THE DEVELOPMENT OF A FRAMEWORK FOR PRINCIPAL MENTORING IN ONE EDUCATION DISTRICT IN THE WESTERN CAPE

JAMES JOSEPH DANIELS

Thesis submitted in fulfilment of the requirements for the degree of

DOCTOR OF EDUCATION

in the Faculty of Education

Cape Peninsula University of Technology

Supervisor: Dr Martin Combrinck

Wellington Campus

December 2021

DECLARATION

I, James Joseph Daniels, declare that the contents of this thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

....
Signed   **Date**

15 March 2021

ABSTRACT

**The development of a framework for principal mentoring
in one education district in the Western Cape**

The aim of this study was to develop a mentoring framework for principals as a professional development strategy to remedy the dearth of knowledge and skills of novice principals to lead and manage their schools. The original contribution of this research to the body of knowledge is the development of a well-researched mentoring framework for principals of one selected education district in the Western Cape.

The roles and responsibilities of principals are discussed in an effort to understand the praxis, realities and experiences of school management and leadership in different contexts and institutions. Mentoring, principal mentoring and the development of a mentoring framework for principals are also discussed. This study hypothesised that the absence of a meaningful, organised, and targeted mentoring framework for principals could exacerbate a dearth of successful and efficient school management and leadership, which can be directly linked to the inexperienced principal's lack of skills in leading and managing schools.

Given the complexities of the defined role of the principal, the literature review assisted to articulate the need to offer focussed and thorough support to principals. This need for assistance is particularly acute for new principals as they adapt to their new roles. Aside from the many difficulties and uncertainties that new principals face right away, they also encounter feelings of inadequate training, a lack of support networks, and feelings of alienation. Together with the aim of the study to develop a mentoring framework for principals, the researcher focussed on the principal as learner. For this purpose, the theories underpinning and framing this study were situated learning, andragogy and constructivism.

The study made use of a qualitative research method set within an interpretive paradigm using a descriptive intrinsic case study. Thirteen participants – ten principals and three circuit managers – were selected using purposive sampling. Data were generated using document analysis and semi-structured interviews. The findings revealed that the participants were exposed to informal mentoring practices but were

never part of a formal mentoring framework. All the participants expressed a need for a mentoring framework for principals. The findings also showed that the main elements of a mentoring framework for principals should be drawn from the participants' challenges and struggles as they identify these with their real-life experiences. Consistent with literature, an analysis of participant answers of the participants revealed that the outcomes of the mentoring framework for principals should be an agreement between the mentee and the mentor on learning, the learning style and time allocation. Also consistent with literature, the findings revealed that the mentoring framework should be phased accordingly, namely connection, relationship building and implementation, assessment (reflection) and separation.

The significance of this study is that it informed the researcher's theoretical understanding of mentoring frameworks for principals by introducing a focus on the roles and responsibilities of principals and the development of a mentoring framework for principals.

Keywords: situated learning, andragogy, constructivism, mentoring, mentoring relationships, mentoring framework

OPSOMMING

Die ontwikkeling van 'n mentorskapraamwerk vir skoolhoofde
in een onderwysdistrik in die Wes-Kaap

Die doel van hierdie studie was om 'n mentorskapraamwerk vir skoolhoofde as 'n professionele ontwikkelingstrategie te ontwikkel ten einde die gebrek aan kennis en vaardighede van beginnerskoolhoofde te ondersoek, sodat hulle hulle skole kan lei en bestuur. Die oorspronklike bydrae van hierdie navorsing tot kennis is die ontwikkeling van 'n goed nagevorsde mentorskapraamwerk vir skoolhoofde van een geselekteerde onderwysdistrik in die Wes-Kaap.

Die rolle en verantwoordelikhede van skoolhoofde word bespreek in 'n poging om die praktyk, realiteite en ervarings op die gebied van skoolbestuur en leierskap in verskillende opvoedkundige omgewings en instellings te verstaan. Mentorskap, mentorskap vir skoolhoofde en die ontwikkeling van 'n mentorskapraamwerk vir skoolhoofde word ook bespreek. Hierdie navorsing het die standpunt ingeneem dat die gebrek aan 'n betekenisvolle, gestruktureerde en geteikende mentorskapraamwerk vir skoolhoofde die gebrek aan effektiewe en doeltreffende bestuur en leierskap van skole kan laat vererg. Dié gebrek hou direk verband met die beginnerskoolhoof se tekort aan vaardighede om skole effektief te lei en te bestuur.

Gegewe die komplekse rol van die skoolhoof, het die literatuuroorsig gehelp om die behoefte om gefokusde en intensiewe ondersteuning aan skoolhoofde te voorsien, te verwoord. Hierdie behoefte aan ondersteuning word veral waargeneem by beginnerskoolhoofde, aangesien hulle 'n nuwe en onbekende rol betree. Afgesien van die uitdagings en kompleksiteite wat beginnerskoolhoofde van die begin af beleef, ervaar hulle dikwels gevoelens van onvoldoende voorbereiding, 'n gebrek aan ondersteuningstelsels en 'n gevoel van isolasie. Tesame met die doel van die studie om 'n mentorskapraamwerk vir skoolhoofde te ontwikkel, het die navorser ook op die skoolhoof as leerder gefokus. Vir hierdie doel was die teorieë wat hierdie studie ondersteun en opgestel, gesitueerde leer, andragogiek en konstruktivisme.

åDie studie het gebruik gemaak van 'n kwalitatiewe navorsingsmetode wat binne 'n interpretatiewe paradigma opgestel is deur gebruik te maak van 'n beskrywende intrinsieke gevallestudie.

Dertien deelnemers – tien skoolhoofde en drie kringbestuurders – is as deelnemers vir die studie gekies. Data is gegenereer deur dokumentanalise te gebruik en semi-gestruktureerde onderhoude te voer. Die bevindinge het getoon dat die deelnemers blootgestel was aan informele mentorskappraktyke, maar nooit deel was van 'n formele mentorskapsraamwerk nie. Al die deelnemers was van die mening dat daar 'n groot behoefte aan 'n mentorskapraamwerk vir skoolhoofde bestaan. Die bevindings het ook getoon dat die belangrikste elemente van 'n mentorskapraamwerk vir skoolhoofde op grond van die deelnemers se uitdagings en probleme ontwikkel moet word omdat die elemente met hulle werklike ervarings te vereenselwig. In ooreenstemming met die literatuur, het die analise van die response van die deelnemers se getoon dat die uitkomste van die mentorskapraamwerk vir skoolhoofde, 'n ooreenkoms tussen die mentee en die mentor moet wees, met inbegrip van leer, die leerstyl en tydstoedeling. Die bevindinge is ook in ooreenstemming met literatuur en het aan die lig gebring dat die mentorraamwerk dienooreenkomstig gefaseer moet word, naamlik verband, bou van verhoudings en implementering, assessering (refleksie) en skeiding.

Die belang van hierdie studie is dat dit die navorser se teoretiese begrip van mentorskap-raamwerke vir skoolhoofde geïnspireer het deur 'n fokus op die rolle en verantwoordelikhede van skoolhoofde en die ontwikkeling van 'n mentorskap-raamwerk vir skoolhoofde.

Sleutelwoorde: gesitueerde leer (*situated learning*), andragogie, konstruktivisme, mentorskap, mentorskapverhoudings, mentorskapraamwerk

ACKNOWLEDGEMENTS

Firstly, I want to thank God Almighty for granting me this opportunity and His never-ending Grace.

I also wish to express my appreciation and gratitude to Dr Martin Combrinck for his willingness to be my supervisor in this research process. Thank you for allowing me the space to develop and creating an environment in which I could grow personally and professionally. Your input in this study is appreciated.

To my parents, Harry and Dolphina, who worked tirelessly to allow me and my siblings, Delia, Marius, Angela and Grazio, to obtain an education to be proud of. I owe a profound debt to you, my family.

To ALL my friends, colleagues and family, thank you for the incredible emotional support and encouragement that was so critical to my research and writing.

Lastly, a big thank you to my wife, friend, Deidré – without your support, this thesis would never have happened. Also my gratitude to Kihara for your love, support and belief in your father. One day you will understand.

I dedicate this thesis to late my brother-in-law, Marcello Marlin Bailey, a believer in lifelong learning and a scholar of life. Your words "[d]ie stelsel gaan aan …" will always be engraved on my heart. May you rest in peace my friend, councillor, brother and hero, your legacy will live on.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

DBE	Department of Basic Education
ACE	Advanced Certificate in Education
ANZAM	Australian and New Zealand Academy of Management
B.Ed.	Baccalaureus Educationis
BC	Before Christ
CM (1 – 3)	Circuit Manager (1 – 3)
CPUT	Cape Peninsula University of Technology
CTLI	Cape Teaching and Leadership Institute
DH	Departmental Head
DPSA	Department of Public Service Administration
HEI	Higher Education Institute
HoD	Head of Department
ICT	Information and Communications Technology
INSET	In-service training
IQMS	Integrated Quality Management System
ISLES	Learner Support Services
ISPFTED	The Integrated Strategic Planning Framework for Teacher Education and Development
NEPA	National Education Policy Act
PAM	Personnel Administrative Measures
PED	Provincial Education Department
PFM	Public Finance Management
PFMA	Public Finance Management Act
PGP	Personal Growth Plan
PK	Pedagogical Knowledge
PLC	Professional Learning Community
PMPS	People Management Practices System
REQV	Relative Education Qualification Value
SAQA QUAL ID 48878	South African Qualifications Authority. Registered qualification: Advanced Certificate: Education: School Management and Leadership

SASA	South African Schools Act
SGB	School Governing Body
SIP	School Improvement Plan
SMART	Specific, Measureable, Attainable, Realistic and Timely
SMT	School Management Team
SP (1 – 10)	School Principal (1 – 10)
SREB	Southern Regional Education Board
SSE	Self-School Evaluation
WCED	Western Cape Education Department

CHAPTER 1

A FRAMEWORK OF SCHOOL LEADERSHIP DEVELOPMENT AND MENTORING

I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do – Leonardo da Vinci

1.1 INTRODUCTION

This study investigated a critical issue within the field of education in South Africa, specifically mentoring as a professional development strategy for principals. The study was set within the field of education management and leadership. According to the researcher's experience, novice principals often struggle to come to grips with the responsibility and accountability that accompany the position. To this end, this study aimed to develop a mentoring framework for principals in one specific education district in the Western Cape.

Upon acceptance of their appointment, principals are confronted with the challenges of leadership, management and administration. International research has shown that school principals' work is getting increasingly difficult, tedious and unappealing to prospective candidates (Glanz, 2006; Martin, Wright, Danzig, Flanary & Brown, 2005; Thomson & Blackmore, 2006). Coleman (2005) argues that principals find that their challenges and/or duties often overlap. The duties of principals and the implementation of their duties vary at different times and in different situations and contexts. There is a difference between leadership and management (Nickelsen & Strike, 2011). Educational leadership, according to Nickelsen and Strike, combines characteristics such as goal-setting, collaboration, and collaborative initiative, encouragement, tuning in, correspondence, progression, explanation, implementation, and execution of a common goal, facing obstacles, and inspiring those they lead. A manager, on the other hand, is a decision-maker who schedules, monitors, guides, creates a positive atmosphere, imparts, mentors, and assembles resolve (Bush & Middlewood, 2005; Clarke, 2008; Nickelsen & Strike, 2011). The main

goal of principalship is to provide leadership and management by establishing an environment to improve quality teaching and learning in order to promote improved learner performance (Department of Basic Education [DBE], 2015a). Novice principals often find themselves in unique situations because of the type of school and the environment within which the school is situated.

Efficient principals, according to the Southern Regional Education Board (SREB) (2010), are mentored, while Msila (2012) postulates that principals in South Africa face many obstacles and learn on the job by trial and error. Mentoring is a developmental partnership through which an experienced person shares knowledge, skills, information and perspectives to foster the personal and professional growth of someone less experienced (Barnett, 2013; Hudson, 2013; Jones & Larwin, 2015; Nickelsen & Strike, 2011; Pask & Joy, 2007; Robinson, 2010; Starr, 2016). Based on the researcher's own experience, the current study assumed that novice principals lack the necessary knowledge, skills and values to meet the requirements that the position of a principal necessitates.

1.2   RATIONALE AND CONTEXT OF THE STUDY

The motivation for setting out on this study stemmed from the researcher's experiences at district level as curriculum advisor and Intermediate Phase curriculum coordinator, supporting schools with the implementation of the National Curriculum Statement (NCS) (Grades R–12), as well as exposure to literature regarding issues pertaining to the management and leadership roles of principals. As a district official in an education district, the researcher observed that principals struggle to cope with the position and that they face many challenges, especially when they start their careers. The author agrees with Glanz (2006) that principals today face more difficulties, have to make complicated decisions and have to attend to more responsibilities than principals in the past. For principals to become successful in a period of rapid social change, their knowledge, skills and dispositions are critical, as it is imperative that the educational system give solid leadership (Martin et al., 2005). Throughout the study, it became increasingly clear that principals need support systems, such as mentoring, assisting them as they continue to grow and increase the required knowledge, skills and values to be principals that are good at their job.

Mentorship is increasingly being considered by South African education authorities as a strategy to professionally develop school principals to enhance their competence levels (Van Louw & Waghid, 2008). This is evident from a Western Cape Education Department (WCED) circular (0117/2002) dealing with mentorship for school principals as well as in documentation on the recently introduced formal qualification (Advanced Certificate: Education Leadership and Management [QUAL ID 48878]) intended to enhance leadership and management capacity of school principals (Van Louw & Waghid, 2008). Mentorship training is a requirement of the Advanced Certificate: Education Leadership and Management, focussing on mentorship training as well as a course requirement of mentorship as a support strategy for students (i.e. school principals).

As shown in Chapter 5, South African education authorities underutilise mentoring by way of a professional development strategy. The underutilisation of mentoring happens to the detriment of schools, school management and leadership. The researcher believes that the current empirical study could contribute and add to the body of research in addressing the very critical issue of principal mentoring.

1.3 RESEARCH QUESTIONS AND OBJECTIVES

The study was guided by the following main question:

> How can a framework for principal mentoring be developed in one education district in the Western Cape?

The study addresses the following sub-questions:

Sub-questions:

- How do principals experience the roles and responsibilities specified in their job description as stated in the South African Schools Act (84 of 1996)?

- What are the perceptions and experiences of principals and circuit managers in the Overberg Education district with regard to the need and development of such a framework?

- Can the perceptions and experiences of principals and circuit managers contribute to the development of such a framework?

The main aim of this study was to develop a framework for principal mentoring in one education district in the Western Cape. The sub-aims of this study were:

- to establish the key aspects and components of such a framework for principal mentoring;

- to explore the perceptions and experiences of the principals and circuit managers in the Overberg Education district with regard to the need and development of such a framework; and

- to establish how the perceptions and experiences of principals and circuit managers could contribute to the development of such a framework.

1.4 CONTRIBUTIONS TO RESEARCH KNOWLEDGE

The significant original contribution of this study to knowledge was the development of a well-researched mentoring framework for principals of one selected education district in the Western Cape. The results of this study also contribute new understandings to the conversation of the mentoring of principals as a sustainable professional development strategy in one selected education district the Western Cape. The mentoring framework is valuable for principals, education districts and academic researchers to appreciate the importance of mentoring. This study contributes directly to a better understanding of the roles and responsibilities of principals and circuit managers and mentoring as a professional development strategy that improves the skills, knowledge and values of principals. This, in turn, will improve the management of schools. Principal mentoring focuses on the principal as learner. Self-directed learning (SDL), motivation and reflective practices assist in developing a strong theoretical understanding of what is essential to manage and lead schools effectively. This current study also contributes to such knowledge by laying a practical and theoretical foundation on which to build a mentoring framework for principals. Research done in this study suggested that, in the absence of a certified qualification for principals, a mentoring framework for principals as a professional development strategy could equip principals with the necessary tools to manage and lead their schools effectively. This study is the first to develop a mentoring framework for principals that could be used to improve the management of schools. This will not only

be significant in enhancing the management and leadership of principals but will also contribute to education research.

1.5 CONCEPTUAL FRAMEWORK: THE SITUATED LEARNING THEORY

Together with the aim of developing a mentoring framework for principals, the study also focussed on the principal as learner. The theories that framed this study were situated learning, andragogy and constructivism. Construction of the framework relied heavily on the work of Lave and Wenger (1991) on situated learning and communities of practice supported by contributions by Clancey (1995), Smith (1999) and Rankin (2015).

Situated learning developed in the late 1980s–1990s, and was first proposed by Jean Lave and Etienne Wenger as a model of learning in a community of practice (Rankin, 2015). The theory of situated learning is based on –

- Bandura's (1977) social learning theory (characterised by modelling);

- Vygotsky's (1962) constructivism (characterised by scaffolding and fading); and

- Dewey (1961), Knowles (1984) and Kolb (1984) (the latter three contributed to andragogy).

Situated learning is characterised by problem-based learning, experiential learning and principles of adult education (andragogy) (Anderson, Reder & Simon, 1996). Learning, according to Lave and Wenger (1991), is a social mechanism in which information is co-constructed. They claim that this type of learning takes place in a specific setting and is rooted in a specific social and physical environment. Figure 1.1 illustrates how the seven andragogic assumptions and principles – SDL, Individual differences, desire to learn and readiness to learn – fit into a mentoring framework for principals. Figure 1.1 also takes into account the elements of situated learning as defined by Lave and Wenger (1991), Clancey (1995), Smith (1999), Collins and Kapur (2014) and Rankin (2015), namely **content**, **context**, **community** and **participation**. The definitions and the phases of mentoring frameworks by Strike and Nickelsen (2011) and Starr (2016) guide the following explanation.

- The first phase of the mentoring process is matching the mentee with a mentor.

- Secondly, a needs analysis is conducted by both the mentee and the mentor, after which the objectives and aims for the mentoring framework are set by both parties (SDL).

- Thirdly, the mentee and mentor decide on the learning programme to be followed, considering resources, their different learning styles, readiness to learn, social setting and context.

Figure 1.1:   The relationship between andragogy, situated learning and mentoring

Source: Researcher's own compilation

In preparation for the mentoring (learning), the models of mentoring are decided upon, namely dyads group mentoring or team mentoring (see Starr, 2016). The implementation phase of mentoring is followed by reflection on the mentoring process (critical reflection) and considering chances, augmentation or enhancement strategies to consolidate the learning of the principal as learner (see Starr, 2016).

1.6 REVIEW OF LITERATURE

A review of the available literature on the topic was carried out. Firstly, the roles and responsibilities of principals are discussed in an effort to understand the praxis, realities and experiences school management and leadership in different educational contexts and settings (see section 1.6.1). Secondly, mentoring, principal mentoring and the development of a mentoring framework for principals are discussed (see section 1.6.2), as this study assumed that the lack of a substantive, organised and targeted mentoring framework for school principals could perpetuate the absence of effective and efficient school management and leadership. This might be directly associated with the principal's inability to lead and manage the school effectively.

