Mentoring can be defined as helping someone, being there for someone sharing your knowledge, or guidance” (EES1Q5).

4.5.2.3 Theme 4: The responsible person for mentoring at the school (Table 4:2)

Question 9: Who, in your opinion, should ideally be responsible for mentoring?

The principals of both schools responded that there has been no formal mentoring process at their schools, but it is happening on an informal level and that educators at all levels are responsible for mentoring: “*No formal person, but more subtle, it is happening at all levels,*” the principal of the quintile 5 school said. The HoDs of both quintiles agreed that mentoring is the responsibility of all the educators, and at all levels at the school:

“I think everyone is responsible for mentoring at the school, cause even in a class room situation there are learners who are learning from other learners as well, it’s everybody’s baby” (HES1Q5) ...*“It can be top management, HODs, but also peers”* (HNS2Q1).

The experienced HoDs of both quintiles said although mentoring was not a formal process at the school, the principal should and did take some responsibility for mentoring. “*The principal has been a mentor to me in many things.*” said the HES2Q1.

The novice educator from the quintile 1 school responded that the HoD at their school should be the responsible person to mentor, although he was not formally made

responsible for this job, *“I know the HoD should take the responsibility to show a new teacher the ropes”*. (ENS2Q1).

Question 10: Who, if anyone, is responsible for mentoring at your school?

The principals of both quintile schools responded that there is no formal mentoring process and or someone formally appointed to coordinate a formal mentoring process at both their schools, but said that mentoring was definitely implemented informally at their schools:

“No formal person, we haven’t made somebody responsible for mentoring at the school.” (P1S1Q5)... *“We haven’t appointed a person to say that, you are the mentor”* (P1S2Q1).

The experienced HoDs of both quintiles also responded that all educators should be responsible for mentoring at the school. Is that possible? The following response is evidence of this:

“Mentoring should be done in a hierarchical structure, from the principal to the deputy principal, from the HoD to the educators and from the educators to the learners” (HES1Q5).

Question 11: What, if applicable at your school, is the role of (a) the principal, (b) the head of department and (c) the educator in mentoring?

The principal of the quintile 1 school said the principal should make educators understand the reason for mentoring and that it improves teaching and learning. The principal should have *“advisory discussions on mentoring”* (P1S1Q5).

The principal should also *“mentor the senior management at the school...the Head of Departments should mentor the educators in their department and the experienced educators should mentor the novice educators”*. (P1S1Q5). The experienced educator of the quintile 1 school restated this and said:

“The principal must make sure that mentoring does actually happen...and that the head of departments must mentor the educators in their faculties” (EES2Q1).

4.5.2.4 Summary of theme 4

Literature agrees with the responses of the principal of the quintile 1 school (P1S2Q1) who said that professional development is imperative to school improvement and that it is the responsibility of the School Management Team, including the principal, to ensure educator mentoring during professional development programmes (Glanz, 2006; Mestry, Hendricks & Bisschoff, 2009). Participants concur with the Education Labour Relations Council, as established by section 6 of the Education Labour Relations Act, 146 of 1993), that states: one of the responsibilities of a senior educator is to act as a mentor for less experienced educators and is in agreement with responses of the participants of both quintiles (RSA,1993).

4.5.2.5 Theme 5: The role of the mentor

Question 12: What do think the role of a mentor should be?

The participants of both quintiles responded that *“a mentor should take on the role of guiding and supporting in order to improve teaching and learning”* (P1S1Q5). The principal of the quintile 1 school agreed, but said *“that a mentor should be able to guide the mentee to his or her own answers”*. The principals of both schools responded that a mentor is a person who takes on the role of an advisor and a listener. The following responses are evidence of this:

“A mentor should be a good listener...the person should be able to know when to give advice” (P1S1Q5). *“The mentor should guide you in a direction so that you eventually you’re your own answers ...the mentor should guide and support a person instead of doing things for that particular person”* (P1S2Q1).

The experienced educator of the quintile 1 school said that the “*mentor should guide the mentee, but the mentor must be able to identify the needs of the mentee; and then act upon it*” (EES2Q1).

4.5.2.6 Summary of theme 5

The participants agree with Johnston and Ryan (1980) (cited in Blank & Sindilar, 1992). They emphasize the instructional role of the mentor who assists the mentee in all aspects of the teaching and learning process. The participants also responded that the mentor is not only the role model for teaching and learning, but provides the mentor with constructive, developmental feedback. This is imperative for the mentee to improve practice.

The participants of both schools concur with St. George & Robinson (2011) that said that the mentor-mentee relationship is a trustworthy relationship and the mentee must be committed and willing to develop professionally.

The participants defined the role of a mentor as someone who improves teaching and learning. They said that a mentor should be an experienced, approachable trustworthy, patient person with a lot of tact and has the knowledge and skill to educate and guide.

The following responses evidence this:

“I think a mentor should be someone who is educated and more experienced than you as an individual” (HES1Q5). *The mentor should be a person whom is welcoming, friendly...you are able to ask questions ...and it also should be someone you can trust* (HES2Q1).

4.5.2.7 Theme 6: Characteristics of an ideal mentor

Question 13: What do you think the characteristics of a mentor should be?

The principals of both quintile schools responded that a mentor must be patient, willing and tactful. They said that the mentor must have “*guiding skills*” (P1S2Q1). The novice heads of departments, as well as the experience heads of departments of both quintiles, viewed a mentor as experienced, friendly, approachable, realistic, fair and trustworthy.

The novice educators and the experienced educators of both quintile schools agreed with the principals and the heads of departments, that “*A mentor must be an honest, trustworthy person*” (ENS2Q5), and that “*A mentor must be humble and honest*” (EES2 Q1).

4.5.2.8 Summary of theme 6

The literature agrees with the responses of the educators. According to Christine *et al*, (2011), a mentor should have admirable personal qualities. An outstanding mentor must be compassionate, enthusiastic, generous, honest, insightful, and selfless, and have wisdom. Mentors must provide guidance in a productive manner. The participants responded that mentors should have good interpersonal communication skills and be able to understand the needs of the mentee. “*A mentor should be understanding*”, said the HES1Q1. The participants said that a mentor must have “*people skills*”, but must be “*realistic and fair*” at all times. The responses of the participants concur with Lasley (1996) who defines an excellent mentor as a person who assists the mentee to find solution for him or herself and does not provide ready-made answers.

4.5.2.9 Theme 7: The importance of mentoring in secondary schools

Question 14: What do you think the importance of mentoring is?

The principals of both quintile schools responded that mentoring is very important. They said that it gives an inexperienced educator an opportunity to gain knowledge and skills from a more experienced educator, and it makes a mentee realise what he/she does not know and understand.

“I believe mentoring is still very important, because you know sometimes you think you know something or how to do something, until someone who really knows how to do (share a giggle) that, comes along and shows you“ (P1S2Q1).

The experienced HoDs of both quintile schools had similar responses and said that mentoring enhances teaching and learning, improves and develops people.

They said it helps to “shape the character of the mentee” (HES1Q5). The novice heads of departments of both schools responded that mentoring shows the “*correct way*” (HNS2Q1). They said that it is important because it provides the support of an experienced and trustworthy person to a junior educator. The experienced educators of both quintile schools agreed with the previous responses, but the experienced educators of the quintile 1 school said:

“That mentoring is important for the retention of educators...if an educator has someone that can support and guides him or her, they would not leave the profession” (EES1Q1).

Rockoff (2008) agrees and said that mentoring is important, because it improves the ultimate performance of teachers and the retention of teachers. She argues that mentoring is not only important to maintain the quality of teaching and learning, but it also help to “reduce the turnover among new teachers” (Rockoff, 2008:27).

4.5.2.10 Summary of theme 7

(Table 4.1) Koki (1997), Elliger (2000), Hayes (1999), Hopper (2001), Hampton, Rhodes, and Stokes (2004) argue that mentoring, as a professional development strategy, enhances job promotion, provides opportunities for career advancement, ensure better job satisfaction, and leads to educator retention in schools. The novice educator of the quintile 5 school agreed with the responses of the educators of both quintile schools, who responded that mentoring is an important aspect to enhance teaching and learning, but the novice educator of the quintile 1 school said:

“I never experienced mentoring and therefore could not reflect on it...I never had a mentor” (ENS1Q5).

This response by the novice educator of the quintile 1 school (ENS2Q1) shows that she does not perceive mentoring in the same way as the other educators.

Literature concurs with the responses of the other educators. Danielson (1999) states that mentoring does not only help secondary school educators with their teaching practices, but ultimately improves the teaching and learning practices. Holloway (2001) conducted a study on mentoring in secondary schools and found that it was clear that mentors learnt from mentoring and enjoyed the respect and the improvement of their own learning and teaching practices. He emphasizes that, “a focused, systematic mentoring program has a positive influence on the performance of new teachers and is advantageous to mentors as well. Above all, this support for new teachers benefits their students” (Holloway, 2001: 85).

4.5.3 Research sub-question 3

The following data reflects the findings for the research sub-question, “What are the educators’ perceptions and experiences of mentoring as part of their professional development?”

4.5.3.1 Theme 8: Educators’ perceptions and definition of professional development opportunities

Question 15: Can you name a few different ways in which professional development is done here at your school?

The principal of the quintile 5 school indicated that the school had a budget for professional development (See Table 4.1). It was found that educators were sent to attend development courses, not only organized by the Department of Education and not only subject-related, “*we send educators to development courses, presented by either the unions or institutions*” (P1S1Q5). On the other hand, the principal of the quintile 1 school said that the school had no budget for professional development (Table 4.1). She responded that educators at the school attended workshops organized by the school and the Department of Education, “*The District organizes workshops, and they send invitations for teachers to attend*” (P1S2Q1).

DeMonte (2013) reaffirms the difference between schools in relation to professional development opportunities and argues that professional development activities differ from school to school, but educators need to be committed to their own professional development.

The experienced HoD of the quintile 1 (HES2Q1) school said that professional development opportunities are partnerships with external organizations such as universities. She, therefore, differed with the principal of the quintile 1 (P1S2Q1) school who said development opportunities at the school were only provided by the school and the Department of Education, the District Office and agree with Danielson (2007) who argues that there are many educators who want to grow and develop beyond their classrooms. These educators are pro-active in their learning and development. The experienced HoD of the quintile 5 school (HES1Q5) only mentioned development opportunities coordinated by the school and the Department of Education, for example, *“Cluster meetings, meetings with the principal, Deputy Principal and Head of Department; and workshops by the District Office”* and differed with the principal of the quintile 5 school (P1S1Q5) who said that developmental professional opportunities at his school stretch beyond the opportunities from the school and the department of education. The novice HoDs at both quintile schools experienced professional developmental opportunities as meetings and workshops at the school and *“the resourcing of the staff with the necessary equipment and technology to enhance teaching and learning”*. (HNS1Q5). The Teaching and Learning International Survey (TALIS) (2009) does not perceive the resourcing of educators as a professional development opportunity (OECD, 2009).

The experienced educators and the novice educators of both quintile schools responded that professional development opportunities at their respective schools took on the form as subject-related cluster meetings, meetings with peers and other educators as well as workshops coordinated by the school and the District Office of the Department of Education. The following response is evidence of it:

“Professional development opportunities take on the form of subject related workshops and cluster meetings, whereby people of different schools meet to discuss a specific subject” (EES1Q5).

4.5.3.2 Summary of theme 8

The responses of the educators on different levels imply that professional development activities take place through meetings and advice from management and or more experienced or knowledgeable educators. This happens internally through the school or by the Department of Education and, sometimes, in the case of the quintile 5 school by other external service providers. These activities are mostly subject-related. Many of the responses are in agreement with Steyn (2008) who argues that professional development activities within the DoE (2008) include, amongst others: individual studies, designing and executing school improvement projects, organizing or attending cluster workshops, attending training courses, mentoring novice teachers, leading or participating in peer group support through teacher networks, participating in and contributing to professional association conferences, and obtaining additional formal professional or subject qualifications. The responses of the educators did not specifically mention the mentoring of educators or the opportunity to be part of professional associations and teacher networks. It was only the HES2Q1 that mentioned the partnership with external institutions.

4.5.3.3 Theme 9: Factors inhibiting mentoring as a professional development strategy

Question16: *What factors, if applicable and in your opinion, inhibits the use of mentoring as a professional development strategy at your school?*

The principal of the quintile 5 school (P1S1Q5) responded that “*trust, openness and a negative psychological mind set*” can inhibit mentoring as a professional development strategy at the school. The experienced head of department of the quintile 1 school somehow agreed with the principal and said “*different cultures and cultural diversity is also a barrier to mentoring*” (HES1Q1). The experienced educator of the quintile 5 school said that “*the mentor and mentee has to understand each other and form a bond*” (EES1Q5).

Haak (2006), DoE (2008) and Matthew, Hansen and Williams (2004) argue that mentoring should not be enforced and that the mentee must be willing to grow and develop, be willing to change. Mentoring must be voluntary and not be a process that is forced on any educator.

The principal of the quintile 5 school further responded that there was not enough *“time and money”* (P1S1Q5) for the successful implementation of a mentoring process at his school. The experienced heads of departments of both quintile schools agreed with the principal of the quintile 5 school and said that *“time is a major factor for the successful implementation of mentoring”* (HES1Q5).