1.6.1 The roles and responsibilities of principals

The roles and responsibilities of principals as described in articles 16(1), 16A(2) and 16(3) of the South African Schools Act (SASA) (No. 84 of 1996) (DBE, 1996a) can be summarised as –

- acting as the representative of the head of the education department;

- being the professional manager of the school; and

- being a member of the School Governing Body (SGB).

Curriculum support, human resource and administrative management, financial supervision, enforcement of laws and regulations, facilities maintenance, and maintaining the safety and security of students and staff in and around the school are all part of school management (DBE, 2015a).

As a result of the restricted definitions contained in both the Personnel Administrative Measures (PAM) and the appraisal system, the DBE (2015a) created the Policy on the South African Standard for Principalship (the Standard for Principalship), which attempts to fully define the position of school principals and the main aspects of professionalism, image, and competencies needed (DBE, 2016). The DBE believes that it is important to create a clear and agreed-upon definition of what the South African education system requires of those who are, or aspire to be, entrusted with the leadership and management of schools, according to the Standard of Principalship.

Principals are responsible for the competent management of schools and providing support to the SGB, according to the PAM (DBE, 2016:C-64 and C-65). According to the SASA, the principal is the school's primary administrator and is responsible for designing and implementing policies, programmes, curriculum events and budgets in a way that facilitates each learner's educational growth as well as the professional development of each staff member.

Van Deventer and Kruger (2003) emphasise the importance of the principal in all school programmes. This role has an effect on development and establishment of an ethos aimed to improve learning and teaching, which is critical for the building of a healthy culture of teaching and learning in a school. Botha (2004) attests to this by stating that the principal plays an important and pivotal role in the democratic management of the school. The primary aim of the principalship is to provide leadership and management by establishing an atmosphere conducive to high-quality teaching and learning in order to increase learner achievement (DBE 2015a). Botha (2004) asserts that the role of the principal in the educational dispensation represents a balance between instructional leadership and management. Supervising the curriculum, enhancing the school's learning program, partnering with staff to identify the school's vision and mission and cultivating a close connection with the community are all aspects of **leadership. Management,** on the other hand, includes activities like budgeting, preserving school buildings and grounds, and adhering to educational policies and laws (Botha, 2004). Van Deventer and Kruger (2003) claim that the tasks of the school principal range from non-educational matters (such as maintaining the physical plant, labour relations, financial management, empowering the governing body and routine administrative tasks) to the highly professional role of evaluating and supporting teachers in their work. In section1.6.2, mentoring and mentoring frameworks as developmental strategies to assist novice principals to enhance their knowledge and skills regarding the position of school principal is discussed.

1.6.2 Mentoring and mentoring frameworks for principals

The following meanings are given for the purpose of this study:

- Mentee – a novice or struggling principal who receives mentoring support from an appointed principal mentor during his or her first year of principalship. (Barnett 2013; Hudson 2013; Jones & Larwin, 2015 and Starr, 2016).

- Mentor – a knowledgeable principal who has been qualified as a mentor and is assigned to a new principal with the aim of assisting the novice or struggling principal in adjusting to his or her new position and promoting leadership development and growth. (Barnett 2013; Hudson 2013; Jones & Larwin, 2015; Starr, 2016).

- Mentoring – an organised, integrated process and approach in which the inexperienced principal (mentee) and the principal mentor participate in a constructive, learning-centred partnership with the objective of growing leadership ability, professional growth, and support. (Hudson, 2013; Jones & Larwin, 2015; Pask & Joy, 2007; Starr, 2016).

- Mentoring framework – a structured programme consisting of mentees, mentors, a needs analysis, objectives, aims, parameters, resources and timeframes (Hudson, 2013; National Mentoring Partnership, 2011).

The two most important role players in a mentoring relationship are the mentors and mentees. The mentee's role is to create a trustworthy relationship, focus on experiences and ideas, express needs and concerns, convey those needs explicitly, communicate honestly and strive to achieve toward goals and objectives (Starr, 2016). Mentors provide a supportive atmosphere in which mentees are empowered to lead instructional teams and leadership committees while being inspired and directed by a competent school leader (Barnett, 2013). The mentor plays a vital and unique role in the development and training of a new teacher in the field of education (Jonson, 2008).

A successful mentoring relationship creates a positive level of familiarity between the mentor and the mentee, allowing the protégé to learn the ropes and adjust to organisational standards (Laviolette, 1997). Morton-Cooper and Palmer (1993:12) are of the opinion that a mentor is –

> [S]omeone who provides an enabling relationship that facilitates another's personal growth and development. The relationship is dynamic, reciprocal and can be emotionally intense. Within such a relationship, the mentor assists with career development and guides the mentored through the organisational, social and political networks.

According to Starr (2016), the primary abilities that directly support successful mentoring relationships are connection through effective listening, developing an engaged and trusting relationship, maintaining an effective focus, overcoming obstacles to change, and assisting others in their growth.

A mentoring framework is a structured programme consisting of mentees, mentors, a needs analysis, objectives, aims, parameters, resources and timeframes (National Mentoring Partnership, 2011). The decision to start a mentoring framework, according to this partnership, stems from the belief that such a framework is needed. The National Mentoring Partnership (2011) recognises how difficult it is to create an effective mentoring framework. According to them, a range of components are required to develop and oversee the mentoring process, including mentor recruiting and training, day-to-day operations, public relations campaigns, fundraising activities, budget allocations, evaluative data collection, and monitoring of the mentoring process' progress.

Successful mentoring relationships go through four phases: connection, relationship building and implementation, assessment, and separation (National Treasury, 2017). These phases build on each other and are of varying lengths. There are unique steps and methods for each process that contribute to the mentoring framework's desired outcomes.

The first phase of the relationship, **connection**, can also be seen as preparation for the mentoring process, and involves initiating contact, exchanging background information, discussions about personal and professional needs, and determining the expectations of the mentoring relationship (Metros & Yang, 2006).

The second phase, **relationship building and implementation**, encompasses the setting of goals, and the SMART (specific, measureable, attainable, realistic and timely) principles, which are valuable criteria to use (Metros & Yang, 2006). The goals

should be simple but specific. Progress must be measurable, appropriate, achievable and relevant, and should have a realistic timeframe.

The third phase, **assessment**, refers to reflection discussions to determine progress made by assessing whether interventions had worked.

The fourth phase, **separation**, involves allowing the mentee to be independent when the assessment phase shows that the chosen goals have been reached. The phases of a mentoring relationship ensure a structured mentoring process that is also sustainable (Starr, 2016).

Strike and Nickelsen (2011) maintain that the first phase of a mentoring framework comprises negotiating the expectations and goals of the mentoring process as these are critical in establishing the foundations for the development of the mentorship. This involves commitment from both the mentor and the mentee, the styles of contact, location where mentoring might take place, and the setting of goals. According to Strike and Nickelsen, the second phase – the establishment of the relationship – involves getting to know each other, discussions on career history and experience, and the identification of needs. During the third phase, the mentoring process is characterised by identification of the needs of the mentee and knowledge acquisition, followed by career development in the fourth phase. The last phase, according to Strike and Nickelsen, is sustaining the mentoring relationship.

Given the complexities of the principal's defined role, the literature review recognised the need for principals to receive focused and intensive support. This is particularly important for new principals who are moving into their new position for the first time. Aside from the many difficulties and uncertainties that new principals face right away, they often encounter feelings of inadequate planning, a lack of support structures, and feelings of isolation.

1.7 METHODOLOGY

The current study used a qualitative study within an interpretive paradigm that used a descriptive intrinsic case study, as recommended by Merriam (1998). The instruments used to collect data were influenced by the interpretive paradigm (see Merriam, 1998). The methodology and design of the research were determined by the study's purpose

(see Cohen, Manion, & Cohen). The interpretivist paradigm (McMillan & Schumacher,2014) was used because the study focused on understanding, describing, and interpreting principals' and circuit managers' perceptions of mentoring rather than explaining the human activity of principal mentoring (see Bryman, 2012; Cohen, Manion & Morrison, 2011). The researcher's belief that reality is constructed rather than objective (see Bryman,2012) and that principals construct their own reality within their space of principalship substantiated this paradigm.

This study used a qualitative research design, as recommended by Merriam (1998) which involved a case study design to investigate the roles and responsibilities of principals and circuit managers. Given the interpretive position taken in this study and the nature of the research question, the case study methodology was deemed the most suitable because it was intended to provide a structured way to collect data, evaluate information and report the findings, allowing for a detailed understanding of a particular problem or situation. A case study has four main characteristics, according to Merriam (1998): particularistic, descriptive, heuristic, and inductive. A **particularistic** study is one that focuses on a single event, process, or situation (in this case, the mentoring process of principals). The term **descriptive** refers to the phenomenon's rich and extensive set of details. (in this case, the principals and circuit managers reflecting on their lived experiences and expectations of mentoring and mentoring processes). Each of these two characteristics (particularistic and descriptive) is **heuristic** because it advances an understanding of the phenomenon, while **inductive** refers to the form of reasoning used to determine generalisations or concepts that emerge from the data (see Merriam, 1998).

Selecting principals of primary and secondary schools, as well as circuit managers in one education district in the Western Cape, the researcher used purposeful sampling (deliberate sampling) (see Punch, 2005:187). Ten principals of primary and secondary schools and three circuit managers were selected as the unit of analysis, as their knowledge and experiences of mentoring frameworks for principals were central to the purpose of this study. Semi-structured interviews were conducted with the principals and circuit managers.

Document analysis, according to Bowen (2009), is a form of qualitative research in which the researcher interprets documents to give voice and sense to an evaluation

subject. Document analysis, like other qualitative research approaches, necessitates the examination and interpretation of data in order to elicit meaning, obtain comprehension, and acquire empirical knowledge (Corbin & Strauss, 2008). The documents analysed for the purpose of this study were:

- a module of the Advanced Certificate: Education (School Management and Leadership) called "Mentor school managers and manage mentoring programmes in schools" offered by universities and endorsed by the DBE (2008); and

- the Public Finance Management Mentorship Implementation Guideline developed by the National Treasury of South Africa (see National Treasury, 2017).

These documents proved to be data-rich and were found to be useful in answering the research questions as well as verifying and triangulating data gathered from interviews.

1.8 ETHICAL STATEMENT

The research was conducted with the informed consent of the Ethics Committee of the Cape Peninsula University of Technology (CPUT) and the research participants as well as permission from the WCED to conduct research at their educational institutions. The principals and circuit managers voluntarily participated in the research and could withdraw from the process at any stage if they so wished. They were ensured that all data would be treated confidentially and that their anonymity would be protected throughout the research process.

1.9 OUTLINE OF THE STUDY

This section discusses the chapters of the study.

Chapter 1: A framework of school leadership development and mentoring

The background, research questions and an overview of the study's rationale were discussed in this introductory chapter, as well as the formulation of the research problem. Following that, there was a discussion of research design and methods. The

study's significance was described as the way in which the development of a mentoring framework for principals as a professional development strategy could help to enhance the knowledge, skills, and values needed for the post of principal. A clarification of terms used in the study was given. The chapter is concluded with this description of the thesis' structure.

Chapter 2: Conceptual framework and literature review

Chapter 2 is divided into three sections. Section 1 provides a conceptual framework for the study. The theoretical basis for this study was derived from the works of Lave and Wegner on situated learning and communities of practice. The principal as learner was central in the study, and adult learning and constructivism as theories are also discussed in order to elaborate on the different learning styles of adults.

Sections 2 and 3 of the chapter provide the literature review of this study. Section 2 focusses on and discusses education management and leadership, specifically the roles and responsibilities of principals and circuit managers, in an effort to understand the praxis, realities and practices of school management and leadership in different educational contexts and settings. Section 3 discusses the concepts of mentoring, elements of mentoring support, the mentoring journey and mentoring frameworks.

Chapter 3: Research design and methodology

The study's methodological design is discussed in Chapter 3. This chapter covers the qualitative paradigmatic case study methodology used in this study, as well as the sampling methods, data production processes and procedures for ensuring rigour by trustworthiness. The study's ethical issues and limitations are discussed. The steps in the data analysis procedure are presented in the third chapter's last section.

Chapter 4: The findings

This chapter presents the data as collected from the document analysis and the semi-structured interviews. The data presentation is guided by the main aim of this study, answering the research questions. Two broad themes identified during the data collection process were used in the data presentation, namely key elements and

components of a mentoring framework, and the development of a mentoring framework as a professional development strategy.

Chapter 5: Discussion of the findings

The data from Chapter 4 is discussed in this chapter. Two themes that originated from Chapter 4 are used to conceptualised the discussion. The main aim of this study was to explore the key aspects and components that informed the framework for principal mentoring, as well as the process of developing a mentoring framework for principals.

Chapter 6: Conclusions and recommendations

The conclusions drawn from the findings of the research are presented in this final chapter. This chapter summarises the key findings in terms of what the main elements and components of a mentoring framework for principals are, and proposes a mentoring framework for principals as a professional development strategy. In terms of conclusions, the chapter makes recommendations for practice and future research in this field.

1.10 Summary

The first chapter describes the study, discusses its rationale and context, outlines the research questions and objectives, defines the importance and contribution to knowledge, clarifies concepts and terminology and briefly discusses the research methods used. The chapter also discussed the management and leadership of schools, the principal as learner, and the development of a mentoring framework for principals as a developmental strategy. The key elements of the methodology used are listed. The chapter comes to a close with a summary of the study.

Chapter 2 discusses the conceptual framework of the study, and presents the following theories which were used to frame the study: the situated learning theory, andragogy and constructivism. The discussion of the theories is followed by an examination of the roles and responsibilities of principals and circuit managers. Chapter 2 also provides an in-depth discussion of mentoring and mentoring frameworks.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

The only true wisdom is in knowing you know nothing – Socrates

2.1 OVERVIEW OF CHAPTER

The current study aimed to develop a mentoring framework for principals in one education district in the Western Cape. This study wanted to explore the roles and responsibilities of principals and professional development opportunities, embedded in a mentoring framework that is expected to enhance the management of schools in the selected district and to ensure optimal functionality of schools that principals manage and lead. The study's aims were to examine the quality of existing mentoring and/or mentoring practices, as well as support for principals in the district.:

- to develop a framework for principal mentoring in one education district in the Western Cape;

- establish the key aspects and components of such a framework for principal mentoring;

- explore the perceptions and experiences of the principals and circuit managers in the district with regard to the need and development of such a framework; and

- establish how the perceptions and experiences of principals and circuit managers contribute to the development of such a framework.

There are three sections in this chapter. The **first section** discusses a justification of the conceptual framework for this study and discusses the situated learning theory and communities of practice (i.e. professional learning communities [PLCs]) and how these, with the elements and components of constructivism and andragogy (adult learning), could enhance and enrich the development of the mentoring framework for principals.

The **second section** deals with education management and leadership, specifically the job description of principals in South Africa. This discussion is particularly important as it provides the content of the mentoring process. The circuit manager's role is emphasised because of its supervisory role he or she plays, which includes monitoring and support. An in-depth discussion follows on leadership styles. The discussion is focussed on instructional leadership, strategic leadership and cultural leadership. The **third section** provides an in-depth discussion on principal mentoring, mentoring relationships, mentoring types and how these relationships and mentoring types will fit into an effective mentoring framework for principals.

2.2 SECTION 1: SITUATED LEARNING: DEVELOPING A MENTORING FRAMEWORK FOR PRINCIPALS

We need others to complement and develop our own expertise. This collective character of knowledge does not mean that individuals don't count. In fact, the best communities welcome strong personalities and encourage disagreements and debates. Controversy is part of what makes a community vital, effective, and productive – Wegner, McDermott and Snyder (2002:10)

2.2.1 Introduction

The theoretical underpinning of this study derived from Lave and Wenger's work (1991) regarding situated learning and communities of practice, enhanced by the work of the likes of Clancey (1995), Smith (1999) and Rankin (2015).

Learning, according to Lave and Wenger (1991), is a social process in which information is co-constructed, and it takes place in a specific context and is embedded in a specific social and physical environment. In the current study, the mentor–mentee relationships were seen as Professional Learning Communities (PLCs) where situated learning takes place.

2.2.2 Situated learning

As stated above, the practice of situated learning arose from research done in the 1980s and 1990s (Collins & Kapur, 2014). These authors are of the opinion that there are three foundational studies that support situated learning. According to Collins and

Kapur (2014) situated learning is the practice of learning that connects the task the learner is working on to the authentic, real world in which the task will be completed. Lave's (1988) research explored learning within traditional apprenticeships and also that learning takes place in everyday activities. Characteristics of learning within traditional apprenticeships according to Lave (1988) are:

- specific methods for carrying out tasks;

- skills are instrumental for accomplishing real-world tasks;

- learning is embedded in social and functional contexts; and

- one can learn domain-specific methods through observation; coaching and practice (Collins & Kapur, 2014).

Brown, Collins and Duguid (1989) built their work on the research by Lave (1988). They coined the term cognitive apprenticeship, and defined it as an expert teaching a novice new skills through real-world situations. Brown et al. (1989) identified the characteristics of cognitive apprenticeships, namely:

- an expert teaches complex processes to an apprentice, or someone less knowledgeable of the task;

- the focus is on cognitive skills, not physical skills, such as in a traditional apprenticeship.

- learners must make their thought processes visible to the expert;

- experts must show the usefulness of particular strategies, encouraging learners to practice them and increase the task's difficulty; and

- there is a focus on generalising knowledge so that it is applicable in diverse settings.

These characteristics of cognitive apprenticeships were important for the current study as similarities could be drawn to the definitions of mentoring as discussed later in this chapter (see section 2.4.3). A primary finding of the research by Brown et al. (1989) was that a learner's epistemology must require active participation in learning a task (Collins & Kapur, 2014).

Lave and Wenger's (1991) research focussed on the ways in which learners engage in a community of practice. Characteristics of a community of practice are:

- a group of people who share an interest, craft or profession;

- three components are required to create a community of practice – joint enterprise, mutual engagement, and a shared repertoire; and

- the members of the community of practice comprise novices, experts and those in between (Lave & Wenger, 1991).

Lave and Wenger coined the term "legitimate peripheral participation" (Matusov & Rogoff, 1994:918). Lave and Wenger (1988) further identify the following characteristics of legitimate peripheral participation:

- identity can be based on the member's role in the community of practice;

- the ways in which peripheral members engage in a community of practice may vary;

- learning happens through observation as an apprentice; and

- learning leads to an in-bound trajectory for members.

Collins and Kapur (2014) identify three important components of situated learning. The first component of situated learning is the rejection of the notion of the information-processing model of cognition. According to them, situated learning requires the connection between learning and context. Schema or mental models that are disconnected from the larger world do not support learning on their own. In situated learning, perception is interaction with the world instead of internal representations about the world.