The experienced educator of the quintile 1 school and the novice educator of the quintile 5 school echoed that time is a barrier to mentoring and said, *“time is the only barrier to mentoring...we have lots of schoolwork”* (EES2Q1 and ENS1Q5).

The principal of the quintile 1 school said that *“lack of a formal policy on mentoring”* (P1S1Q1) prevented the mentoring process from being formally implemented at the school. The novice head of department of the quintile 1 school reiterated this response when he said that there are formal professional development and mentoring structures at the school, He said that *“after training and workshops, there are no formal structures to implement what you have learnt”* (HNS2Q1). It was also found that the novice educator of the quintile 1 school had no experience of mentoring and was confused about the concept and process, *“If I haven’t gone through mentoring, how will I even know?”* (ENS2Q1).

4.5.3.4 Summary of theme 9

The responses of the participants concur with Bengu (2011) who points out the challenges to adhere to policy and the implementation IQMS. Bengu (2011) further argues that the National Policy Framework for Teacher Education and Development (NPFTED), as informed by the National Education Policy Act, 27 of 1996, forces

educators to participate in professional development activities, but schools are facing challenges with the implementation and adherence to policy (RSA, 1996b).

The participants highlighted the importance of mentoring and a mentoring programme at the school and thus agree with Holloway (2001:85) who emphasizes the importance of a formal mentoring programme and says that a focused systematic mentoring programme has a positive influence on the performance of new teachers and is advantageous. Crasborn *et al* (2008) also argue that mentoring is done more effectively when there is a formal mentoring programme at the school.

Hansford *et al* (2004:11) found that the most profound barriers to mentoring are “lack of time, and professional expertise and/or personality mismatch” and agreed with the responses of the educators. “*There are always time constraints*”, according to HES1Q5. The participants responded that they had a heavy workload, and this prohibited mentoring, and the following responses are evidence of this:

“You have a lot of work and it disturbs everything... It’s not always possible to put in the time we would like to ...” (HES2Q1) *“We have lots of work”* (ENS1Q5).

The participants responded that “*you have to get along with your mentor, for mentoring to work*”. (EES1Q5) and reiterated Hansford, Ehrich and Tennent (2004:11) that one of the most profound barriers to mentoring is when the mentor and the mentee is a “*mismatch*”, and the mentor and the mentee, therefore, do not agree or understand one another.

4.5.3.5 Theme 10: The link between professional development and mentoring

Question 17: Do you think mentoring has a place in the professional development of educators? Explain your answer.

The principal of the quintile 1 school responded that there is *“a relationship between mentoring and professional development”* (P1S2Q1). She said that *“if the educator seeks for more knowledge after a professional development activity from a more experienced person, then it becomes mentoring”* (P1S2Q1). She further responded that educators should be monitored following a professional development activity to see if the educator is implementing the task that was taught during the professional development session effectively and correctly (P1S2Q1). The principal of the quintile 5 school said:

“Mentoring and professional development ‘happens simultaneously ...he takes on the role of a mentor when he guides the head of departments at the school, but simultaneously provides them with practical solutions and ideas, to improve and that is professional development” (P1S1Q5).

The experienced head of department of the quintile 5 school agreed with the principal of the quintile 5 school and responded that, *“mentoring and professional development cannot be separated from one another...any professional development activity needs the guidance and support of a mentor”* (HES1Q5).

Question 18: Do you think mentoring plays a role in professional development at this school?

The novice educator of the quintile 5 school said that mentoring plays a role in professional development; Heads of Departments take on the roles of mentors, and professionally develop educators through advice in relation to their subjects and difficult situations at the school (ENS1Q5). The novice heads of departments at both quintile schools said that through mentoring educators are appreciated and are eager to improve their knowledge and skills and then engage in professional development activities (HNS1Q5 & HNS2Q1). The principal of the quintile 5 school responded:

“Professional development at the school takes place when experienced educators provide novice educators with knowledge and give answers to their questions” (P1S1Q5).

The principal of the quintile 1 school said that at her school, “after a *professional development workshop or sessions a novice educator will seek advice from an experienced educator to verify if he or she is doing the right thing*” (P1S2Q1). The principal of the quintile 1 school also said that “*mentoring encourages educators to improve themselves and to take part in professional development activities*” (P1S2Q1).

4.5.3.6 Summary of theme 10

(Table 4.1) Fabian and Simpson (2002) agree with the responses of the participants and argue that inexperienced educators should be supported by a mentor and a mentorship programme and that professional development should be linked to the mentoring process. The DoE (2008) also concurs with the responses of the participants and argues that mentoring is the all-inclusive description of everything done to support the orientation and professional development of novice educators. The DoE further argues that mentoring should be seen as the support tool for in-service professional development, and the responses of the participants reiterate this. The participants emphasized the link between professional development and mentoring. The following responses are evidence of this:

“There is a great link between mentoring and professional development. You are learning when you engage in professional development activities and learning when someone mentors you”

(HES1Q5). *“Mentoring enhances teaching and learning and through mentoring you understand better what was taught in professional development workshops (EES2Q1).”Mentoring and professional development definitely goes hand in hand”* (EES1Q5).

4.5.3.7 Theme 11: The impact of professional development and mentoring on teaching and learning

Question 19: What impact, if any, do you think mentoring could potentially have as part of the professional development of educators?

The novice educator of the quintile 5 school responded that “*mentoring and professional development have an impact on each other and improve teaching and learning*” (ENS1 Q5). The experienced educators of the quintile 5 school said, “*Mentoring has a positive impact on professional development, because it improves knowledge and skills*” (EES1Q5). The experienced heads of departments of both quintile schools agreed that mentoring has a positive impact on professional development. According to them, mentoring filters through to the learner in the classroom, and it has a positive impact on the learners’ result. The principal of the quintile 1 school responded that mentoring can have a negative and positive impact on professional development. She said:

“Mentoring encourages improvement, it increases the desire for professional development, but negatively make professionally developed educators for better jobs someplace else and leaves the school” (P1S2Q1).

A mentoring programme helps to retain educators (Borsuk, 2009). If an educator leaves the profession, it should be because of relocation or a better job opportunity, but not because of the lack of professional support through mentoring.

Question 20: What, in your opinion, is the relationship between professional development and mentoring?

The experienced educators of both quintile schools responded that there is a relationship between mentoring and professional development, and through mentoring, you understand better what was taught in professional development workshops. The experienced heads of departments of both quintile schools said that mentoring and professional development are “*interconnected...it connects educators and adds value to one another*” (HES1Q5). The principal of the quintile 1 school said that,

“Mentoring and professional development cannot be separated; and that many times what was taught at professional development workshops are not being implemented because mentoring did not place” (P1S2Q1).