The second component according to Collins and Kapur (2014) is that situated learning is embodied (physical and intellectual learning pair together), embedded (learning is mediated by physical and social environment) and extended (physical and social environment create cognitive system).

The third component is the connection to constructivism, which describes learning as active creation of mental models. Constructivism claims:

- schema must be actively built to help the learner to process new information;

- there is no passive internalisation of new information; and

- mental models are created through interaction with the environment, the world at large and the learner's social environment (Collins & Kapur, 2014).

Huang (2002) draws on the work of Dewey (1961) and Vygotsky (1962) (Figure 2.1), which states that constructivism:

- promotes and requires active and real-life learning;

- scaffolds on prior learning;

- necessitates reasoning processes; and

- demands social interaction.

In the sections below, the researcher discusses situated learning and mentoring (see 2.2.2.1), situated learning and andragogy (see 2.2.2.2), and situated learning and learning communities (see 2.2.2.3). He further demonstrates how these concepts interlink and complement each other.

2.2.2.1 Situated learning and mentoring

According to Smith (1999), situated learning theory states that information should be conveyed in a natural setting. Beginner learners (read: principals) should be interested in authentic everyday practice environments, applying skills, and making effective yet low-risk uses of artefacts. Within the culture of practice, this necessitates social contact and cooperation (Smith, 1999). Professional learning communities (PLCs) as communities of practice together with a mentoring framework, where social interactions between professionals occur, are ideal real-world platforms and settings for situated learning (Smith,1999). Learners (read: principals) should gradually step away from the PLC and into more diverse and complex activities, transitioning into the role of the expert, according to Smith. While this happens unconsciously most of the time, a mentorship relationship or mentoring framework should be the perfect tool to help this happen.

In terms of social learning theory, Bandura (1976:21) states:

> [L]earning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.

The key terms used in social theory are observational learning, modelling and imitation. These key words appear in Lave and Wegner's (1988) writing, which emphasises that situated learning is neither an instructional form nor a pedagogical technique. Others have argued for various pedagogies, such as experiential and situated practices, since their writings (see Clancey, 1995; Misra & Prakash, 2012; Rankin, 2015). namely:

- classrooms in workshops, kitchens, greenhouses, and gardens;

- role-playing in front of an audience in a real-life scenario;

- field trips to different cultures, such as archaeological digs and participant-observer studies;

- on-the-job training, which may include apprenticeship and cooperative education; and

- sports practice, music practice, and art practice are all examples of situated learning because the exact actions in the real world are those of practice.

The primary components of situated learning are as follows:

- material (task information and processes);

- background (situations, beliefs, and environmental cues);

- society (the group with which the learner will build and negotiate); and

- participation (where the learner will collaborate with others to solve a problem) (Rankin 2015).

Clancey (1995:16) defines situated learning as the improvement of one's understanding, creativity and inetrpretation over the course of an activity. Clancey defines the elements of situated learning as follows:

> [I]n situated learning no importance is given to retention of **content**, it rather stresses reflective and higher order thinking where the results are used in solving problems faced in daily life and is thus more application-based. **Context** provides a framework for the usage of the product or result at the right time, place and situation in the social psychological and material environment and creates a platform to examine the learning experiences. **Community** helps the learner to create, interpret, reflect and form meanings and provides opportunities to share experiences among learners and also to interact. **Participation** is where the interchange of ideas, problem solving and engaging of learners take place. This takes place in a social setting which includes reflecting, interpreting and negotiating among the participants of the community.

Situated learning entails having a thought and behaviour that is used at the appropriate time and place. Theory content is learned through activities in this process. Brown et al. (1989) claim that, through situated learning–

- action is rooted in the particular contexts in which it takes place;

- information does not translate between tasks;

- teaching by abstraction is ineffective; and

- learning is an interactive experience.

Learning, according to Lave and Wegner (1988), is a social process in which knowledge is co-constructed. Such learning takes place in a particular setting and is surrounded by a specific social and physical environment. The researcher therefore wanted to latch Lave's and Wegner's claim onto the work of Gergen (1985–1999) on social constructionism, which in essence states that knowledge is constructed and not created through social interactions and activities (see Misra & Prakash, 2012).

In this study, PLCs (which serves as social environment for the mentor–mentee relationship), will provide the space for mentorship to take place. The elements of situated learning are perfect to use in this space, as the mentor and the mentee can

solve daily problems, using higher-order thought and reflective thinking, and it creates the platform to be exposed to learning experiences. PLCs furthermore allows for the sharing of experiences between the mentor and mentee and exchange ideas. Situated learning is a social process where knowledge can be co-constructed in the context of the mentoring framework. For this study, situated learning was embedded in the mentor–mentee relationship as a community of practice.

2.2.2.2   Situated learning and andragogy

Situated learning can be linked to andragogy (adult learning) (Kapur, 2015). An adult learner, according to Kapur, is a mature person who is learning new skills and developing new attitudes after reaching a mature stage of intellectual, physical, and social growth. Adult learners, according to Kapur, are people who is generally recognised as an adult and is participating in a structured learning process, whether through formal education, informal learning, or corporate-sponsored learning as a full-time or part-time learner. The current study highlighted the principal as learner. Certain information and skills should be gained and/or acquired by the principal in order to ensure that the school is managed satisfactorily, in accordance with relevant legislation, regulations, and the PAM, as prescribed, and that the learners' education is promoted in a suitable manner and in accordance with authorised policies. Through a mentoring framework for novice principals, these learnings should be addressed to fulfil the required tasks as mentioned above.

Malcom Knowles proposed andragogy, also known as adult learning theory, in 1968 (see Merriam, 2001). Knowles' perspectives on andragogy aimed to take advantage of adult learners' distinct learning styles and abilities. When teaching adult learners, teachers should accept the following five assumptions found by Knowles' theory of andragogy (Merriam, 2001):

- Adults have a more stable self-concept than adolescents because they are at a more advanced developmental level. As a result, they are able to direct their own education.

- Prior learning experience – unlike children, adults have a wide variety of experiences from which to draw while learning.

- Willingness to learn – many people have reached a stage in their lives that they understand the importance of education and are able to dedicate themselves to it.

- Motivations to study that are realistic – Adults are searching for problem-solving approaches to learning. Many adults return to school for particular practical purposes, such as to pursue a new profession.

- Guided by internal motivation–while many children are motivated by external factors such as punishment or incentives for good grades, adults are more internally motivated.

According to Merriam (2001), on the basis of these assumptions regarding adult learning, Knowles (1968) discusses four principles that could be considered by teachers when teaching adults, namely self-directedness, experiential learning, self-reflecting and problem solving. These are all discussed later.

Figure 2.2 below, depicts Huang's (2002) summary of the assumptions and principles of adult learning based on the work by Dewey (1961), Knowles (1984) and Kolb (1984). Firstly, SDL is discussed because adult learners identify their needs and wants in order to be in control of their learning. Adult learning, according to Illeris (2004), is selective and self-directed and varies greatly from child learning because adults are more likely to participate in learning that they want. Secondly, self-reflecting is important, because adults want to test their learning as the learning process unfolds and they anticipate how they will use their learning. Thirdly, adult learning is experiential as adults depend on developmentally relevant and well-placed information (Zepeda, 2011). Lifelong learning is deemed important as adult learners focus on the issues concerning them that influence their personal and professional lives. Furthermore, Huang (2002) acknowledges the individual differences of adult learners in terms of learning styles, context and prior learning. Before being an intra-personal or intra-psychological trait, Goodnow (1990) emphasises the appropriation of knowledge by inter-personal or intra-psychological processes. The individualised process of constructing meaning from socially and contextually defined knowledge, using the individual's distinctive structuring of knowledge and understanding, is defined by Goodnow as appropriation. Motivation to learn is identified by Huang (2002) as an important characteristic, and Zemke and Zemke (1995) highlight motivation to

learn as one of three areas that is crucial to adult learning. The other two areas are curriculum design and classroom instructional design. Lastly, readiness to learn is central to adult learning as the adult should be willing and able to learn.

Figure 2.1 illustrates how the seven andragogic assumptions and principles, as discussed above, fit into a mentoring framework for principals. It also takes into account the elements of situated learning as per definition by Lave and Wenger (1991), Clancey (1995), Smith (1999), Collins and Kapur (2014) and Rankin (2015), namely content, context, community and participation. The definitions and the phases of mentoring frameworks by Strike and Nickelsen (2011) and Starr (2016), as discussed later in this chapter (see section 2.4.7) guide the following explanation. The first phase of the mentoring process comprises matching the mentee with a mentor. Secondly, a needs analysis is conducted by both the mentee and the mentor. Thereafter, the objectives and aims for the mentoring framework are set by both parties (i.e. indicating SDL). Thirdly, the mentee and mentor decide on the learning programme to be followed considering resources, their individual learning styles, readiness to learn, the social setting and the context. In preparation for the mentoring (learning), the models of mentoring are decided upon, namely dyads (i.e. single mentor-mentee pairs in which the **mentor** and mentee interact in ways that are mutually responsive) and group mentoring (one or several mentors work with a group of mentees). The implementation phase of the mentoring is followed by reflection on the mentoring process (critical reflection) and considering changes, augmentation or enhancement strategies to consolidate the learning of the principal as learner.

Andragogic Principles in Mentoring Frameworks

Evaluation — Diagnosis of Needs

Applied Steps

Framework evaluation for revision → Diagnosing needs through mutual assessment

Setting objectives

Learning activities

Implementing learning activities

Setting objectives through mutual negotiation

Andragogic Principles

1. Self-directed learning
2. Critical reflection
3. Experiential learning
4. life-long learning
5. Individual differences
6. Motivation to learn
7. Readiness to learn

Designing learning plans to fit the context

Designing Learning Plans

Setting the learning climate at program

Climate and Planning

Preparing learners in framework promotion

Preparation

Figure 2.1: **The use of andragogic principles and the elements of situated learning in mentoring frameworks**

Source: Researcher's compilation

Isenberg (2007) lists five major assumptions of andragogy, namely adults –

- improving their self-direction;

- utilising prior experience as a valuable learning resource;

- taking on developmental and social activities;

- attempting to immediately apply what has been learned; and

- • to be problem-focused.

Zepeda (2011) concurs that adult learning is self-directed, motivational for the learner, problem-centred, relevancy-oriented and goal-oriented. Adult learning theory, according to Conlan, Grabowski, and Smith (2003), integrates action learning, experiential learning, SDL, and project-based learning. Adult learning theory and constructivist theory build on one another to create learning environments that are real-world, case-based, secure, inspiring, learner-centred and experiential (Huang 2002). In constructing meaningful and authentic knowledge and skills, learning for principals, namely interactive, collaborative, authentic and learner-centred learning, should be employed.

The diagram below (Figure 2.2) summarises the learning theories on which situated learning is built and which apply to adult learners as explained above.
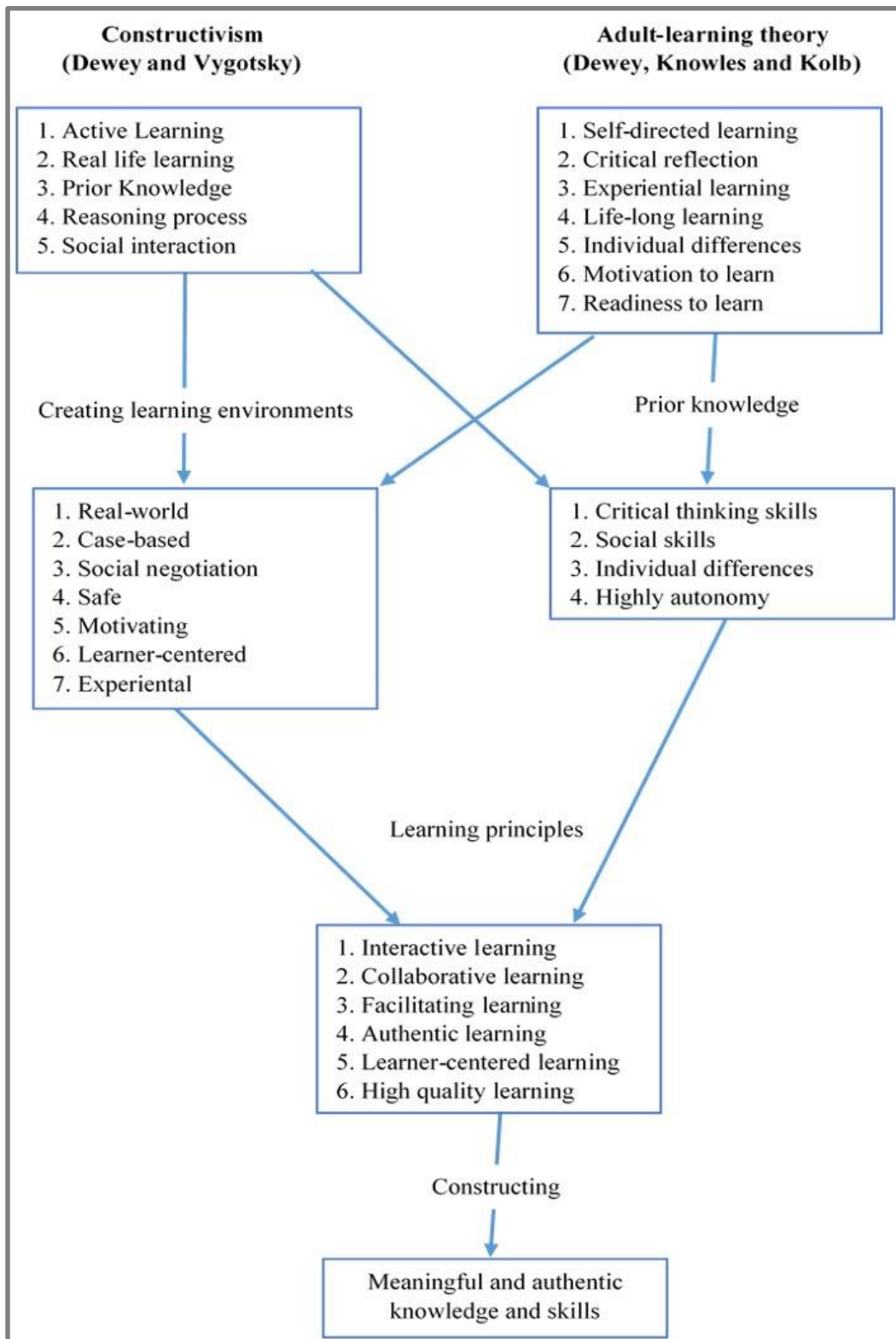
Figure 2.2: The relationship between the learning theories, situated learning and andragogy

Source: Adapted from Huang (2002)

2.2.2.3 Situated learning in professional learning communities

The communities of practice aspect was a major factor in the selection of situated learning theory for this study. Communities of practice are groups of people who share a concern or a passion for what they do and who learn to do it better over time as they connect (Wenger, 2006). In this study, communities of practice were groups formed between mentors and mentees. There is a concern or a willingness to share information and skills between the mentor and the mentee. The mentor passes the information, and the mentee acquires or receives it. From the research done on the situated learning theory (see section 2.2) the researcher deduced that situated learning is consistent with the process of mentoring.

Hord and Hirsh (2008:3) define PLCs in the light of the words in bold:

> **[P]rofessionals:** Those individuals who are responsible and accountable for delivering an effective instructional programme to principals so that they each learn well. Professionals show up with a passionate commitment to their own learning and that of peers, and share responsibility to this purpose. **Learning**: The activity in which professionals engage in order to enhance their knowledge and skills. **Community**: Individuals coming together in a group in order to interact in meaningful activities to learn deeply with colleagues about an identified topic, to develop shared meaning, and identify shared purposes related to the topic.

The PLC encourages constructivism by providing the setting and the working relationships demanded of social learning. For the purpose of this study, the mentor–mentee relationship was seen as the PLC.

When engaging with the topic of professional development, terms such as 'collaboration',' learning teams', 'peer coaching', 'team leaders' and 'lead teachers' are used (Bowgren & Sever, 2010:1). The authors state that districts (in the United States of America), which adopted the principles of PLCs "operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators (principals)" (DuFour, DuFour & Eaker, 2008:14). In the current study, PLCs were seen as job-embedded collaboration in which the growth and professional development of principals are stimulated.

A PLC, according to McLaughlin and Talbert (2006), is a professional development model in which teachers (read: principals) collaborate to reflect on their practice, discuss evidence of the relationship between practice and learner outcomes, and make adjustments to enhance teaching and learning. According to Lieberman and Miller (2008) a PLC is a group of teachers (read: principals) who meet on a regular basis to deepen their content knowledge in order to improve learner learning. For the purpose of the current study, this meant improving management and leadership skills. Lieberman and Miller (2008) also state that a PLC may also be defined as an ongoing, systematic process in which teachers (read: principals) work interdependently together to reflect on their professional practice in order to achieve better results for their learners, their team and their school.

PLCs are clusters of teachers (read: principals) who meet on a regular basis to –

- examine existing achievement rate;

- set targets;

- decide what form of learner learning is most important and useful;

- develop standardised formative and summative evaluations;

- discus strategies; and

- share best practices (Blanchard 2007:1).

Blanchard further states that the expectation is that this collaborative effort will produce ongoing improvement:

> A team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone. They have become the vehicle for moving organisations into the future. Teams are not just nice to have. They are hard-core units of the production.

PLCs are described as follows in The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (DBE2011), based on the definitions above:

> PLCs are groups that provide the environment and appropriate resources for clusters of classroom teachers, school administrators and subject advisors to work

on identifying their own developmental trajectories and coordinating activities to support them.

From the above definitions, it can be deducted that PLCs comprise collaborative, sharing and ongoing critical examination of teaching (read: leadership and managerial) practices in line with professional standards. PLCs should be learning-oriented and should promote the growth of mentor-principals.

PLCs are focused on the premise that they allow deeper professional learning and development through social interaction. PLCs provide a forum for interactive participation in the solution of educational problems (Dufour, 2004). The activities within a PLC, according to Stoll and Louis (2007), include communicating and critically interrogating teachers' practices in an ongoing reflective, interactive, learning-oriented, and growth-stimulating manner. As the PLC, the researcher and the mentor-principals worked through the mentoring manual, considering the content collaboratively in order to have a good understanding of the expectations (or aims) of the mentoring process with the newly appointed principals.

Collaboration between teachers (in this study, principals) is a prerequisite for PLCs to function effectively. Both Stoll and Louis (2007) and Sigurðardóttir (2010) are of the opinion that PLCs create a social platform where interactive engagement is enacted and activities, such as sharing and considering practices in a reflective, cooperative, and learning-oriented manner on an ongoing basis.

As stated above, situated learning theory and PLCs were used to compose the current study. Situated learning theory has characteristics of problem-based learning, experiential learning and principles of adult education. According to Smith (1999), situated learning theory implies that knowledge should be presented in an authentic environment. As a result, principals should be involved in authentic settings of everyday practice, applying expertise, and making efficient yet low-risk uses of artefacts. Within the communities of practice, this necessitates social contact and cooperation (Smith, 1999). PLCs as communities of practice together with a mentoring framework, where social interactions between professionals occur, are ideal real-world platforms and settings for situated learning.

In conclusion, the significances of situated learning theory for mentoring must be ascertained. Principals are required to gain the requisite experience and skills in a variety of social circumstances through the mentoring process. Each mentee is assigned a mentor, with whom they should meet on a regular basis, by appointment, and on time. This means that each interaction becomes a one-of-a-kind occurrence, resulting in a distinct circumstance or setting. The mentee regularly engages with his or her mentor in this setting to gain the knowledge and skills needed to manage and lead his or her school. The mentee and mentor must interact in a mutually beneficial and meaningful manner for learning to be successful, according to Wenger (1998). Mentees can become more successful in their management of their schools as a result of this learning process.

Learning, according to Lave (1982) and Wenger (1998), is not solely dependent on the acquisition of structure or confined in the individuals' heads. Rather, learning happens as a result of expanded access to participation by individuals and the process of collaboration. Principals engage with their more experienced peers as part of the mentoring process in order to develop their ability to manage and lead their schools. Mentoring differs from formal education contexts in which principals play a key role in ensuring good management and are also responsible for the management of their schools.

2.2.3 Conclusion

Based on data gathered through semi-structured interviews and document analysis in the current study, a quality mentoring framework for principals was developed. The conceptual framework thus developed will:

- help with understanding the components and characteristics of the theories of situated learning, constructivism and adult learning;

- take the elements, components and characteristics in consideration when engaging with the development of the mentoring framework;

- draw attention to how principals as learners learn;

- consider principals' learning styles, the context and the content; and

- identify the knowledge and skills of principals for the mentoring process as self-directed learners, as well as the principals' social participation in PLCs.

It is imperative to consider and understand the fundamentals, components and characteristics of situated learning, communities of practice, constructivism and andragogy when developing a mentoring framework for principals. Figure 2.3 below illustrates the interaction of the experienced principals as mentors and novice principals as mentees in a community of practice as well as the specific PLC where both the mentees and mentors engage in legitimate peripheral participation. The framework (as per diagram below) is built on the scaffolding, one of the building blocks of constructivism. Throughout the process of mentoring, the model makes provision for deep learning and, ultimately, mentoring opportunities. The mentoring process grounded in the situated learning theory relies on active participation and the application of the principles of andragogy (see Merriam, 2001). The researcher deduces that authentic activities and contexts, collaboration, articulation, reflection, learning and assessment are important contributing principles of andragogy to apply when implementing the situated learning theory and communities in a mentoring framework for principals (see section 2.2).
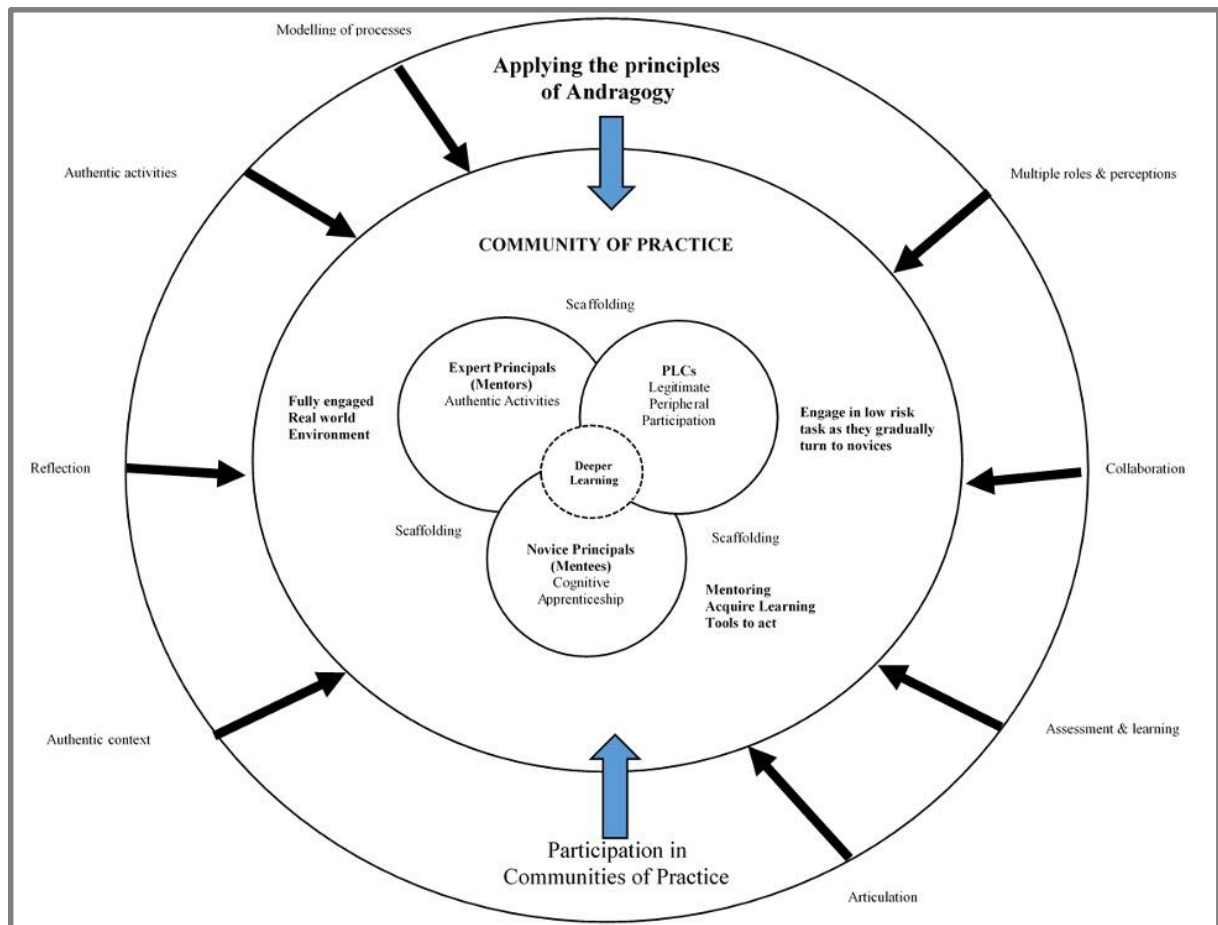
Figure 2.3: **The interaction between mentors and mentees in a mentoring relationship**

Source: Researcher's own compilation

The diagram (see Figure 2.3) depicts how the mentee and mentor explore critical areas to address and how they elicit reciprocal learning for implementation in their authentic workspace. Section 2 below presents a discussion of the roles and responsibilities essential for the post of the principal.

2.3 SECTION 2: LITERATURE REVIEW: THE ROLES AND RESPONSIBILITIES OF PRINCIPALS

Education is the most powerful weapon which you can use to change the world –
Nelson Mandela (1990)

2.3.1 Introduction

The preceding section defined a framework under which the research was conceptualised. (see subsection 2.2.2). In order to comprehend the praxis, realities, and perspectives in the field of school management and leadership in various educational contexts and environments, this section focusses on the positions and responsibilities of principals and circuit managers. The assumption of this study was that principals in one education district in the Western Cape are not exposed to any mentoring framework when entering the position. It was found that principals do show a need for such a framework. The current study aimed to develop a mentoring framework for principals. For this reason, the roles and responsibilities of these two important role players in school management and leadership (i.e. school principals and circuit managers) are discussed to have a clearer understanding of the experiences and perceptions of a principal mentoring framework in their workspace.

Section 2.3.2 below presents a discussion of the job description of the principal to provide context regarding their roles and the responsibilities to ensure that schools are effectively and efficiently managed and governed, and that the curriculum is implemented effectively through quality teaching and learning. The discussion will show that the respective roles and responsibilities of principals are much wider than their job description and that the context and diversity of their workspace affect what they are accountable for considerably.

2.3.2 The job description of the school principal

Curriculum support, human resource and administrative supervision, budgetary processes, enforcement of laws and regulations, facilities maintenance, and safety and security in and around the school are all part of school management. (Van Deventer and Kruger, 2003). According to the Standard for Principalship (DBE, 2016), the principal is at the helm of managing these aspects. It necessitates that the principal

be a professional communicator who communicates with a diverse group of people who make up the school community. The DBE recognises the importance of the principal's role in ensuring that the core roles and main areas set for principals are practical in this document.

The Standard for Principalship focuses on the qualities that a candidate for principalship should possess. This is in addition to the seven years of mandatory teaching experience in the system and the requisite professional credentials. The Standard for Principalship outlines what is required of a principal as a leader right from the start. This can be summarised as curriculum awareness and implementation, developing and encouraging learning, and caring for students and teachers. While this is noble and admirable, it unwittingly converts the principal into the head of student well-being, the head of administrative and labour problems, the school's vision caster, the advocate of extracurricular sports, and the implementer of departmental mandates. Interaction with parents, the SGB, finance, and fundraising committees are all duties of the principal, according to the Standard for Principalship.

The DBE must recognise that principals need preparation both before they begin their positions and during their tenures (DBE, 2015a). With training and support from the education department and the school community, principals will be ready to comply with the multi-faceted expectations and challenges of the job.

2.3.2.1 The functions and responsibilities of the principal of a public school

The restricted definitions that are contained in both the Personnel Administrative Measures (PAM) and the appraisal system, the DBE (2015a) developed the Policy on the South African Standard for Principalship, which aims to fully define the position of school principals and the main aspects of professionalism, image, and competencies needed (DBE, 2016). The DBE believes that it is critical to create a clear and agreed-upon definition of what the South African education system requires of those who are or aspire to be entrusted with the leadership and management of schools, according to the Standard for Principalship. Principals are responsible for the competent management of schools and providing support to the SGB, according to the PAM (DBE, 2016:C-64 & C-65). The principal is described by the South African Schools Act (SASA) (No. 84 of1996) (DBE, 1996a) as an educator who is appointed as the school's

manager. According to the SASA, the principal is the school's primary administrator and is responsible for devoloping and implementing policies, services, curriculum events, and budgets in a way that facilitates each learner's educational growth as well as the professional development of each staff member. The DBE recognises the following differentiated developmental needs for professionalising principals and the advancement of their position (DBE,2016) with the help of the provincial education departments (PEDs):

- principals' skills and competencies are improved;

- improvement of the procedures for recruiting and selecting principals;

- principals are inducted and mentored; and principals' professional preparation

The Standard for Principalship identifies the following main areas in terms of educational and social principles that underpin the principal's leadership and management position in relation to the core function of principalship:the right of access for all learners to relevant and meaningful learning experiences and opportunities;

- the school community's right to engage in school events;

- showing respect and integrity to all members of the school community;

- ensuring that all members of the school community have access to a healthy and stable learning environment; and

- promoting the well-being of all learners in the school and society (DBE, 2016).

The role of the education department and education district is discussed later in this section (see 2.3.5) when the researcher explore the roles and responsibilities of the circuit manager. Apart from the management aspect of the school, the term 'leadership' and its association with principalship are critical to recognising the importance of the principal's leadership. In a comprehensive study, Gurr, Drysdale and Mulford (2005) identified the following leadership attributes necessary to be an effective leader:

- understanding the values, norms and traditions of the local community, school and staff;

- actively exhibiting personality traits, such as empathy, honesty and caring about others;

- ability to communicate with all stakeholders;

- valuing decision-making and a vision that empowers others;

- developing a school climate that builds on trust and support; and

- viewing leadership through the lens of social justice.

The central role of the principal in all school programmes, the influence on growth, and the creation of an ethos aimed at improving learning and teaching are all highlighted by Van Deventer and Kruger (2003). These are essential for establishing a positive teaching and learning culture in a school. Botha (2004) attests this by stating that the principal plays an important and pivotal role in the democratic management of the school. Principals are also in a key leadership role, as they are in charge of all school management activities. According to Harvey, Holland, and Cummins (2013), principals can no longer serve solely as building administrators, charged with following district rules, enforcing laws, and preventing mistakes. Instead, principals must be (or become) learning leaders who can create a team capable of providing successful instruction. After nearly a decade of work and research on school leadership, the Wallace Foundation released a report on school leadership in 2013 – The school principal as leader: Guiding schools to better teaching and learning (Harvey, Holland & Cummins, 2013) which suggested the following five key responsibilities to be crucial on the school reform agenda:

- developing a vision of academic achievement focused on high expectations for all learners;

- fostering an environment that is conducive to education so that protection, cooperation, and other pillars of productive engagement may flourish;

- fostering leadership in others so that teachers and other adults will contribute to the school's vision;

- enhancing teaching so that teachers can teach at their best and learners can learn to their full potential; and

- fostering school improvement by managing individuals, data, and processes.

Since it is difficult to carry out a vision of learner progress, for example, Harvey et al. (2013) propose that each of these five tasks must communicate with the other four for any part to succeed. –

- if there is a culture of disengagement among learners in the school;

- if teachers are unsure of which instructional strategies are most effective for their learners; or

- when test data is analysed in a clumsy manner.

According to the report leadership is at work when all five tasks are well carried out (see Harvey et al. (2013)).

In the same report, Harvey et al. (2013) state that principals' lives are characterised by churn and burn, and that teachers and learners need and deserve highly skilled principals to make a real difference. The authors recommend the following four necessary, interlocking parts of what they call a pipeline (for effective school leadership):

- Defining the principals' and deputy-principals' role. Districts should develop simple, stringent job requirements for principals and deputy principals that set out what they must know and do.

- Providing future school leaders with high-quality training. Principal preparation systems are used to recruit and select only individuals with the ability and willingness to become successful principals in the districts where the frameworks apply, whether they are used by colleges, non-profit organisations, or districts. Universities, non-profit organizations, and school districts use the frameworks to provide potential leaders with high-quality training and internships that represent the realities that educators face in the classroom.

- Selective hiring. For the position of principal or deputy-principal, districts only employ well-trained applicants. In the South African context, this refers to an effective and efficient recruitment and selection process (see DBE, 2016).

- Evaluating principals and giving them the on-the-job support they need. Districts should regularly evaluate principals, assess the behaviours that

research tells us are most closely tied to improving teaching and learner achievement. Districts should then provide professional development, namely mentoring that responds to what the evaluations find for each individual.

According to Harvey et al. (2013), successful school leadership needs encouragement from district administrators, and principals are unlikely to follow a learning-focussed leadership style if the district and government are unsupportive, disinterested, or pushing other agendas. District offices must be transformed so that the role of teaching and learning development can begin, with an emphasis on helping principals to strengthen education rather than on administration (Harvey et al., 2013).

The main goal of the principalship is to provide leadership and management by developing an atmosphere that promotes high-quality teaching and learning in order to enhance learner success (DBE, 2015a). It is expected of the principal to establish a school ethos that promotes quality teaching and positive learning experiences for all learners (DBE, 2016). Newly appointed principals often find themselves in unique situations because of the type of school and the environment in which the school is situated. There are common expectations and challenges posed to newly appointed principals, such as diversity regarding the sizes of schools, learner numbers, and the socio-economic environment. According to Botha (2004), the principal's role in the new educational dispensation is a balance of instructional leadership and management: **leadership** deals with supervising the curriculum, enhancing the school's instructional program, collaborating with staff to establish the school's vision and purpose, and fostering a strong relationship with the community. **Management**, on the other hand, entails responsibilities such as budgeting, maintaining school buildings and grounds, and adhering to educational policies and laws (Botha, 2004).

To have a deeper understanding of the principal's work, Van Deventer and Kruger's (2003) argue that the tasks of the principal range from non-educational matters (such as maintaining the physical plant, labour relations, financial management, empowering the governing body, and routine administrative tasks) to the highly professional role of evaluating and supporting teachers in their work.

Table 2.1 below provides a summary of the roles and responsibilities of principals by categorising the three main functions as determined in the SASA. The three sources used identified:

- leading and managing the quality of learning and teaching;

- the professional management and leadership of the school; and

- working with and for the community (see Article 16A of the SASA (DBE, 1996a), Policy on the South African Standard for Principalship (DBE, 2015a), 2013 Wallace Foundation report on school leadership (Harvey et al., 2013)

This is in line with the view of Hughes and Ubben (1994) when they discuss the two dimensions of principalship, namely managerial behaviours and leadership. According to these authors, these are the behaviours that principals apply in the following five functions:

- curriculum development;

- instructional improvement;

- learner services;

- community relations; and

- financial and facility management.

This overall responsibility for leading and managing the school and accountability to the employer (the provincial head of the education department) and, via the school governing body (SGB), to the school community are discussed in section 2.3.4. The table also indicates that the duties of principals are wide-ranging and the role expectations are very complex.

Table 2.1:   The roles and responsibilities of principals

	Article 16A of the SASA	Policy on the South African Standard for Principalship	The 2013 Wallace Foundation report on school leadership
Representative of the head of department	• Write and sumbit an annual report on the school's academic achievements. • Prepare an academic improvement plan with the relevant role players • Report to head of department (HOD) and SGB on progress of implementation an academic improvement plan	• Leading teaching and learning in the school • Managing quality of teaching and learning and securing accountability	• Shaping a vision of academic success for all learners based on high standards • Improving instruction to enable teachers to teach at their best and learners to learn to their utmost
Professional manager of the school	• The implementation of all educational programmes and curriculum activities • The management of all teachers and support staff • The management of the use of learning support material and other equipment • The performance of functions delegated to him or her • The safekeeping of all school records • The implementation of policy and legislation	• Managing the school as an organisation • Managing human resources (staff) in the school • Shaping the direction and development of the school • Developing and empowering self and others • Managing and advocating extramural activities	• Cultivating leadership in others so that teachers and other adults assume their parts in realising the school vision • Managing people, data and processes to foster school improvement
Member of the school governing body	• Attend and participate in all meetings of the governing body, • Provide the governing body with a report about the professional management relating to the public school in terms of disciplinary matters pertaining to learners, teachers and support staff employed by the HOD, policy and legislation, provisioning of accurate data to the HOD when requested, and financial administration	• Working with and for the community	• Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail

Source: Article 16A of the SASA (DBE, 1996a), Policy on the South African Standard for Principalship (DBE, 2015a), 2013 Wallace Foundation report on school leadership (Harvey et al., 2013)

2.3.2.2 *The principal leading and managing the quality of learning and teaching*

The principal is responsible for ensuring the standard of teaching and learning in the classroom, in collaboration with the school management team (SMT) and the SGB. Within the school, he or she should develop and maintain successful quality assurance processes and procedures. These will ensure that all facets of the school's activity are assessed and checked on a regular basis, as well as foster mutual accountability (DBE, 2015a). According to Botha (2004), if the teachers perform well, the school will as well; if the teachers do not, the school will not. Botha concludes that the leadership position of school principals is critical and is likely the most significant aspect of the principal's role and responsibility. Principals are vital to the success of all forms and sizes of schools. In section 2.3.3, principal leadership styles are discussed by showing how it improves academic performance through quality teaching and learning. Specifically, I discuss the following leadership styles: strategic leadership, instructional leadership and cultural leadership.