4.5.3.8 Summary of theme 11

(Table 4.1) The participants agreed with Dynmoke *et al* (2006) who argue that mentoring of an educator is a very important individualized form of professional development. The core objective of this form of professional development is to improve educator effectiveness and satisfaction; ultimately, it improves teaching and learning. Hayes (1999) and Hopper (2001) emphasize the relationship between mentoring and argue that mentoring and professional development should be closely interlinked. The participants responded that the partaking in professional development activities will encourage the seeking of advice and mentoring to understand and implement the professional development activity,

“The educator will seek advice from another educator (a mentor) after a professional development workshop, ensuring that what you have learnt is being implemented correctly” (P1S1Q5).

The participants agreed with Hayes (1999) and Hopper (2001) who said that whilst school-based mentoring is about giving support and feedback to educators, professional development is about the continuous and support of the mentoring process. This can lead to the improvement of teaching and learning (Hayes, 1999); Smith, 2000; Hopper, 2001). Professional development and mentoring, therefore, has a positive impact on each other and hence improves teaching and learning.

4.6 Summary

The study used an interview protocol consisting of twenty questions extracted from eleven themes, to address the three sub-questions in the research. Each of the eleven themes were linked between one and four questions. These were discussed and a brief summary of each were given. Educators from schools in different socio-economic communities have a clear understanding of professional development as well as the implementation of professional development.

In order to enhance teaching and learning, it is important for schools and the school managers to be involved in professional development, although at the quintile 1 school the novice educator did not perceive professional development the same then the other educators. The novice educator of the quintile 1 school did not see the support given by head of departments, necessarily as professional development.

Educators understood mentoring as a concept, but could not explain the concept as part of the professional development process in their respective schools. The principal of the quintile 1 school also reiterated that she receive more support from external stakeholders the provincial education department. As much as they experience the guidance and support from other educators in the school, or that such support process does exist from senior managers in the school, the concept as part of professional development is not clearly defined. There is no specific person responsible for mentoring in the school but senior members of staff should take the responsibility of professional development. This makes the principal and HoDs, at any school, liable for mentoring as part of professional development.

The principal is identified as the first person responsible for both mentorship and professional development. The hierarchical position of the principal affords the ideal character of a mentor and is central in ensuring a successful mentoring process as part of professional development in secondary schools. It was argued, during the study of literature in chapter 2, that instructional leadership is where senior educators provides a platform where novice educators can be mentored, coached and learn. In doing so teaching and learning is improved (Stronge, Richard & Catano, 2008). Professional development is central to instructional leadership and can be used to promote teaching and learning (Dufour, 2002; Southworh, 2002). Observations about the presence of instructional leadership and the instructional leadership theory could be made in view of the responses of the participants.

The principal of the quintile 5 school provides a professional development opportunity for the deputy principals. He creates professional developmental opportunities for his heads of departments and has regular sessions with them on professional development opportunities, not only for themselves, but for other educators as well: “*we look at the*

possibilities of giving opportunities to staff members to qualify themselves better”, said the principal of the quintile 5 school (P1S1Q5). The principal of the quintile 1 school responded that she asks her “heads of departments to ensure that she *meets the professional development needs of the educators at her school are met*” (P2S2Q1). The principal of the quintile 1 school does this at her school by ensuring “*that the Integrated Quality Management System (IQMs) processes are run with the assistance of the heads of departments at the school*” (P1S2Q1). The novice heads of departments responded that their principal “*keeps the teachers at the school informed about training and developmental opportunities...the principal support and advise the educators*” (HNS1Q5). The novice educator of the quintile 5 school said that, “*the principal plays a role in the professional development of educators and encourages educators to attend workshops*” (ENS1Q5).

The presence of instructional leadership is further observed when the HoDs of both schools revealed that “*they guide and support, monitor and give feedback to educators*” (HES2Q1) and when “*a new teachers arrives, we help and mentor them*” (HES1Q5). The HoD of the quintile 5 school responded that she would always try “*to encourage the educators in her faculty to attend professional development workshops*” (HES1Q5). The novice educator of the quintile 5 school responded that, “*the Head of the Department ensures that they understand their curriculum and syllabus*” (ENS1Q5). The experienced educators of both schools also responded that the HoDs at their respective schools play a role in their professional development and enhance teaching and learning. The following response is evidence of this:

“The Head of Departments ask for training and workshops to empower themselves and the people in their department” (EES1Q5). *“The experienced educators of both quintiles also said that the Head of Department at their school guide, support and share knowledge with new educators”* (EES2Q1).

The data provided information about the role of the principal and whether the principal provided professional development to the HoDs and to the educators as part of instructional leadership.

The data revealed whether this is happening at the respective schools, including the kind and the quality of the instructional leadership implemented at the two schools involved in this study. Instructional leadership, as a theory was used during the analysis to determine the amount of delegation between the different educators at the respective schools. The final chapter will synthesize and consolidate the findings of the study by providing a summary, making recommendations, and drawing conclusions.

CHAPTER 5: Summary of the findings, conclusions, recommendations and limitations

5.1 Introduction

This chapter presents a summary of the findings based on the results of the research. The objective of this study was to explore whether or not mentoring was part of the educators' professional development with the view of getting a deeper understanding of the current inclusion and or exclusion of mentoring in the professional development plans of secondary schools in Gauteng. The findings and conclusions presented in this chapter, therefore, serve to answer the main research question: What is the role of mentoring in the professional development of educators in the Gauteng province? Accordingly, this chapter also presents the recommendations derived from this study, limitations that reflect the shortcomings of this study, and a brief conclusion that summarizes the study as a whole.

5.2 Background

The main reason for pursuing this study was to investigate the role of mentoring in professional development and to understand how educators perceived and experienced mentoring as part of their professional development. Efron (1969:1) stated, "Perception is man's primary form of cognitive contact with the world around him". Dynmoke *et al* (2006) argues that educators perceive the role of mentoring in their professional development in a particular way, thus engaging with the world around them. Mentoring is a form of professional development (Dynmoke *et al*, 2006). The objective of the research was to find if mentoring was experienced as part of professional development. Professional development and mentoring enhances knowledge and skills and provides educator with a support system in their profession (Moir, 2003; Hughes, 2012).

The study also sought to explore if mentoring was experienced differently by the educator, the Head of Department (HoD) and the principal, and if professional development was only about complying with existing policy or if it mentoring had an impact on professional development.

The PAM says that professional development must form part of the core duties of an educator (RSA, 1998b). The research objective was to find if mentoring is used as a vehicle for the implementation of professional development in secondary schools, and it was, thus, imperative to research the practical experiences around both mentoring and professional development.