2.3.3 Leadership styles

According to Mestry (2017), principals have a tough time dealing with various changes. This is partially due to principals' lack of training for their leadership positions, or their lack of the requisite skills, expertise, and attitudes to effectively and efficiently lead and manage schools. Mestry is of the opinion that principals should be empowered to deal with the challenges through professional development. Sections 2.3.3.1–2.3.3.3 present the three essential leadership styles that strengthen the understanding of principalship.

2.3.3.1 *Strategic leadership*

For a principal facing future challenges, leadership and strategy are important (Botha, 2004). Professional principals' work as leaders and strategists in building better and outstanding schools is never finished (Botha, 2004). Quong and Walker (2010) suggest that being strategic is more than mere strategic planning or strategic intent; it is about deliberate and sustained practice. In a research project by Davies and Davies (2006), according to the data analysis strategic leaders engage in five main operations, namely:

- establishing a direction;

- putting policy into practice;

- enabling staff to formulate and execute the plan;

- defining the most successful intervention points; and

- building strategic capabilities.

Strategic leaders, according to Davies and Davies (2006), are concerned with not only managing the present but also with establishing a programme that shows where the organisation wants to be in the future and setting a course for the organisation. This emphasises the importance of first establishing a school culture in which all staff members recognize the importance of supporting all learners, and second, establishing conditions that will prepare learners for the future. Strategic planning (together with strategic leadership) is all about making choices and asking the right questions (Markides, 2000) such as:

- Whom do we serve?

- Where do we serve them?

- Which services do we offer?

- How do we choose to do this?

- In which contexts will it take place?

These questions are illustrated in graphs (created from Botha, 2004; Davies & Davies, 2006; Quong & Walker, 2010; Markides, 2000).
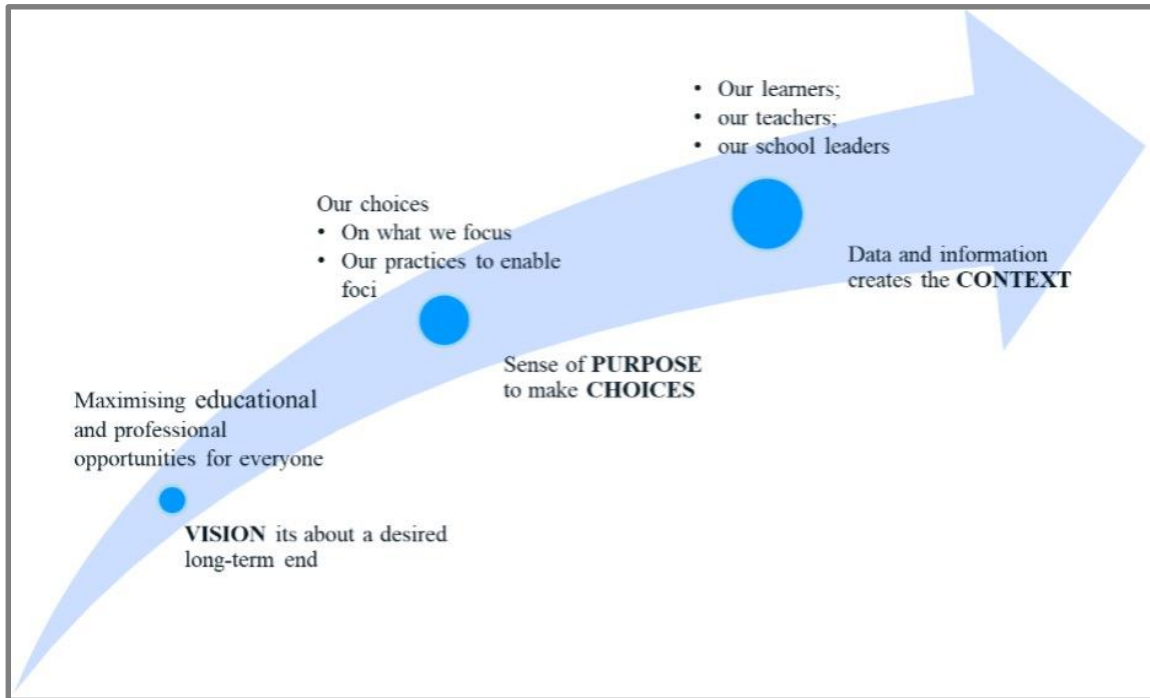
Figure 2.4:   Strategic planning

Source: Markides (2000)

Figure 2.4 illustrates the pathway for strategic planning and how a principal as strategic leader should think. As mentioned above, the principal creates a common vision with the SGB, SMT, and parents in order to maximise educational and career opportunities for all learners at the school. As a strategic leader and thinker, the principal (together with the other role players) must make decisions that are in the school's best interests. Lastly, how does all the data and information of the school influence creating a context conducive to teaching and learning.
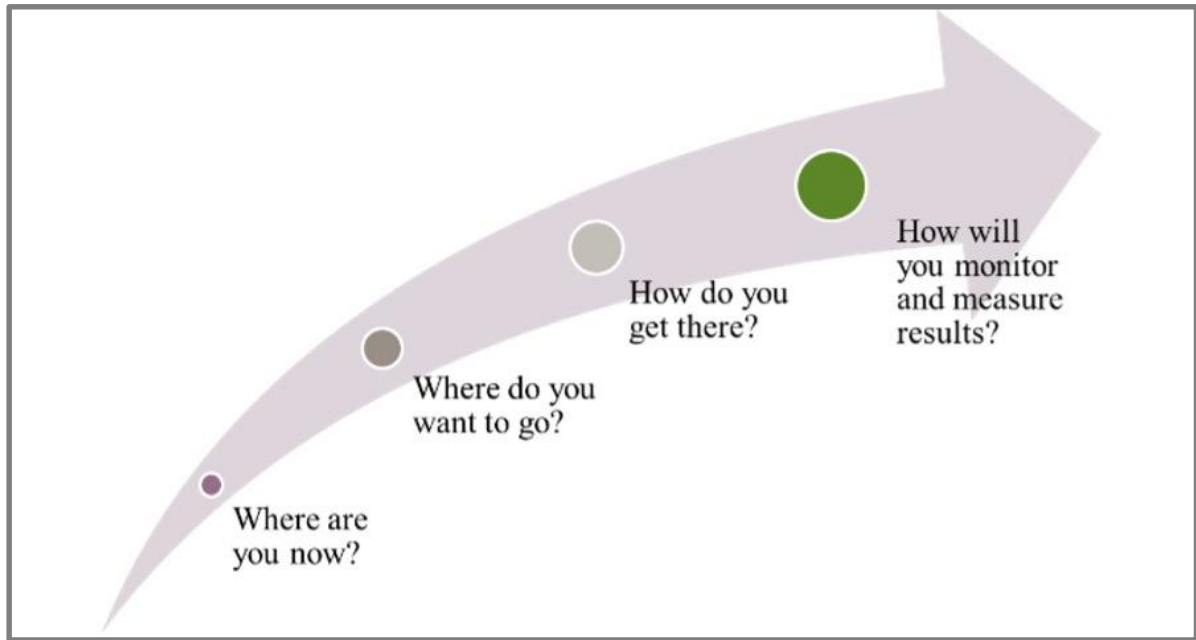
Figure 2.5: **Strategic thinking pathway**

Source: Markides (2000)

Figure 2.5 illustrates the difference between the current status of a school and where it wants to be. This includes the development of a vision and goals to attain set targets. The how do you get there refers to the action plans to implement and live the vision and strive towards the goals. Good strategic thinking and strategic planning is not enough to attain set targets; good execution is even more important. It is not about blindly pursuing goals, but also about analysing the effective functioning of all components in the school, i.e. learners, teachers, parents, community and education authorities. This process is led by the principal, who collaborates with the SGB, SMT, and parents in the school community to develop and execute a common vision, mission, and strategic plan that will empower and encourage everyone who works in and with the school.

2.3.3.2 *Instructional leadership*

Instructional leadership has been the most popular theme in educational leadership in the period 1985–2005 (Marzano, Waters & McNulty, 2005). According to McEwan (1998), instruction refers to the arrangement and construction of the classroom environment, as well as the plans, assignments, and activities used by teachers in classrooms to handle learning opportunities for students. When a principal's emphasis

is on teaching, learning, training, curriculum, and evaluation, this is known as instructional leadership (Reddy, Fabiano, Dudek & Hsu, 2013). The principal takes the lead in discussions about curriculum, teaching, and evaluation requirements, which are focused on existing research and best practices, in order to define and achieve high standards for learners (Lunenburg, 2010a). The principal's primary concern is to promote all learners' learning and achievement (Lunenburg, 2010a); therefore, instructional leadership is required to direct learners and ensure that the school is a PLC.

The principal's instructional role includes guiding teachers in developing positive learning environments and guiding quality improvement in curriculum implementation. The principal's instructional function includes overseeing the policies involved, monitoring the implementation of instruction, monitoring the implementation of the curriculum and assessments, and ensuring that resources are available to meet the programme needs of teachers (DBE, 2016). The principal's position as an instructional leader should include: –

- foster an achievement culture for all learners by communicating and implementing a shared vision and mission among all stakeholders.;

- build and enforce a data-driven, research-based, and national curriculum-aligned instructional system; and

- Encourage staff to take on the role of instructional leaders, sharing responsibility for achieving the task, vision, and goals that have been developed (DBE, 2016).

2.3.3.3 Cultural leadership

The significance of school culture stems from the fact that each school unit is a distinct entity with its own collection of characteristics that affect its efficiency and effectiveness (Kiousis & Kontakos, 2006). The identity of each school organisation is referred to as 'school culture'. It motivates and values the commitment of teachers and those who work in it, as well as determining behavior and providing continuity to each school unit's educational structure (Kythreiotis, Dimitriou & Antoniou, 2010). The word 'culture' refers to the organisation's worldview, perceptions, and system of

assumptions that it passes on to its learners, as well as the principles that give it its distinctive identity by creating a context for teachers' behaviour (Theofilidis, 2012). Culture also refers to a community of people's way of life, which includes their actions, beliefs, principles, traditions, style of dress, personal decoration, such as make-up and jewelry, interpersonal relationships, and special symbols and codes (Stergios, Dimitrios, Efstathios, George, Labros, Sofia & Athanasios, 2017). Since the principal will be dealing with people from different cultural backgrounds, he or she will need to know how to encourage cultural diversity, gender equality, religious tolerance, and multilingualism in the classroom (Stergios, 2017).

Effective contact between staff is established in the culture model of genuine cooperation (see Therianos, 2006). This goes beyond the mere sharing of data and contributes to substantive reflection and beneficial assessment in order to increase the organisation's performance (Therianos, 2006). According to the Standard for Principalship (see DBE, 2015a), it is required of the principal to:

- accept the school's multi-cultural diversity;

- act with dignity for people of all backgrounds, instilling positive ideals and ethical experiences in teachers and learners such that they have as much regard for others' and the school's cultural traditions as they do for their own.;

- preserve and support the school community's rituals, symbols, beliefs, and norms;

- gain an understanding of the school culture and how to communicate with the people who make up the community's traditions;

- ensure that religious and language policies are followed;

- recognise that people come with different sexual orientations; and

- ensure that anyone at or participating in the school is treated with dignity and tolerance regardless of their sexual orientation.

It is important for the person in charge of educational leadership to be aware of the school atmosphere in which he or she works and to keep track of all the people who help form the community (Stergios, 2017). According to Tsivgiouras, Belias, Velissariou, Aspridis, and Sdrolias (2017), a good school manager must understand

the current culture and background of the school where he or she works and manages. The role of the school manager, according to the writers, is to maintain constancy in the school atmosphere while also promoting required changes in the socio-economic situation. School culture is not a static process; it forms consciousness and, as a result, affects the creation of two-way cooperative relationships among all members of the school community (Tsivgiouras et al., 2017).

2.3.4   The principal as professional manager of the school

According to Botha (2004), a school principal is the educational leader and manager of the school, and is therefore responsible for the performance of all role-players in the school (i.e. both staff and learners). While school principals play a critical role in enhancing learner learning and achieving educational goals, they must deal with a number of complex transformational issues (Mestry, 2017). Mestry also claims that principals have a difficult time dealing with various changes, partially because they are underprepared for their leadership roles or simply lack the requisite skills, expertise, and attitudes to effectively and efficiently lead and manage schools. Many schooling programs, according to Mathibe (2007), fail to meet their mandates due to weak management and leadership. School rigidity not only stifles schools' ability to grow, but it also contributes to schools that are unstable and unproductive. Both Mestry and Mathibe are of the opinion that principals' professional development is crucial to contribute to the functionality of schools. According to Mathibe (2007), an effective professional development programme for principals ought to be:

- aligned with educational objectives in order to enhance education;

- led by a long-term strategy;

- mainly a school-based programme;

- on-going and constant, with follow-up encouragement for more learning; and

- measured on the basis of its effects on the growth and effectiveness of the school.

The school's shape and development are strongly affected by the principal (see DBE, 2016). He or she collaborates with the SGB as an ex officio member, the SMT, and parents in the school community to establish and execute a common vision, mission,

and strategic plan that will empower and encourage those who work in and with the school and provide guidance for the school's continued growth. According to the Policy on the South African Standard for Principalship, the vision and mission identified by the SGB, should encapsulate the core educational values and moral purpose of the school. It should also take into account the school community's national educational principles and practices, as well as values enshrined in the South African Constitution (1996). The strategic planning process is important for directing and maintaining long-term school improvement (Davies & Davies, 2006). The principal is responsible for maintaining the school's teaching and learning standard in collaboration with the SGB and SMT (Reddy, Fabiano, Dudek & Hsu, 2013).

According to the Policy on the South African Standard for Principalship, the principal is crucial for:

- managing the school as an organisation. He or she should ensure that the school is properly organised and managed. He or she should continue to look for ways to build and strengthen organisational processes and roles based on ongoing analysis and evaluation;

- handling human capital and understanding the school's human resource (HR) criteria;

- managing and advocating extramural activities. He or she can create an atmosphere that caters to the needs and circumstances of the learners by having extracurricular activities;

- engaging with all stakeholders and promoting the *ubuntu* philosophy and practice to grow and motivate oneself and others;

- overall responsibility for the establishment of a PLC in the school; and

- working with and for the community to construct collaborative relationships and collaborations within and between the internal and external school communities for the shared benefit of all parties concerned.

In conclusion, the abovementioned competencies are requirements for principals. Figure 2.3 below summarises the knowledge and competency requirements for principals mentioned above. As discussed above, curriculum support, HR and

administrative supervision, financial processes, enforcement of laws and regulations, facilities maintenance, and safety and security in and around the school are all part of school management. The researcher argues that education authorities have an equal role to play in ensuring that the core roles and main areas allocated to principals are practical and representative of the needs of South African communities. Not only should education authorities have the requisite preparation and guidance for principals' professional duties, but also for their personal development. It is my contention that novice and struggling principals should be exposed to and participate in a mentoring framework to inculcate practical skills and training necessary for the effective running of a school, financial management, self-evaluation of the school and ways of using the evaluation for planning and development purposes.
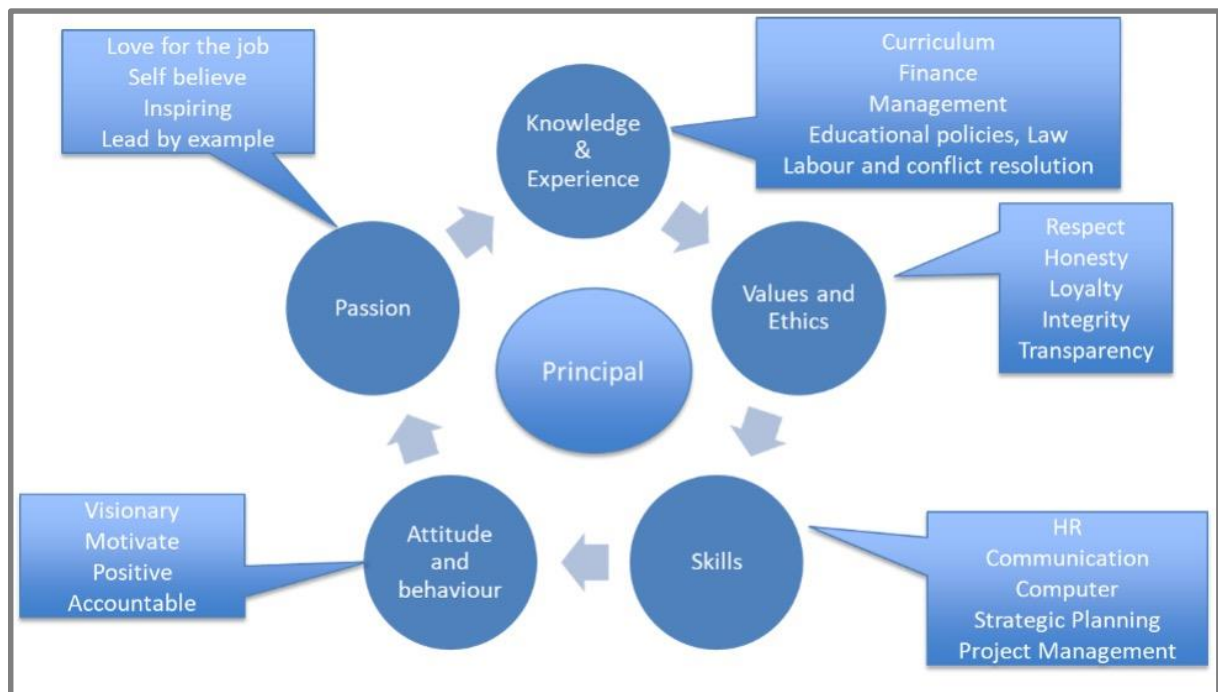
Figure 2.6: Summary of the knowledge and competency requirements of principals

Source: Researcher's own compilation

Interviews with circuit managers were conducted during study, and the following section reflects a brief investigation of the roles and responsibilities of the post of the circuit manager. The circuit manager acts as a liaison between the education department and schools in a given region.