The study focussed on how educators understand the perceptions and experiences of educators of mentoring as part of their professional development and how mentoring was taking place at their educational institutions as a strategy of professional development. It also sought to comprehend the aspects of mentoring that contributed the most to the professional development of the educators and what they perceived as the overall contribution of mentoring to their general professional practices. Five educators at two different schools participated in the study that used the instructional leadership as a theoretical framework. A qualitative case-study design and semi - structured interviews were used to collect data.

5.3 Summary of the research findings

The primary research question asks what role mentoring plays in the professional development of educators at secondary schools in Gauteng. In this section, I respond to the secondary questions to address the main research question and topic of the study.

5.3.1 Educators perceptions of mentoring in their general professional practice?

The first research sub-question was: what do educators perceive as the overall contribution of mentoring to their general professional practice?

There were two themes:

Theme 1: Educator's understanding of professional development; and

Theme 2: The educator understands of the implementation of professional development

The question aimed at understanding educators' views of professional development and if mentoring was included in their professional development practices. Participants

viewed professional development as the improvement of knowledge and skills to improve teaching and learning. The participants agreed that existing education legislation points to the importance of professional development to improve teaching and learning (DoE, 2008). The participants viewed professional development as keeping up to date with the latest information within their subject field thus improving job related skills and knowledge (Sparks & Loucks-Horley, 1989). Available literature on instructional leadership highlights that the principal must ensure the professional development of the educators at the school, although each individual educator should be pro-active in their professional development.

The participants revealed that they are supported by the principal and the head of their department within their professional development. They said that the principal does ensure that professional development activities take place and spends time with educators to improve teaching and learning. The participants said that they are mostly supported by the heads of department for their respective subjects (Moswela, 2006; RSA, 1998b). No formal school policies, in relation to professional development, were mentioned, but the Integrated Quality Management System (IQMS) was perceived as a professional development policy (RSA, 1998c). The purpose of the IQMS was to guarantee that the principal and the heads of departments ensure professional development activities at the school by determining the weaknesses and strengths of educators within the profession.

The participants said that the educators in their departments partake in professional development activities when intervention plans are drawn and implemented (RSA, 1998c; Hampton, Rhodes, Stokes & 2004). The participants agreed that being pro-active in their own professional development does improve teaching and learning.

5.3.2 The aspects contributing to professional development

The purpose of the question: what aspects of mentoring, if provided, do educators identify as having contributed most to their professional development, was to comprehend if educators understood the concept of mentoring and who should ideally be responsible for mentoring at the school. The question was linked to five themes as follows:

Theme 3: Educators' understanding of mentoring;

Theme 4: Person responsible for mentoring;

Theme 5: The role of the mentor;

Theme 6: Characteristics of an ideal mentor; and

Theme 7: The importance of mentoring in secondary schools.

I wanted to find out whether participants understood the role and the responsibility of a mentor and if the participants viewed mentoring as an important strategy. Mentoring was viewed as the relationship between two people, a mentor and mentee, whereby the mentor provides guidance and support to the mentee to obtain knowledge and skills (Ellinger, 2000; Rhodes, Stokes & Hampton, 2004). The participants understood mentoring as a process whereby experienced educators support novice educators to improve teaching and learning. The participants revealed that mentoring is mostly subject-related and ensures that the novice educator understands the subject matter and improves teaching and learning. The participants also revealed that mentoring can support the novice educator to become an experienced educator through an interactive process that requires commitment and willingness of both the mentor and the mentee.

The data showed that no person was officially responsible for mentoring at the schools and that mentoring was not an official, formal process at the respective schools. The principal must ensure mentoring and professional development. In line with the second dimension of instructional leadership, it was confirmed that the principal, together with all educators in the school are responsible for mentoring (Mendel, Watson & MacGregor, 2002). Both novice and experienced educator participants said that the principal is the role model for best practices to guarantee successful teaching and learning.

It was also revealed that the principals shared many of their duties with the heads of departments at the school. These educators said that the head of department, as an instructional leader, took on the role as a mentor that supported educators within the respective subject area to support effective teaching practices (White, 2001). The participants of the quintile 5 school said that the master teachers had a more administrative role and did not officially take on a mentoring role.

The mentor supports, guides and shares his or her knowledge and skills to improve teaching and learning. The mentor promotes growth and development (Doe, 2008; Lord, Atkinson & Mitchell, 2008). The participants said that a mentor must share knowledge and skills. The participants also revealed that the mentor should support them to overcome personal and professional challenges. The participant also said that the mentor should be a role model who shares their expertise to improve teaching and learning.

The participants mentioned that the mentors must be willing and eager to share their knowledge and skills (Christine *et al*, 2011). The mentor must also be a person who provides the mentee with room for improvement and find own answers to challenges and have the necessary knowledge and skills to provide guidance and to enable the mentee to become an expert in the subject field and profession. Moreover, the participants said that the mentor must determine the potential in the mentee to improve as an individual and within the profession.

It was found, through literature, that an environment in schools should be created whereby individuals are able to support and guide one another (DoE, 2008; Holloway, 2001; Danielsen, 1999). In the instructional leadership theory, the third dimension addressed the matter of developing a culture of academic improvement for educators to develop and to ensure successful teaching and learning (Barth, 1990; Mortimore, 1993). The participants said that mentoring is an opportunity to share and distribute knowledge and to ensure the implementation of professional development activities. They said that professional development does not end at the workshop or seminar, but starts with the implementation of mentoring as mentoring allows the educators to reflect on teaching practices and makes the educator feel more confident.

5.3.3 Educators' perceptions and experiences of mentoring

The question: what are the educators' perceptions and experiences of mentoring as part of their professional development, wanted to comprehend the experiences that educators had in relation to mentoring and professional development. The question was linked to four themes:

Theme 8: Educators' perception and definition of professional development opportunities;

Theme 9: The factors that can inhibit mentoring;

Theme 10: The link between professional development and mentoring; and

Theme 11: The impact of professional development and mentoring on teaching and learning.

The professional development opportunities were different at each school, and the principal at the quintile 1 school also saw the networking with people outside the education field as a professional development opportunity. The participants mentioned the following as successful professional development activities: individual academic studies and attending seminars and workshops, subject and cluster meetings, either hosted by the respective school or by the Gauteng Department of Education.

The participants did not perceive mentoring of novice educators, their peers or being mentored by the principal, the HoD or their peers as a professional development opportunity. The participants said that mentoring, as a professional development strategy, must be linked to successful teaching and learning, but were not sure if this was the case (DeMonte, 2013).

The participants mentioned that the absence of a formal mentoring process and policy inhibited the successful implementation of a mentoring programme at the school and the lack of time, the workload of the educators, and the availability of trained mentors were also identified as barriers (Matthew, Hansen & Williams, 2004). Participants further revealed that mentoring can also be inhibited because of the lack of trust between the mentor and the mentee as well as the willingness of a mentee and the mentor to participate in a mentoring programme.