2.3.5 The roles and responsibilities of circuit managers

At the core of their job description, the management role of the circuit manager is emphasised as per directive of the provincial education department articulated as to ensure, firstly, the basic functionality of all schools; secondly, quality teaching and learning at all schools; and thirdly, good governance at all schools (DBE, 2016). Quality leadership by the circuit manager is required to take responsibility of the professional development and growth of the principals in the circuit. This refers to the development of professional environments at schools, namely transforming isolated schools into collaborative workplaces within the circuit. Circuit managers, according to Mafuwane and Pitsoe (2014), play a critical role in school growth and support. Circuit managers play a vital role in promoting change-oriented school cultures. In South Africa, the task of education district and circuit offices is to collaborate with schools to increase educational access while also providing management and professional support (Van der Voort & Wood, 2016). The education district should elevate the leadership position of the circuit manager and reduce the monitoring and compliance role of the circuit manager in order for circuit managers to be innovative and collaborative with principals (Mafuwane & Pitsoe, 2014). Key leadership strategies that education districts should incorporate in their operational plans are organisational development, staff development, strategic planning and school improvement (Mafuwane & Pitsoe, 2014).

As supervisors of principals, the job description of circuit managers aims to ensure that schools in the circuit are managed and governed effectively and efficiently, and to ensure effective curriculum implementation through quality teaching and learning (DBE, 2016:45). The principal's goal is to ensure that the school is managed satisfactorily and in accordance with relevant legislation, regulations, and personnel administration measures as prescribed (see DBE, 2015a), as well as that the learners' education is promoted in a proper and consistent manner. When compared, the two job descriptions are closely linked and the circuit manager is the important link between district offices and schools. Table 2.2 below depicts a comparison of the two job descriptions:

TABLE 2.2: Job descriptions of circuit managers and principals

Key performance areas of circuit managers as per job description with an example of one key activity and performance indicator (there are more than one)	Key performance areas as per job description of the principal as indicated in the PAM
Key performance area: ensure that public ordinary and special schools within the circuit are managed and governed effective and efficiently. **Key activity:** e.g. guide, monitor and evaluate that all schools have a set of basic records in place. **Performance indicator:** ensure that schools must have the prescribed records available, e.g. files and registers.	**Key performance area:** responsibility for the professional management of a public school as contemplated in section 16A(3) of SASA, and carrying out duties namely, but are not limited to: • the implementation of all the educational programmes and curriculum activities; • the management of all teachers and support staff; • the management of the use of learning support material and other equipment;
Key performance area: promote leadership and management to principals and staff in public ordinary schools and public ordinary special schools. **Key activity:** provide management support to public schools by supporting, guiding and monitoring whole-school planning and development and improvement in all institutions **Performance indicator:** ensure that all schools have a year planner, performed an SSE (school self-evaluation), staff development plan, organogram, SIP (school improvement plan) with supporting action plan.	• the performance of functions delegated to him of her by the HOD in terms of SASA; • the safekeeping of all school records; and • the implementation of policy and legislation (SASA, section 16A(2)(a)(i)–(vi)). • to give proper instructions and guidelines for timetabling, admission and placement of learners
Key performance area: ensure the implementation of the curriculum at public ordinary and special schools with the circuit. **Key activity:** monitor learner performance throughout the year. **Performance indicator:** monitor term performance against SIP targets, and initiate discussion with specific schools on findings.	• to have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures
Key performance area: ensure learner support services are available for public ordinary and public special schools **Key activity:** facilitate learner behaviour support and placement of learners due to expulsion.	• to ensure a school journal containing a record of all-important events connected with the school is kept

Performance indicator: monitor the support given to learners and mediate placement if required.	• to make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained
Key performance area: perform managerial and administrative functions pertaining to the circuit. **Key activity:** monitor and maintain knowledge and information management systems in the circuit. **Performance indicator:** schedule meetings with staff from different components to discuss school improvement monitoring, findings and recommendations in reports, learner performance and trends in learner performance.	• to be responsible for the hostel and all related activities such as the staff and learners, if one is attached to the school • to handle all correspondence received at the school

Source: DBE (2016:41–48)

There is currently no standardised qualification for principalship in South Africa, and principals are appointed to this role based on their qualifications as teachers and their experience in the field (Legotlo, 2001; Maile, 2012). Neither is there any formal education or training for circuit managers. In the KwaZulu-Natal education districts of Umlazi and Pinetown, a small-scale qualitative study was conducted (6 participants), by Mthiyane, Bhengu and Bayeni (2014) on the causes of school decline. The results indicate that a variety of dynamic factors lead to school decline, such as:

- the effectiveness of school leadership;

- the teachers' and learners' commitment and dedication;

- societal and economic factors;

- insufficient Department of Education support (DoE); and

- several teacher unions interfering in school leadership (Mthiyane et al., 2014).

Data was generated by interviewing four principals and two circuit managers. Many of the participants, according to these researchers, had significant experience in educational leadership and management. Table 2.3 below illustrates the profiles of the participants.

Table 2.3: **Summary of qualifications and experience of principals and circuit managers**

Participant	Years' experience in teaching	Years in current position	Previous management positions held	Qualifications
Principal A	20	20	Deputy principal HOD	Secondary Teachers' Diploma (STD) Further Diploma in Education (FDE) Bachelor of Education degree (BEd)
Principal B	30	15	Deputy principal	STD FDE Bachelor of Arts (BA) BEd
Principal C	33	14	Deputy principal HOD	STD BEd degree
Principal D	37	17	Deputy principal (10) HOD	STD Advanced Certificate in Education (School Leadership)
CM A	35	17	Principal Deputy principal HOD	STD BA BEd (Hons.) Master's in Education degree (MEd)
CM B	30	11	Principal Deputy principal HOD	Teaching diploma FDE BEd (Hons.) MEd

Source: Mthiyane et al. (2014)

As shown in the Table 2.3, participating principals and circuit managers obtained the minimum qualifications for teaching and improved their qualifications i.e. honours and master's degrees, much later in their careers. As a researcher, I understand that this was a small-scale study involving just four school principals and two circuit managers, and therefore the findings are not relevant to other circumstances. The following learnings can be taken from the above study:

- educational leaders (in this case, principals and circuit managers) rose through the ranks, being departmental heads (DHs), deputy principals and even principals;

- principals and circuit managers relied on in-service training (INSET) and part-time studies to equip themselves either to position themselves better for the promotion post or once in the post, to be in a better position to getting the job done; and

- the absence of a mentoring framework for principals together with the above-mentioned may lead to school decline. The causes identified in the study were –

    - problems surrounding recruitment of principals;
    - teacher unions interfering;
    - a lack of dedication on the part of some teachers;
    - learner rights in education policies;
    - the provincial education department's failure to enforce learner disciplinary measures in a timely manner;
    - multiple curriculum changes and a lack of coordination by Department of Education officials; and
    - transformation and educational change.

The Department should have the requisite preparation and guidance for principals' professional and personal growth, not only in terms of their professional responsibilities. The Department should instil realistic skills in the principal, which includes –

- training in the legal aspects of the institution's operation that are needed for it to operate effectively;

- budgetary control;

- methods for assessing his or her school's progress;

- how to use the findings of this assessment in school growth and progress planning; and

- methods for navigating a complicated curriculum.

Mentorship is increasingly being regarded by South African education authorities as a professional development tool for improving school principals' competence levels (Van Louw & Waghid, 2008). This is evident in a WCED circular (0117/2002) dealing with mentorship for school principals as well as in documentation on a recently introduced formal qualification (Advanced Certificate: Education Leadership and Management) aimed at enhancing the leadership and management capacity of school principals (Van Louw & Waghid, 2008). The Advanced Certificate: Education Leadership and Management includes a module focussing on mentorship training as well as a course requirement referring to mentorship as a support strategy for school principals. Educationists (such as teachers, principals and district officials) often use opportunities to enrol as part-time students for the BEd honours degree (Educational Management) offered by higher education institutes (HEIs). Given the complexity and the considerable demands of principalship, the need for on-the-job support and training is vital. One such support mechanism is mentoring. A mentoring framework, effectively implemented, would assist novice and struggling teachers to navigate their way to have a deeper understanding of what the challenge of being a principal entail.

In section 3 below, the concepts of mentoring, principal mentoring and mentoring frameworks are discussed.

2.4 SECTION 3: MENTORING AND MENTORING FRAMEWORKS

> A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be – Rosalynn Carter (1981)

2.4.1 Introduction

The previous section covered the roles and responsibilities of the principal and circuit manager, with the goal of providing insight into the requisite expertise, competencies, capabilities and skills of these two key players in school management and leadership. The study's premise was that new principals should be introduced to a mentoring framework because they might be struggling. The absence of a meaningful and organised mentoring framework for school principals can prolong ineffective and inefficient school management and leadership. This may be related to the lack of skills

that new principals can encounter while attempting to lead schools effectively. To understand the elements of mentoring support that are essential to improving a principal's understanding of the requirements of the post and leadership capability, policymakers, district officials and principal mentors must first understand how to organise mentoring effectively and provide high-quality mentoring support.

This section discusses the concept of mentoring (see 2.4.2 – 2.4.3), the elements of mentoring support (see 2.4.4 – 2.4.10) and the mentoring journey (see 2.4.11). The following meanings are given for the purpose of this study:

- Mentee – a novice or struggling principal who receives mentoring support from an appointed principal mentor during his or her first year of principalship. (Barnett 2013; Hudson 2013; Jones & Larwin, 2015 and Starr, 2016).

- Mentor – a knowledgeable principal who has been qualified as a mentor and is assigned to a new principal with the aim of assisting the novice or struggling principal in adjusting to his or her new position and promoting leadership development and growth. (Barnett 2013; Hudson 2013; Jones & Larwin, 2015; Starr, 2016).

- Mentoring – an organised, integrated process and approach in which the inexperienced principal (mentee) and the principal mentor participate in a constructive, learning-centred partnership with the objective of growing leadership ability, professional growth, and support. (Hudson, 2013; Jones & Larwin, 2015; Pask & Joy, 2007; Starr, 2016).

- Mentoring framework – a structured programme consisting of mentees, mentors, a needs analysis, objectives, aims, parameters, resources and timeframes (Hudson, 2013; National Mentoring Partnership, 2011).

2.4.2 Orientation to the concept of mentoring

Mentoring is becoming more common as a means of assisting people in their professional development (SREB, 2010). They also argue that successful principals are mentored rather than born, while Msila (2012) believes that principals in South Africa face many obstacles and learn on the job by trial and error. According to Thomson and Blackmore (2006), there is mounting international research evidence

that school principals' work is becoming increasingly challenging, time-consuming and unappealing to prospective candidates. Principals are confronted by the challenges of leadership, management and administration on the acceptance of the appointment and, according to Coleman (2005), principals will find that these challenges and/or duties often overlap. According to Mestry (2017), principals have a tough time dealing with various changes, in part because they are underprepared for their leadership roles. It's also possible that they lack the expertise, experience, and attitudes needed to effectively and efficiently lead and manage schools. Mestry (2017) then emphasises Mathibe's (2007) opinion that professional development of principals is essential to contribute to the functionality of schools. A mentoring framework for principals will be the ideal form of professional development because of its nature as discussed later in this chapter (see 2.4.9).

The researcher deemed it necessary to explore the perspectives of academics on the topic in order to gain a deeper understanding of the concept of mentoring and how mentoring can be used as a vehicle in the hands of the education sector to contribute to the professional development and growth of principals.

A mentor, in its broadest sense, is a "parent" figure who guides and instructs a younger person (Pask & Joy, 2007:7). Pask and Joy (2007:7) suggest that some people may find it helpful to refer back to Greek mythology and the story of Ulysses and his son Telemachus. The term 'mentor' comes from Homer's epic, the Odyssey, which was written around 700 BC. Mentor was Odysseus' friend and servant who was tasked with teaching, directing, and instructing Odysseus' son, Telegonus, in his story. Much has been written about mentoring and its potential for improving workplace learning and growing an organisation's human capital since 700 BC, especially in the last thirty years or so of the last century (i.e. 1970-2000). (Pask & Joy, 2007:8). It's doubtful that Homer, the author of the mentor myth, could have predicted the mentor concept's widespread popularity in academic and mainstream literature (Ehrich, Hansford & Tennent, 2001). He also would not have predicted the formalisation of mentoring arrangements (i.e., through formal mentoring programmes) in a number of workplace environments, including government departments, colleges, hospitals, schools, and businesses of all sizes (Ehrich, et al., 2001). Pask and Joy (2007) conclude that a mentor is a person who helps others think things through; however, researchers define

mentoring differently (see, for instance, definitions by Whiston & Sexton, 1998; Hudson, 2013; Starr, 2016). It is noteworthy that the story of Odysseus is significant in identifying the main features of mentoring and therefore mentoring relationships. Firstly, the story of Odysseus identifies the benefits of mentoring; secondly, the combination of experience, wisdom and sensitivity of the mentor; and thirdly, the values and aspirations of the mentee (Pask & Joy, 2007).

2.4.3   Defining the concept of mentoring

Whiston and Sexton (1998) provide a more conventional concept of mentoring, claiming that it occurs when a senior person in terms of age and experience (i.e. the mentor) contributes to providing knowledge, guidance, and emotional support to a junior person (the protégé) in a long-term relationship characterised by considerable emotional commitment on both sides. Hudson (2013), on the other hand, describes mentoring as one person's encouragement, help, advocacy, or advice to another in order to achieve a goal over time. It also offers a method for leaders to establish constructive partnerships, identify and address their concerns, evaluate successful resistance responses, and inspire others through collective learning (Hudson, 2013). Hudson's definition is more in line with current mentoring thinking, as well as Starr's (2016) definition, who defines mentoring as a unique partnership in which one person (the mentor) promotes the learning, growth, and success of another person (the mentee). Starr is of the opinion that the mentor supports the mentee by empowering the mentee with knowledge, advice, and assistance. Mentoring, she adds, is a rich source of self-learning and personal development, as well as an opportunity to make a real difference in the lives of others. Starr postulates that mentoring might contribute to an increase in the confidence or ability of the mentee's career success, and that mentoring supports the mentee. In the current study, it was assumed that the mentor contributes to the professional development and growth of principals.

It is clear from the literature quoted above that mentoring is a developmental partnership through which an experienced person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone less experienced (see Hudson, 2013; Starr, 2016). I also deducted that a mentor is more than an adviser as he or she provides the mentee with wisdom,

technical knowledge, assistance, support, empathy and respect throughout, the mentee's career – and often even beyond.

2.4.4   Mentors and mentees

The two most important role players are the mentors and mentees in a mentoring relationship and their roles will differ depending of the type of mentoring model followed, e.g. mentoring dyads, group mentoring, triad mentoring or pair mentoring (see Starr, 2016). For the purpose of the current study, it was considered best to have mentees and mentors from the same district as there is a familiarity of philosophy, resources, policies, procedures and district size, which will contribute to the context of the study (Strike & Nickelsen, 2011).

The mentees' role is to develop a trusting relationship, focus on their experiences and ideas, express their needs and concerns, articulate their needs clearly, connect honestly, and aspire to achieve their goals and objectives (Starr, 2016). In order for mentee-principals in a mentoring relationship to prepare, perform, reflect and shape new and improved leadership skill habits, Martin et al. (2005) describe the following important skill areas as crucial.:

- developing and managing a shared vision for the school;

- making sound decisions;

- effectively communicating;

- making good decisions;

- communicating effectively;

- employing sufficient power and style;

- assisting others in their development and motivation;

- settling problems and conflicts;

- promoting a healthy environment;

- facilitating change; and

- carrying out a thorough assessment.

2.4.4.1   The mentor

According to research (Jonson,2008), newly appointed or struggling principals require effective mentors to assist them in learning practices that will enable them to be successful principals. Existing research indicates that mentors play an important role in providing knowledge, time, and commitment to educational leaders who are transitioning from classroom teachers to change agents (Jones & Larwin, 2015). Mentors create a supportive atmosphere in which mentees (in this case, newly appointed or struggling principals) are empowered to lead instructional teams and leadership committees under the authority and guidance of an experienced school leader (Barnett, 2013). In the field of education, the mentor plays a critical and special role in the growth and preparation of a new teacher (Jonson, 2008). Mentoring, according to the SREB (2010), is an important part of principal training programmes aimed at improving school and learner success. Findings of a research study done in Ontario (see Robinson, 2010) demonstrated that mentoring programmes, which clearly articulate skills and competencies, have a heightened level of exchange between mentors and mentees, focussing on sharing the educational expertise associated with effective practice.

To be a successful mentor, you must be as invested in your own growth and learning as you hope the people you want to mentor will be (Starr, 2016). A mentor, according to Starr, is someone who acts as a trusted adviser, advocate, tutor and wise counsellor to another person, mainly in support of that person's learning, growth, and ultimate success. Pask and Joy (2007) define a mentor as a person who helps another to think things through. The mentor's primary responsibility is to build a trusting, respectful, and collegial relationship with the mentee (Jonson, 2008). The complexity of the mentoring task is emphasised by Jonson (2008) who is of the opinion that the mentor requires the skills of a teacher (read: principal), counsellor, friend, role model, guide, sponsor, coach, resource and colleague. Wisdom, caring, humour, nurturing, and loyalty to the education profession are all admirable qualities in a mentor. According to Boreen, Johnson, Niday and Potts (2009), a good mentor:

- is a good listener;
- is a skilled teacher;

- is well-versed in the subject matter being taught;

- is able to interact easily and freely with the newly appointed principal;

- possesses outstanding communications abilities;

- has a high level of trustworthiness among peers and administrators;

- is attentive to the mentees' needs;

- is not too easy to pass judgment;

- reflects a willingness to learn as well as a desire to improve.

A successful mentor, according to the Scottish Social Services Council (2015), interacts with mentees in a supportive and constructive manner so that both the mentor and the mentee will benefit from the mentoring relationship. The mentor must be able to join a group of learners that is both inclusive and diverse (mentees and mentors). Accepting responsibility for the mentorship role's personal and professional obligations, as well as obtaining adequate supervision, preparation, and encouragement, are essential attributes for a mentor entering a mentoring relationship (The Scottish Social Services Council, 2015).

The reasons for considering mentoring others, according to Starr (2016), include:

- to validate or affirm the worth of an experience by discovering and sharing it with others;

- to simplify and distil one's knowledge and learning in order to clarify what one knows;

- to feel fulfilled by assisting another person in growing and succeeding;

- to be pushed to new heights in a constructive way;

- to feel as if one is 'giving back' by sharing experiences acquired during one's career; and

- to increase one's emphasis on the advancement of others as a useful complement to one's management abilities.

Mentors must have the necessary expertise and experience to advise their mentees in order to provide high-quality mentoring. Mentors should also be given the chance to assess their own mentoring style (Strike & Nickelsen 2011; Starr, 2016). Training enables mentors to –

- build and maintain a mentoring relationship;

- consider the advantages of developing others in an inspiring manner; and

- investigate the difficulties and possible pitfalls of a demanding activity.

Starr (2016) warns that rather than being a one-time occurrence, preparation should be a continuous operation. The method is important for the programme's long-term success and retention of successful mentors. A training session, according to Starr (2016), should comprise of the following components:

- taking into account the programme's intent, priorities and context;

- comprehending the scope of the role;

- a chance to express dreams, fears and concerns;

- consideration of standards and limits;

- experience with mentoring etiquette and values, such as confidentiality and appreciation of the programme's policies and procedures;

- discussion of the coordinator's or manager's responsibilities;

- meeting planning and relationship management;

- enhancement in abilities; and

- defining monitoring, assessment, and review functions.