It was revealed that educators see the necessity of professional development through mentoring. It was found that mentoring has a positive impact on the professional development of educators and suspected that this would make educators eager to partake in professional development opportunities (The of Education, Virginia Government, 2000). To echo the fourth dimension of instructional leadership theory, participants in this study said that mentoring plays a key role in the improvement of teaching and learning (Stronge *et al*, 2008).

The study found that mentoring is needed as strategy of professional development to improve teaching and learning and also that educators needed support and guidance. This aligned with the assumptions that were at the beginning of the study and the purpose and rationale of the study. Mentoring as a strategy of professional can improve teaching and learning and will improve the commitment of educators to the profession and schooling (Cruddas, 2005; Ingersoll and Smith, 2004; Moir, 2003).

5.4 Conclusion

The findings from the semi-structured interviews provided information on the role of mentoring in the professional development of educators at secondary schools in the Gauteng Districts. The study used the instructional leadership theory as a theoretical framework and wanted to see if one of the core functions of instructional leadership was implemented.

The principal took on the role of an instructional leader and is accountable for professional development at the school. The principal ensured that the educators received notices about professional development opportunities and supported the educators to attend. The principal, as an instructional leader, asked the heads of departments to assist with this. The principal, as an instructional leader, also ensured professional development. One of the four dimensions of instructional leadership theory states that the goal and the mission of the principal should be to ensure the as professional development of educators (PAM, 1998b).

The schools had no clear policy on professional development and mentoring, and it could not be clearly seen how this process was implemented. The school used the IQMS policy to manage the education production function in relation to professional development and mentoring (1998c). Professional development and mentoring took place informally at the schools. The participants revealed that everyone should be responsible for mentoring. The heads of departments said that the principal would give support in relation to improve teaching and learning. The principal would also ask the heads of department to mentor and orientate all the educators within the respective departments and peer educators

would support and assist each other. In an instructional leadership framework, the academic climate is promoted at all times, and the principal tries to include the relevant stakeholders to promote student success.

One of the key functions of instructional leadership is the development of the staff to promote an academic learning climate. In this study, it was found that the principal does include the heads of departments to achieve academic success. The participants revealed that the principal tries to develop the heads of department and has individual conversations with staff members in relation to their professional development, although, again, there was no clear and structured process how this was implemented. The participants had a similar understanding of professional development, although it was not done in the same way at the different schools as a result of resources like a budget and external professional development opportunities.

Educators responded that professional development and mentoring should be linked, and the one cannot be successful without the other. Mentoring was seen as a valuable strategy of professional development and contributes to professional development of an educator. The educators alluded that mentoring gives the educator insight into the daily teaching and learning activities. The participants revealed that it was important for both the mentee and the mentor to understand the purpose of mentoring in order to value professional development and the improvement of teaching and learning. Educators who did not see the relevance of mentoring and professional development are likely to resist it.

There was no clear link found between professional development and mentoring at the different schools. The workload of the educators and time constraints did not allow mentoring at all times. The head of the department was responsible to orientate novice educators within the subject field within the respective department. Educators also supported one another within the subject field, and this led to the enhancement of knowledge and skills. Educators indicated that mentoring should take place in relation to professional development opportunities, but this was not always the case. Although the participants indicated their need for mentoring in relation to professional development, this could not be done because of a formal policy of schools.

The HoDs responded that they would professionally develop themselves to support the educators in their department. This indicates that professional development and mentoring are seen as learning that improves the professional practice of the educator. These participants disclosed that educators are sent to workshops and training but not supported afterwards with the implementation of the knowledge and the skills. Professional development should be monitored and tracked, and it should be ascertained that the educators understood what they have learnt, and that they are able to implement this within the school and their classrooms. In relation to the instructional leadership framework, the fourth dimension of instructional leadership focuses on support, guidance and encouragement (Stronge, Richard & Catano, 2008).

This should all be dealt with in context, because the principal from the quintile 1 school was challenged with limited resources, because of the socio-economic status of the school. The quintile 5 school had the resources to provide more professional development opportunities. The quintile 5 school had a budget for professional development whilst the quintile 1 school did not have a budget for professional development and was mostly dependent on the Gauteng Department of Education for training and development.

5.5 Recommendations

Based on the findings from the interviews, the following recommendations are made in relation to mentoring and professional development:

1. It is recommended that the instructional leadership in every school should be seen as distinctive and the challenges in relation to mentoring and professional development should be faced and dealt with in the specific school context.
2. The principal should know the school context and should become an instructional leader within the unique context, who shares his/her professional development obligations as per the PAM (1998b) with the head of departments.
3. It is further recommended that the head of department within the specific school setting should be responsible to orientate and induct all educators in his/her department.

4. The head of department should be pro-active in his or her professional development enabling him or her to mentor educators (RSA, 1998b).
5. The teacher should be pro-active in his or her professional development to ensure the improvement of teaching and learning (RSA, 1993).
6. The educator at a school, dependent on the school context, should commit to a mentoring programme for the specific context, to improve teaching and learning (Kwan & Lopez, 2005).
7. Schools should draw up a unique school policy in relation to mentoring and professional development for the specific school context.
8. It is recommended that the identified mentors at the specific school, should acquire the relevant skills needed to become expert mentors within the mentoring programme at that specific school. Training should then be provided for the mentors, within that specific school context.
9. The school, with in the specific context should ensure that what was taught at a professional development opportunity, should be implemented, tracked and monitored.
10. It is recommended that the school must have a clear induction and orientation programme that tie with the specific mentoring policy at the school within the specific school context.
11. Mentoring at a school should become a clearly defined strategy of the professional development at that school, and must become a followed-up process of any professional development activity at that school.
12. The purpose of mentoring and professional development should be clearly defined for a specific school context to all educators at that specific school.
13. It is recommended that a platform be created for educators at the school, to give feedback on all professional development opportunities.
14. Mentoring and professional development activities and opportunities should become part of a specific school calendar within a specific school setting.
15. It is recommended that professional development and mentoring must be on –going at a school and should not be a once-off project.

5.6 Delimitation of the study

This study focused on two secondary schools, in two different districts in the Gauteng province. The study is based on the role mentoring in the professional development of educators at secondary schools in Gauteng. The selection of the participants was limited to educators who are familiar with professional development strategies at schools.

5.7 Limitations

The study was limited to secondary schools in only two districts in the Gauteng Department of Education. Primary schools in the province were excluded since the study was limited to only secondary schools.