2.4.4.2 The mentee

Starr (2016) suggests that people seek mentors for both personal and professional reasons because they –

- assume they lack expertise, connections, or cognisance in a particular field or situation;

- believe that something is lacking from what they know, do, or believe;

- urge to learn from someone that they believe will assist them in 'bridging a gap';

- want to grow and evolve in general, such as being able to function in a high-pressure work environment or remaining healthy and self-assured;

- have reached a stumbling block and believe they require a more tailored relationship with someone who has direct experience in their situation; and/or

- believe they will benefit from a transparent, trustworthy relationship with someone they can 'look up to,' or at the very least respect for what he or she has learned and experienced throughout their career.

Through the provision of support, encouragement and assistance by the mentor, the mentoring process will assist the mentee in defining and achieving individual and career growth goals and expectations (Starr, 2016). The mentee has a pivotal contribution to make to ensure that the mentoring relationship and process reap success and attain the set development goals. In a mentoring relationship, mentees have the following roles and responsibilities, according to Queensland Health (2011):

- discovering and learning new knowledge and skills that are important to their profession,

- obtaining guidance and recommendations in relation to ongoing professional growth opportunities,

- taking full responsibility for one's own growth, choices, and actions,

- completing assignments and projects on time and to an acceptable level,

- being open to coaching and suggestions,

- protecting the confidentiality of knowledge shared in mentor meetings and noting this as a mentor or mentors' expectation,

- arranging time for developmental activities and planning for meetings with the mentor and/or the mentor group,

- keeping the mentor or mentors informed of your availability and scheduling time to meet with them,

- in the following cases, informing the line manager and framework coordinator after consulting with the mentor:

    - challenging situations involving the mentor and mentor group, which the mentor is unable to resolve;

    - changes in willingness to fulfil predetermined responsibilities and expectations; and

    - mentor's perceived lack of encouragement, guidance and direction; and

- recognising and accepting that the mentoring relationship should come to an end.

Ehrich et al. (2001) report positive results for the mentee in their research, such as job satisfaction, coaching ideas, challenging tasks, and resource access. Two of these– counselling and tough tasks – come into the category of mentoring's career-related roles. Support with instructional techniques, exchanging ideas, feedback or constructive reinforcement, and improved self-confidence are all positive outcomes for mentees in educational settings (Ehrich et al., 2001). They report on problems related to mentoring for mentees, namely gender and race issues, inexperienced or unsuccessful mentors, others' negative attitudes, and a competitive mentor. The mentees' issues were as follows:

- a lack of mentoring time;

- a lack of specialised knowledge;

- a misalignment of personalities;

- a critical mentor;

- a lack of mentor support (Ehrich et al., 2001).

Mentees in business studies were more likely to blame mentoring issues on gender or race (Ehrich et al.,2001), while mentees in education studies blamed a personality or ideological mismatch.

2.4.5   Benefits of mentoring for the organisation, mentor and mentee

There are numerous benefits of mentoring for the organisation, mentor and mentee (Jonson, 2008; Starr, 2016), many foreseen and unexpected. Jonson and Starr

describe the core function of the mentor as providing an appropriate type of assistance to the mentee in a way that helps the latter reach his or her desired outcome. Table 2.4 below illustrates the benefits of mentoring to the organisation, the mentor and the mentee, as summarised by Jonson (2008) and Starr (2016).

Benefits to the organisation	Benefits to the mentor	Benefits to the mentee
• Widening of skills base and competencies • Identifying new talent • Increased staff morale and job satisfaction • Alternative to external training • Developing habits of trust and confidentiality • Useful for succession planning • Helping organisation to achieve strategic goals and mission and/or vision • Developing leadership skills • Improved quality of service through increased competence and confidence of workforce • Improving teamwork and co-operation • Helping to build learning organisations	• Improving awareness of own learning gaps • Developing ability to give and take constructive feedback and feed-forward • Providing access to wide range of professional knowledge and other ways of doing things and other perspectives • Providing networking opportunities • Improving leadership, organisational and communication skills • Developing ability to challenge, stimulate and reflect • Raising profile within organisation • Increasing job satisfaction • Offering opportunity to pass on knowledge and experience • Providing stimulation • Can be integrated into continuous professional development processes	• Developing learning, analytical and reflective skills • Developing organisational and professional knowledge • Developing own practice • Building self-confidence • Developing ability to accept criticism • Supporting individuals through transition and change • Developing autonomy and independence • Broadening horizons • Increasing job satisfaction • Encouraging ongoing learning • Facilitating peer relationships • Developing increased reflective practitioner skills • Offering individualised one-to-one support

Source: Johnson (2008) and Starr (2016)

2.4.6   The mentoring relationship

A successful mentoring relationship creates a positive degree of familiarity between the mentor and the mentee, allowing the protégé to learn the ropes and adjust to organisational standards (Laviolette, 1997). Morton-Cooper and Palmer (1993:12) are of the opinion that a mentor is –

> [S]omeone who provides an enabling relationship that facilitates another's personal growth and development. The relationship is dynamic, reciprocal and can be emotionally intense. Within such a relationship, the mentor assists with career development and guides the mentored through the organisational, social and political networks.

The relationship between the mentor-principals and mentee-principals should be built on trust. If this is not the case, there will be limits to the sharing, and the mentoring will not be effective. According to Starr (2016:66), the primary abilities that directly support successful mentoring relationships are:

- connection through listening skilful;

- establishing a trusting and engaging relationship;

- keeping a strong emphasis;

- overcoming barriers to growth; and

- helping someone to improve.

Ehrich et al. (2001) presented in paper for the ANZAM (Australian and New Zealand Academy of Management) under the title "Closing the divide: Theory and practice in Mentoring". In this paper, they discussed the purpose of mentoring and types of mentoring relationships. For them, the purpose of mentoring relationships can be found in four distinct forms, namely:

- **maintenance mentoring**, which can assist in navigating or maintaining performance in one's current position;

- **transitional mentoring**, when shifting from one career stage or position to another, this can be extremely important;

- **aspirational mentoring**, individuals are often placed in positions to advance toward a profession or opportunity to which they aspire; and

- **comprehensive mentoring**, which can meet the full range of mentoring requirements of various styles, at various times, and/or for various individual vulnerabilities and/or strength-building opportunities (Ehrich et al., 2001).
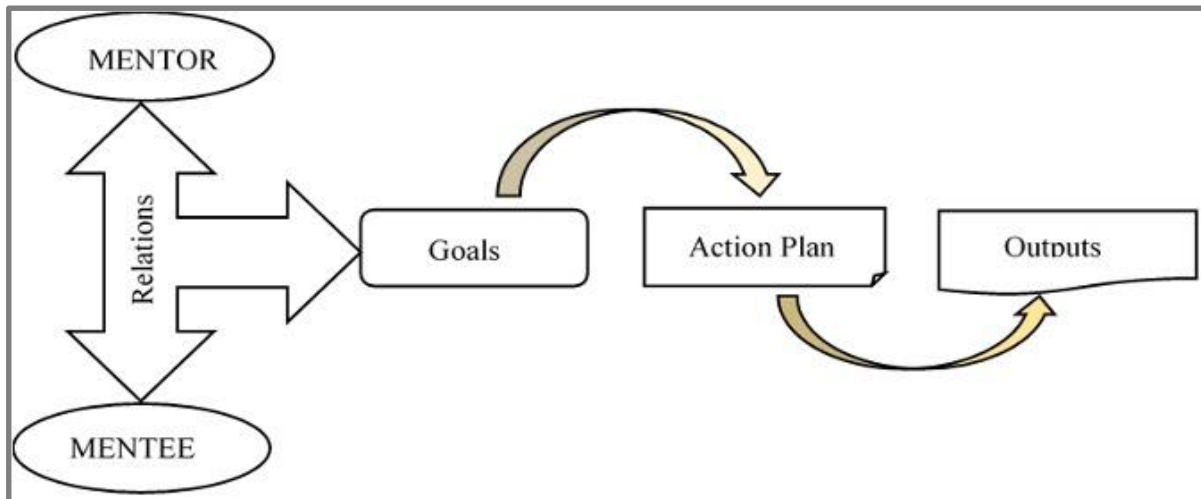
Figure 2.7:   Illustration of a mentoring relationship

Source: National Treasury (2017)

Figure 2.7 above illustrates the relationships between the mentor and the mentee. Both parties need to determine the goals, aims and purpose of the mentoring pathway. These goals need to be translated into an action plan in terms of what, where, who, when and how (National Treasury, 2017). The action plan should be used as a pathway to attain the set goals in order to attain the desired outputs.

2.4.7   Mentoring frameworks

A framework is a structured programme with objectives, aims, parameters, needs analysis, timeframes and resources (National Mentoring Partnership, 2011). The decision to start a mentoring framework is based on the assumption that such a framework is required. In designing the parameters for the framework (National Mentoring Partnership, 2011), it is important to determine the following:

- which populations the framework will serve;

- the objectives and the aims of the framework;

- matching of mentees with mentors;

- the form of mentoring to be provided;

- the place where the mentoring pairs will meet; and

- who will be involved as advisors, staff and participants.

Queensland Health (2011) developed a mentoring framework for Queensland Continence Clinicians and was aim at –

- promoting principles of professional development;

- supporting clinicians who work in an ever-changing environment;

- providing access to a supportive relationship that is tailored to the needs of the person;

- ensuring that for the benefit of both the employee and the organisation, opportunities for knowledge and skill growth are established and nurtured;

- providing a cost-effective way to improve knowledge and skills;

- improving personnel recruitment and retention;

- improving communication, awareness and efficiency in the workplace;

- encouraging staff to learn from one another by sharing their perspectives, expertise and skills to build an organisational learning culture; and

- assisting in bridging the gap between training programmes and clinical implementation.

According to Queensland Health (2011), a good mentoring partnership can be built and sustained if knowledge about the process is available and clinicians provide active support in areas including job equity and staff development. The scope of the Queensland Health mentoring framework was:

- **target population** – both clinicians and those interested in providing continence care in Queensland who were able to participate in a mentoring partnership; and

- **framework components** – features and behaviours, roles and responsibilities, boundaries, barriers and concerns, guidelines for implementation, quality processes, and an example of agreement, analysis and evaluation tools.

The National Mentoring Partnership (2011) recognized how difficult it is to establish an effective mentoring framework. According to them, there is a countless of components to set up and manage, such as:

- the mentoring process itself;

- identifying and training of mentors;

- the organisation's routine activities;

- efforts in public relations;

- fundraising activities;

- the budgetary allocations; and

- data collection and monitoring for evaluative purposes.

Mentoring frameworks, according to the National Mentoring Partnership (2011), are much more efficient when it follows established, effective mentoring methods and strategies. A mentoring framework should be established from both the mentee's and mentor's perspectives, with overlap and interactions between the two being maximised (Montgomery, 2017). Particular points to be discussed in forming a shared understanding about mentoring frameworks, according to Montgomery, are:

- preferred method of communication;

- meeting frequency and format;

- meeting objectives or anticipated interactions; and aspirations.

It's critical to pay attention to each party's expectations and obligations in the mentoring conversation (Grant,2015; Washington & Cox,2016), and to be transparent and specific about the mentee's and mentor's priorities and expectations. Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris (2006) emphasise the importance of establishing measurable outcomes linked to the defined goals and expectations. According to Megginson et al. (2006), achieving a shared understanding of the nature

of the mentoring discussion and the form of mentoring relationship, as well as promoting successful participation, is essential. Megginson et al. (2006) are of the opinion that this will only happen if the mentee and mentor can come to an agreement or reach a compromise when individual needs and expectations differ.

Strike and Nickelsen (2011) suggest that a mentoring framework should span over three years: two full years of direct support and one year of maintenance. For the purpose of the current study, a proposed mentoring framework will be spanning over twelve months: six months for direct support and six months for maintenance. The match between the duties and responsibilities of the mentor and those of the mentee should be close enough to have an effective partnership. Preferences of mentoring or learning styles will serve as core to building a solid mentor–mentee relationship.

Strike and Nickelsen (2011:32–33) list the following as essentials to an effective mentoring framework:

- offering ongoing non-judgmental direct support;

- providing training, professional development, resources and support needed for success;

- discussion of expectations and providing strong examples;

- going beyond providing feedback;

- having set meeting times for both the mentor and the mentee;

- understanding the need of the mentee;

- evaluation of the framework important; and

- preparedness to handle any situation.

Discussions of the expectations of the mentoring framework will take place in the PLCs. The discussions will be guided by the actual on-site mentoring framework, which will include feedback and recommendations.

Cordingley (2019) defined ten concepts (see Table2.5) that can be used to direct mentoring frameworks in schools and help improve the influence of continuing professional development (CPD) on learner learning, namely:

Table 2.5:   Ten principles informing mentoring frameworks

Principle	Explanation
A dialog about learning	structured professional discourse based on data from the professional learner's practice that articulates current values and practices such that they can be commented on.
A considerate partnership	developing confidence, paying attention with respect and sensitivity to the intense emotions that come with deep professional learning.
An arrangement to learn	establishing trust in the relationship's boundaries by agreeing on and enforcing ground rules that resolve power and accountability imbalances.
Using a combination of peer and expert support	collaborating with colleagues to ensure commitment to learning and apply innovative methods in daily practice; searching out professional experience to expand skills and knowledge; and modelling good practice.
Self-direction is becoming more necessary	as the learner's skills, knowledge, and self-awareness expand, the learner takes on more responsibility for his or her professional growth.
Setting personal and demanding goals	identifying goals that draw on what learners already know and can do but haven't been able to do on their own, thus attending to both school and individual priorities.
Understanding why various methods are successful	developing an appreciation of the principle that underpins new practice such that it can be understood and adapted for various situations.
Recognising the advantages of mentoring and coaching	recognizing and putting to good use the professional learning that mentors benefit from mentoring or coaching.
Observing and experimenting	fostering a learning atmosphere that allows professional learners to obtain clear evidence from experience and encourages them to take risks and innovate.
Making efficient use of resources	on a regular basis, render and use time and other tools creatively to protect and maintain learning, action, and reflection.

Source: Cordingley (2019)

It is imperative for the mentee-principals and the mentor-principals to know their respective roles in the mentoring relationship to establish a strong, workable and sustainable mentoring framework. In order to reach the desired outcomes, setting out from the beginning of the framework, participants should be committed, open to growth and development, working together and showing a desire to learn from peers.

2.4.8   Types of mentoring

Types of mentoring used to refer to a relationship between two individuals, but over time, the types of mentoring have evolved to represent evolving workplace preferences and practices. As a result of challenges including capacity building,

leadership growth and quality management, a number of more innovative mentoring methods have evolved. The four types of mentoring described below are usually a good place to start (National Treasury, 2017). They are not all-inclusive, and they can be modified and evolved to suit different situations and conditions, with two or more types working within a single mentoring framework.

- Conventional **one-on-one peer mentoring** (one mentor, one mentee), in which the mentee is partnered with a committed mentor who will promote his or her professional and personal growth. Peer mentoring on a one-to-one basis is a supportive, developmental partnership in which the mentee is the primary driver and can take care of his or her own growth. Mentors serve as a reference, advocate, sounding board, and, on occasion, role model. This type of mentoring establishes a confidential relationship between two individuals, one of whom is typically more senior and experienced than the other, built on mutual respect and trust. Although it is also viewed as a two-way learning relationship, which offers valuable input and reflection opportunities for both mentee and mentor, the main goal of this type is to develop awareness, capability, and self-reliance in the mentee.

- • **Peer mentoring in groups.** A group of mentees meets on a regular basis for a set period of time, with the assistance of an experienced mentor. This type of mentoring can provide an opportunity for colleagues who lead a team and may feel isolated to collaborate with peers on shared challenges and potential areas for development and growth.

- **Two-by-two** (two mentees and two mentors). This model encourages new mentors to work alongside those with more experience in the role while also encouraging mentees to have one-on-one mentoring sessions. This is valuable to mentees because they have access to a greater pool of expertise and experience.

- **Team peer mentoring** (one or two experienced mentors working with a group of mentees in the same work team). This type of mentoring can involve a diverse group, such as experienced, well-established people as well as newcomers to the team. Newcomers will have the added benefit of ready access to networks that will offer support, important information and contacts.

A team environment with the same goals and objectives is ideal for mentoring. Members can support and help one another, ultimately making the entire team stronger. This is an opportunity for mentors who provide this service to develop and demonstrate their leadership skills.

2.4.9 Developing a mentoring framework

The purpose of developing a mentoring framework for novice or struggling principals is to understand the expectations of the job and to enable them to navigate their way during the first years or difficult times in their career. This involves the improvement of communication skills and understanding, as well as the establishment of professional networks and a support system, as well as improved trust and self-esteem. The mentoring framework should aim for professional and personal development of the principals. Taking into account the job description of the principal and the key elements of mentoring, the development of a mentoring framework is discussed below.

2.4.10 Hudson's five-factor framework for mentoring

Hudson (2013) discovered a five-factor model (personal attributes, pedagogical knowledge, system requirements, modelling and feedback) that was correlated and statistically important (see Figure 2.8). Sections 2.4.10.1–2.4.10.5 address these five factors.
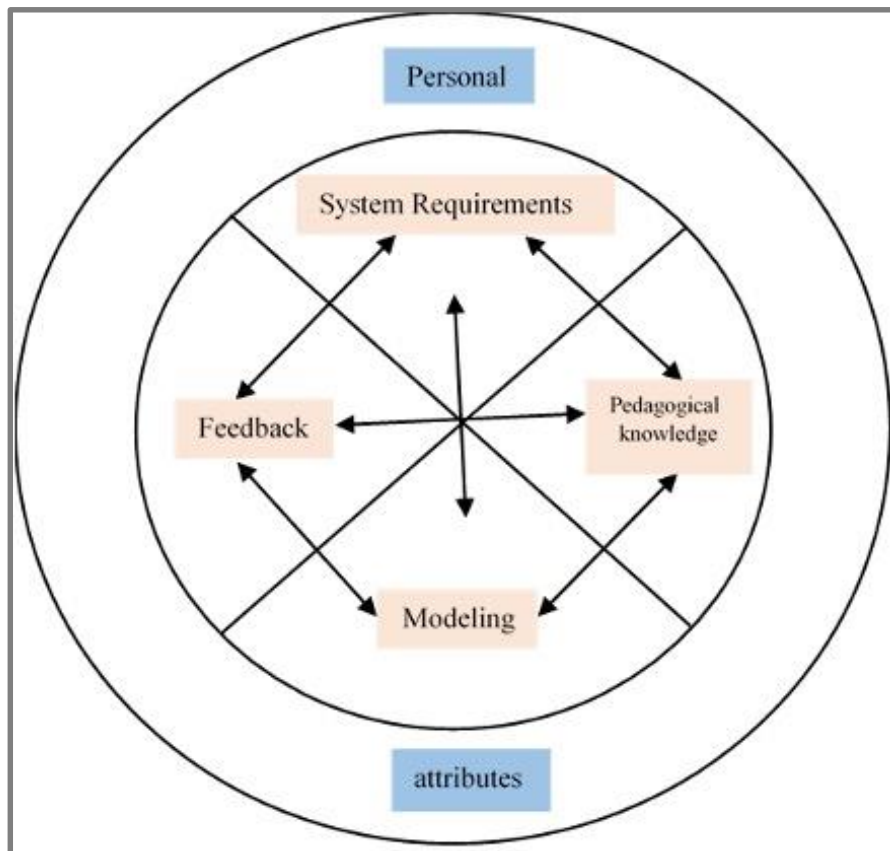
Figure 2.8: Five-factor framework for mentoring

Source: Hudson (2013)

2.4.10.1 Personal attributes

Hudson (2013), in relation to the five-factor model, states that learning to teach necessitates social contact, which occurred in the current study between mentee and mentor. Such social interaction may have a significant impact on the principal's growth. This relationship would only be possible if mentors exhibit personal characteristics that promote a positive learning environment. According to DeMers (2014), in terms of personal attributes, mentors need to:

- have the ability and willingness to communicate what they know;

- be prepared to commit to the mentoring relationship;

- be approachable and available, and have the ability to listen;

- be honest with diplomacy;

- be inquisitive;

- be objective and fair; and

- have compassion and be genuine.