The study was further limited to only 1 quintile 1 school and one quintile 5 school. This proved to be a limitation, because the findings could not be generalized to all quintile 1 schools and all quintile 5 schools. It was also a challenge to find a quintile 1 school in a different district because the focus of the study was two schools, in two different districts. Only two districts were included and all the other districts in the province were left out. The study employed a qualitative research paradigm with interviews as a data collection method. More participants could have been reached through questionnaires in a quantitative paradigm. The findings in this study cannot be generalized to secondary schools and even primary schools with different settings as compared to the two schools used in the study.

5.8 Future research

The following aspects need further investigation:

- A similar study may be carried out in other districts in Gauteng as well as in other provinces of South Africa. , this would limit generalisation and would indicate whether the role of mentoring in the professional development of educators is comprehended the same way in all schools in South Africa.
- Further studies may be conducted on the implementation of a formal mentoring programme at schools, because participants in this study indicated the need for a

formal, structured mentoring programme, but did not know how this should be implemented or what such a programme should entail.

- Further studies may be conducted at primary schools on the role of mentoring and professional development – these schools were excluded in this study.
- Further research could explore other strategies of professional development and how this compares to mentoring.
- Further research could also explore how mentoring would impact on professional development if followed after every professional development opportunity.
- Further research could explore the impact of the socio-economic status and availability of resources on the actualization of instructional leadership at the school.

5.9 Summary

From the findings of this study, it seems that mentoring should play a role in the professional development of educators and that it will enhance the improvement of teaching and learning. It is imperative that mentoring and professional development should be well-planned and organized. The school must draw up and implement formal policies in relation to mentoring and based professional development. The processes should be on-going and part of the school calendar. The purpose of mentoring and professional development must be clearly defined to ensure willingness and commitment of all educators.

Mentoring was not a formal process at neither of the two schools. Some participants said that they were supported by other educators, the principal and the HoD, but did not quite defined it as mentoring and the principals could not identify specific educators as mentors at their school. They said that it was taking place, but could not give the detail thereof. This was further reiterated by the fact that not one of the schools had a formal policy on mentoring. The socio-economic circumstances of the schools, the quintile 5 as well as the quintile 1 school, did not seem to make a difference to the approach followed in the particular school to the provision of mentoring to novice educators. Although the school context can have an impact on the instructional leadership, and that the quintile 1 school had less resources, the economic status of the schools did not make a difference on the mentoring approach and provision of novice educators at the schools.

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Appendix A

INTERVIEW PROTOCOL – THE ROLE OF MENTORING IN EDUCATOR PROFESSIONAL DEVELOPMENT

PURPOSE OF THE STUDY

The purpose of the study is to investigate the role of mentoring in professional development and to understand how educators at secondary schools in Gauteng perceive and experience mentoring as part of their professional development.

The primary research question that guides this study is:

What role does mentoring play in the professional development of educators at secondary schools in Gauteng?

The sub- questions that will be asked are:

- What are the educators' perceptions and experiences of mentoring as part of their professional development?
- What aspects of mentoring, if provided, do educators identify as having contributed most to their professional development?
- What do educators perceive as the overall contribution of mentoring to their general professional practice?

SOURCES OF DATA TO BE COLLECTED

Data will be collected by conducting semi-structured interviews with principals, HoD's and PL 1 educators of two schools from various districts in Gauteng.

PROTECTION OF CONFIDENTIALITY

You are assured that your identity, as well as your responses, will be regarded as completely confidential at all times and will not be made available to any unauthorized user. Your participation in this study is completely voluntary. Should you not wish to continue during the research project, you are free to withdraw at any time.

Precautions will be taken to ensure that you will not be harmed in any way by this research. You will be given an opportunity to verify the transcript of the interview.

DURATION OF INTERVIEW

This is a semi-structured interview that should not take longer than 45 minutes. I could ask you to expand on or explain some of your answers. The interview will be recorded and then transcribed. During the interview, I will also be making notes as the discussion progresses.

BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION

SECTION A: SCHOOL INFORMATION

1.

Section 21		Non-Section 21	
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2.

Fee paying		Non-Fee paying	
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3.

Number of learners	
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4.

	GDE	SGB
Deputy Principals		
Heads of Department		
Master/Senior Teachers		
Post level 1 educators		

5.

Annual income: State	
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Annual income: School fees	
Annual income: Other	

6.

Budgeted amount for staff development	
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SECTION B: PARTICIPANT INFORMATION – EDUCATORS, HOD’s and PRINCIPALS

1.

Post level 1		Years’ experience	
Post level 2		Years’ experience	
Post level 3		Years’ experience	
Post level 4		Years’ experience	
Post level 5		Years’ experience	

2.

Professional qualification	
Academic qualification	

3.

Subject department	
--------------------	--

4.

Subjects taught	1.
	2.

5.

Number of staff in department	
-------------------------------	--

SECTION C1 – THE CONCEPT OF PROFESSIONAL DEVELOPMENT: SEMISTRUCTURED INTERVIEW FOR EDUCATORS, HEADS OF DEPARTMENT AND PRINCIPALS

1. What is your understanding of professional development?
2. Can you name a few different ways in which professional development is done at your school?
3. What can you tell me about the policy on professional development at your school?
4. What role does the principal play in professional development at the school?
 - 4.1 What role does the principal play in guiding and supporting teaching and learning?
5. What role do the HOD's play in professional development at the school?
 - 5.1 What role do the HoDs play in guiding and supporting teaching and learning?
6. To what extent are subject heads, grade co-ordinators, senior educators and master educators utilised to professionally develop educators?
7. How, to what extent, and by who are you MOSTLY supported in your professional development?
8. To what extent do you perceive yourself as being pro-active in your own professional development and in others' professional development?

SECTION C2 – MENTORING: SEMI-STRUCTURED INTERVIEW FOR PRINCIPALS, HEAD OF DEPARTMENT AND EDUCATORS

1. What do you understand by the concept of MENTORING? Give examples to illustrate your answer.
2. What do think the role of a mentor should be?

3. What do you think the characteristics of a mentor should be?
4. What do you think the importance of mentoring is?
 - 4.1 Have you ever been mentored? Give details.
 - 4.2 Have you ever been a mentor? Give details.
 - 4.3 If your answers to 4.1 and 4.2 were yes, how did you experience mentoring?
5. What, in your opinion, is the relationship between professional development and mentoring?
6. Who, in your opinion, should ideally be responsible for mentoring?
7. Who, if anyone, is responsible for mentoring at your school?
8. What, if applicable at your school, is the role of (a) the principal, (b) the head of department and (c) the educator in mentoring?
9. Do you think mentoring has a place in the professional development of educators? Explain your answer.
10. Do you think mentoring plays a role in professional development at this school?
11. What factors, if applicable and in your opinion, inhibit the use of mentoring as a professional development strategy at your school?
12. What impact, if any, do you think mentoring could potentially have as part of the professional development of educators?

Appendix B



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Department of Education Management
and Policy Studies

Dear Participant

INFORMED CONSENT TO PARTICIPANT IN RESEARCH - THE ROLE OF MENTORING IN THE PROFESSIONAL DEVELOPMENT OF EDUCATORS AT SECONDARY SCHOOLS IN GAUTENG

My name is Cheryl Smith, and I am currently enrolled for a Master's degree at the University of Pretoria. The topic of my research study is **“The role of mentoring in the professional development of educators at secondary schools in Gauteng.”**

The main reason for pursuing this study is to investigate the role of mentoring in professional development and to understand how educators perceive and experience mentoring as part of their professional development. In order to achieve this, the following objectives need to be realized:

- To determine the current professional development practices in the schools.
- To determine to what extent mentoring forms part of these practices.
- To determine the perceptions, experiences and expectations of the principal, the HoD's and the educators with regard to the role and practice mentoring as part of professional development practice in schools.

I will be conducting research at two secondary schools in two districts in the Gauteng Province, and I would like to invite you to participate in this research study.

If you decide to participate in the study, I will conduct a 45 minute to 1 hour long individual interview with you on a date and at a time and place of your choice.

During the course of this interview, you may be asked to elaborate or explain some of your answers. The interview will be recorded, and I will also take down some notes. After the recorded interview has been transcribed, you will be given an opportunity to comment on the content and accuracy of the transcription.

Your participation in the study will be entirely voluntarily and will, in no way, either advantage or disadvantage you. You will be free, at any stage during the process up to and including the stage at which you verify the transcript of your interview as described above, to withdraw your consent to participate, in which case your participation will end immediately without any negative consequences. Any and all data collected from you up to that point in the study will then be destroyed.

The confidentiality of the information you provide and your anonymity will be assured. Neither you nor your school will ever be referred to by name, and should there be a need in the research report to refer verbatim to a comment made by you, you will be assigned a pseudonym.

Your personal contribution and responses are crucial in assisting me to answer the relevant questions regarding the role of mentoring in professional development, and your thoughtful consideration in this regard will be highly appreciated.

Yours sincerely

Cheryl Smith
Researcher

Eric Eberlein
Supervisor

Cell: 0843007873

Tel: (012) 420 3331

E-mail: cheryls@mgi.ac.za

E-mail: eric.eberlein@up.ac.za

LETTER of INFORMED CONSENT

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

“The role of mentoring in the professional development of educators at secondary schools in Gauteng.”

I, _____

_, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mrs. Cheryl Smith, currently a student enrolled for an M.Ed. Leadership degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

Full name

Date

Appendix C

Faculty of Education
Department of Education Management
and Policy Studies

Mr. /Mrs. _____

The Principal

Dear Sir/Madam,

PARTICIPATION IN RESEARCH STUDY ON THE ROLE OF MENTORING IN THE PROFESSIONAL DEVELOPMENT OF EDUCATORS AT SECONDARY SCHOOLS IN GAUTENG

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education leadership.

The title of my proposed research study is "**The role of mentoring in the professional development of educators at Secondary Schools in Gauteng.**" It is my great honour and privilege to be able to invite you and your school to become part of my research project.

Kindly afford me this opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by interviewing you as the principal, as well as two Heads of Department and two educators. The interviews should last no longer than 60 minutes, and will be conducted at a time and place convenient to each individual participant.

All interviews will be recorded and then transcribed, and every participant will be afforded an opportunity to review his or her transcription for accuracy. I have included herewith for your information a copy of the preliminary interview schedule to be used during the interview process. Please also note that each individual's participation in the study will be entirely voluntarily and will, in no way either advantage or disadvantage them. Each participant will be free, at any stage during the process up to and including the stage at which they verify the transcript of their interview as described above, to withdraw their consent to participate, in which case their participation will end immediately without any negative consequences. Any and all data collected from them up to that point in the study will then be destroyed.

The aim of this research project is not to pass judgement on- or to evaluate the professional development practices at your school, but rather to add significantly to the current picture of how professional development takes place in schools in Gauteng.

Kindly note that as with the individual participants, the choice for you and your school to participate in this research project is entirely voluntary. I must add, at this juncture, that permission to conduct this study in GDE schools has already been secured from the Gauteng Department of Education.

Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Gauteng Department of Education having access to the raw data obtained during the interview process. Neither you, as an individual, any of the individuals who participate in the study nor the school will be mentioned by name or be identified by any manner or means whatsoever during the research process or in the final research report.

Yours sincerely

Cheryl Smith
Researcher
Cell: 0843007873

Eric Eberlein
Supervisor
Tel: (012) 420 3331

E-mail: cheryls@mgi.ac.za

E-mail: eric.eberlein@up.ac.za

CONSENT FORM

Voluntary participation in Master's degree research project – University of Pretoria

I, _____
_____, the principal of _____

situated at _____

_____ agree to participate as an individual and to the participation of my school in the University of Pretoria's research project entitled "**The role of mentoring in the professional development of educators at Secondary Schools in Gauteng**" to be conducted by Mrs Cheryl Smith, currently a student enrolled for the M.Ed. degree at that University.

I understand that my and my school's participation is dependent on the granting of permission for our participation by the Gauteng Department of Education.

I further declare that I understand, as they were explained to me by the student researcher, the aim, scope, purpose, possible consequences and benefits and methods of data collection proposed by him/her, as well as the means by which the student researcher will attempt to ensure the confidentiality and integrity of the information he/she collects.

Principal

Date

SCHOOL STAMP

Appendix D

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

**Professional
EDITORS
Group**

To whom it may concern:

This document certifies that the dissertation whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

The role of mentoring in the professional development of educators at secondary schools in Gauteng


Author:

Cheryl Yvette Isabel Smith

Date Edited:

13 September 2015

Signed:



Rose Khanyisile Masha

082 770 8892

Bachelor of Library and Information Science, Hons (English Language Teaching), HDE,
MA (Hypermedia in Lang. Learning), PhD (Ed).

Appendix E



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2015 / 007

GDE RESEARCH APPROVAL LETTER

Date:	4 April 2014
Validity of Research Approval:	4 April to 3 October 2014
Name of Researcher:	Smith C.
Address of Researcher:	P.O. Box 2111 Rooihuiskraal Centurion 0154
Telephone Number:	012 661 7799 / 084 300 7873
Email address:	cheryls@mgi.ac.za
Research Topic:	The role of mentoring in the professional development of educators at secondary schools in Gauteng
Number and type of schools:	TWO Secondary Schools
District/s/HO	Johannesburg East and Tshwane South

Re: Approval in Respect of Request to Conduct Research

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

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

Micelle
2014/04/07

1

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za