For a mentee-mentoring relationship to work, it needs commitment, aptitude and resilience to have everlasting value.

2.4.10.2 System requirements

Mentors must not only instil a positive mind-set and trust in their mentees, but they must also express departmental standards in school management (DBE, 2015a). The regulatory environment in which principals serve is the educational system (Hudson, 2013). As a result, the principals must be aware of and understand these requirements. The continued personal and professional growth and development of principals would be a critical prerequisite. The Department of Basic Education (DBE) has established the Policy on the South African Standard for Principalship (see DBE, 2015a), which defines the role of school principals as well as the main aspects of professionalism, image, and competencies needed. The main aspects of this policy are in line with the principal's core purpose and responsibilities, as described in sections 16 and 16A of the SASA (No. 84 of 1996, paragraph 4.2) (see DBE, 1996a), Chapter A of the PAM (see DBE, 2016), and the relevant appraisal system (see DBE, 2003).

2.4.10.3 Pedagogical knowledge

Wang, Chen and Khan (2014) paraphrased Shulman's (1987) definition of pedagogical knowledge (PK) as

> [K]nowledge about teaching, an understanding of how particular topics, problems, or issues are organised, presented, and adapted to the diverse interests and abilities of learners and the ways of representing and formulating the subject that makes it comprehensible to others.

Bull, Patterson, Mansaray and Dunston (2016) postulate that PK refers to the philosophical, theoretical and practical approaches, sets of events, activities, processes, practices, and methodologies that guide teaching and learning. In order to promote successful mentoring frameworks, mentors must have sufficient PK. The

mentee's PK can be enhanced by a professional and experienced mentor. According to Allsop and Benson (1996), a mentee's PK growth can be aided in the school setting, particularly when directed by a knowledgeable and skilled mentor. It was assumed in the current study that knowledgeable principals hold acceptable PK in order to enhance the development of mentee principals.

2.4.10.4 Modelling

Mentors are regarded by mentees as professionals who serve as role models for positive behavior (Starr, 2016). Hudson (2013) suggests that good practices that can be modelled by mentees are planning, preparation, managing strategies, content knowledge, behaviour management, questioning skills, differentiation, know policies and have observation skills. He also suggests that attributes such as resilience, lifelong learning, personable, commitment, responsible, reflective and enthusiasm are valuable to model by the mentor in the pursuance of becoming. Mentor principals must also model appropriate leadership and management practices for mentee principals to follow.

2.4.10.5 Feedback

Outcomes linked to metrics of good practices will offer mentors and mentees specific guidance (Hudson, 2013:140). The mentee's knowledge and skills can develop as a result of feedback in the form of open discussions. Hudson (2013) proposes the following sequence of practices (see Table 2.6 below) for mentors to provide proper feedback to mentees.

Table 2.6:   Sequence of practices to provide proper feedback

Practices to provide proper feedback	Explanation
Articulation of expectations	mentors must be prepared for their positions by learning practical skills to express both their own teaching activities and their mentees' practices, as well as by having the expertise to take concerted action in their mentoring
Reviewing operational plans	less confident mentee principals may be provided with pedagogical content knowledge, strategies, and methodologies in own identified weak areas in school management and leadership
Observation of practice	mentor principals are afforded the opportunities to model practices on site (at school), and thereafter the roles are reversed as the mentor observes the mentee in practice
Oral feedback	oral feedback is given immediately during observation sessions and serves as a point of departure for in-depth discussions
Written feedback	an important activity of the model should be written feedback to track progress and for the mentee to go back to consider recommendations and proposed actions
Feedback on evaluation	at the end of the mentoring process, evaluation of the growth process and/or development are reflected on and feedback provided to the mentee, given the availability of the outcomes of a base-line assessment

Source: Hudson (2007)

In conclusion, mentors should be seasoned and competent principals who direct and assist inexperienced principals in their personal and professional growth (for the purposes of this study). Mentor principals were also required to have sufficient PK in order to promote successful mentoring frameworks. Any teacher development programme, according to Shulman (1987:4), should include three major domains: content knowledge, PK, and pedagogical content knowledge.

- **Content knowledge** – entails mastering unique material that is being taught.

- **Pedagogical knowledge** – includes knowledge of teaching and learning theories and principles, as well as knowledge of the learner and classroom behaviour and management theories and principles.

- **Pedagogical content knowledge** – includes the opportunity to combine methodology and material, such as how the various subjects are connected to one another and how they are best organised and presented.

2.4.11   Phases of mentoring

There are four stages to a successful mentoring relationship namely connection, relationship building and implementation, assessment, and separation (National Treasury, 2017) as shown in Figure 2.9 below. The lengths of these sequential phases differ. There are unique steps and techniques for each process that contribute to accomplishing the desired outcomes of the mentoring framework. The first phase of the relationship, **connection**, can also be seen as preparation for the mentoring process and involves initiating contact, exchanging background information, discussions about individual and professional requirements, and determining the expectations of the mentoring relationship (Metros & Yang, 2006). The second phase, **relationship building and implementation**, encompasses the setting of goals, and the SMART (specific, measureable, attainable, realistic and timely) principles are valuable criteria to use (Metros & Yang, 2006). The goals should be simple but specific, and progress must be measurable, appropriate and achievable, relevant and have a realistic timeframe. The third phase, **assessment** refers to reflection discussions to determine progress made by assessing if interventions had been successful. The fourth phase, **separation**, involves allowing the mentee to be independent when the assessment phase shows that the chosen goals have been reached. Elements of similarity can be found in components of the gradual release of responsibility theory (see Fisher and Frey, 2008; illustrated in Figure 2.10) below. The components can be compared to the phases of a mentoring relationship as discussed above.
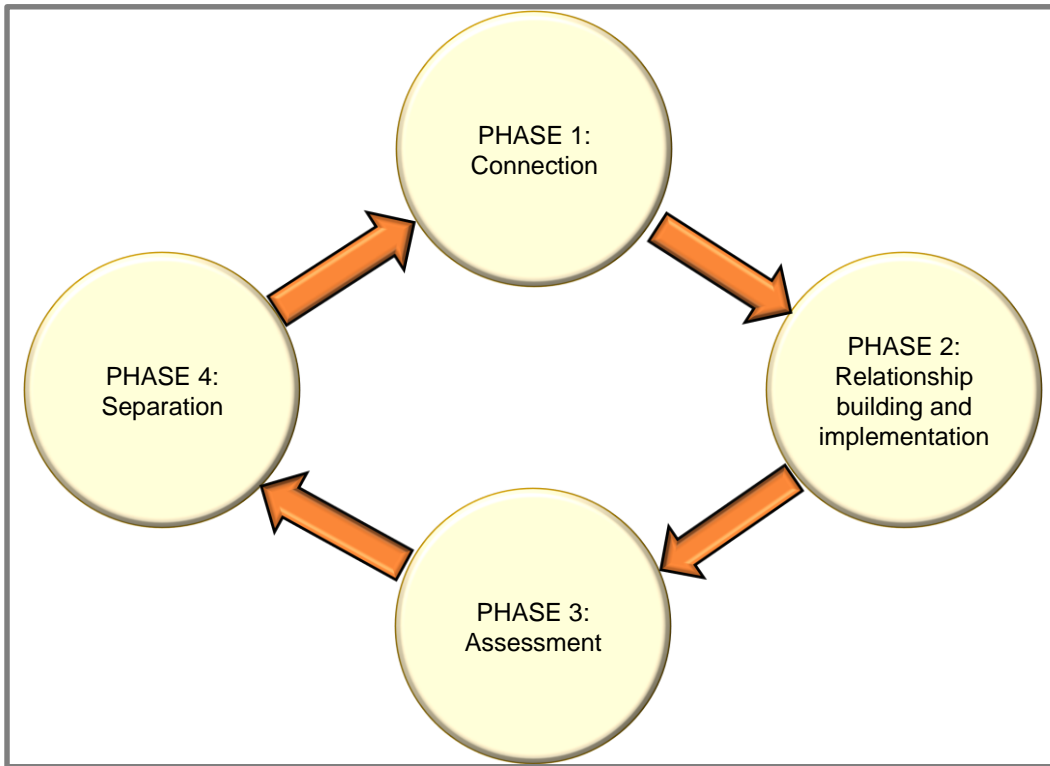
Figure 2.9: **Phases of the relationship (National Treasury) – Mentorship programme manual**
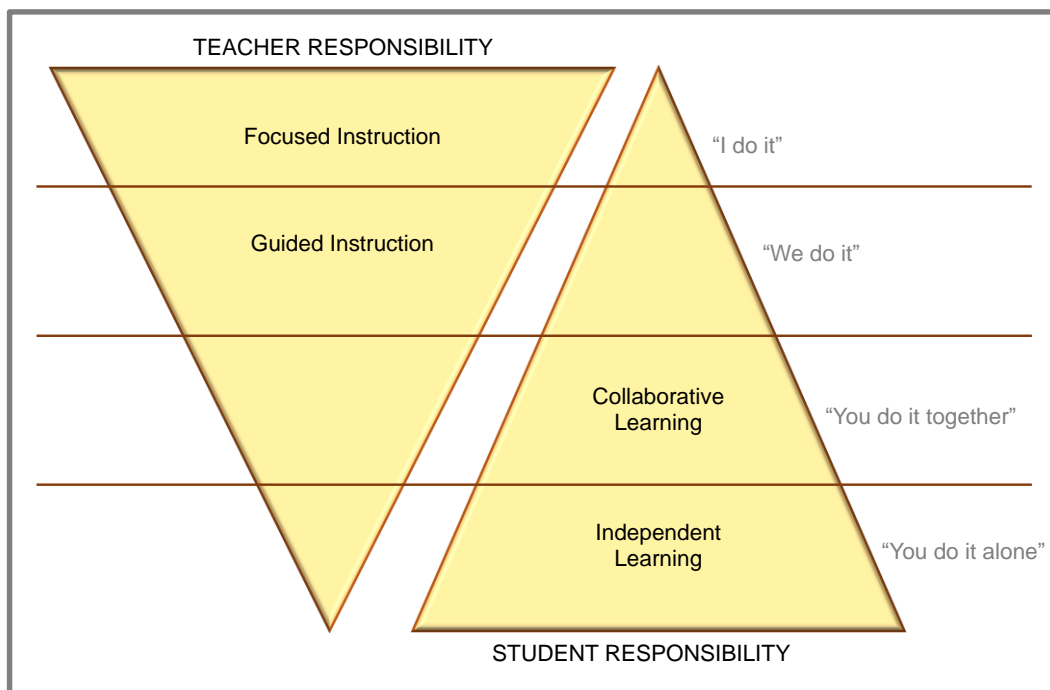
Figure 2.10: **Components of the Gradual Release Responsibility Model (Fisher & Frey, 2008)**

The Gradual Release of Responsibility Model exemplifies an excellent example of a mentoring relationship, where an experienced person guides an inexperienced person through a process of mastering a skill or ability. According to the gradual release of responsibility theory the process starts with a goal, followed by focussed guiding, collaboration and mentoring to ultimately work independently. The phases of this theory can be best summarised as "I do it", "we do it", "we do it together" and "you do it alone" (Fisher and Frey, 2008). The importance of the phases of a mentoring relationship ensures a structured and sustainable mentoring process.

Starr (2016) advises to approach the mentoring process in a practical way, to consider it as a journey, an experience with a beginning, middle and end (as illustrated in Figure 2.11 below). She breaks this journey down into different sections or phases. The **first** phase of the mentoring process is preparing to mentor namely exchanging basic details, deciding on the purpose and approach of the process. The **second** phase is about understanding the mentee's aspirations and purpose and agreeing on the expectations. The **third** phase comprises of maintaining the progress of the process by using formal and informal reviews. Phase **four** is the consolidation of learning during the mentoring process, followed by the **fifth** phase, which refers to completing the process with final summaries and options for future contact.
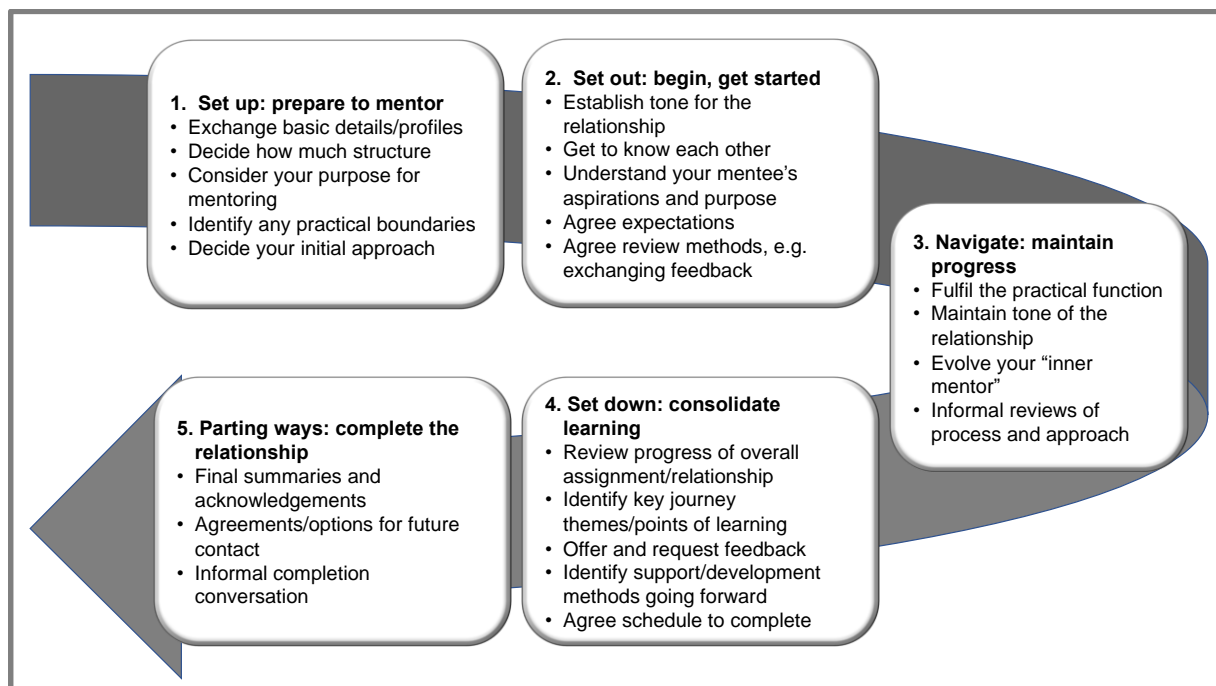
Figure 2.11: Mentor map

Strike and Nickelsen (2011) maintain that the **first** phase of a mentoring framework contains negotiating the expectations and goals of the mentoring process, as it is critical in establishing the foundation for the development of the mentorship. This involves commitment from the mentee and the mentor, the styles of contact, location where the mentorship might take place, and the setting of goals. The **second** phase, according to Strike and Nickelsen (2011), is the establishment of the relationship, which involves getting to know each other, discussions on career history and experience, and the identification of needs. During the **third** phase, the mentee needs development and knowledge acquisition, followed by career development in the **fourth** phase. The **last** phase, according to Strike and Nickelsen (2011), is sustaining the mentoring relationship.

In summary, in the development of a mentoring framework, the elements to be considered are –

- mentors and mentees paired together;

- the establishment of goals;

- the purpose of the mentoring process;

- creating learning opportunities;

- reviewing progress; and

- completing the process but maintaining contact.

It's critical to understand the boundaries for when the mentoring relationship can alter or end after it's been developed and nurtured. The discussions of situated learning, andragogy, constructivism, the functions of principals and circuit managers and mentoring frameworks all contributed when the current researcher developed a mentoring framework for principals in one education district.

2.4.12 Chapter summary

The functions and responsibilities of school principals and circuit managers were explored during the literature review, as discussed in section 2.3. The review of

literature also highlighted the managerial and leadership skills and competencies that principals must have and demonstrate if they are to manage schools. Furthermore, the researcher explored the concept of mentoring and the crucial role it plays in the development of the critical managerial and leadership skills and competencies novice and struggling principals need both personally and professionally.

The roles and the responsibilities of principalship are curriculum support, HR and administrative management, financial procedures, implementation of legislation and regulations, maintenance of infrastructure, and safety and security in and around the school. As a result, the principalship has evolved into a complex, multifaceted role that requires the principal to wear many hats in order to lead school change, facilitate effective, targeted school improvement, and positively influence learner achievement. Education faces numerous challenges, and principals, as school managers and leaders, frequently require retooling and expansion of their skill set.

The literature review offered insight into the relationship between the job descriptions of the principal and the circuit manager. The researcher also discussed the circuit manager's role as a mentor and supervisor of the principal, as well as the critical link between the school and the education department.

The literature review identified the need for focused and intensive support for principals, given the complexities of the principal's redefined position. Aside from the many difficulties and uncertainties that new principals face right away, they often encounter feelings of inadequate planning, a lack of support structures, and feelings of alienation. The literature review explored the importance and merit of mentoring for new principals and outlined the resources available to them. The mentoring process was investigated, and advantages for the mentor and the mentee were discovered. In addition, mentoring relationships, mentoring models and the phases of mentoring frameworks were examined and discussed in order to develop a mentoring framework for novice principals in one education district.

The discussion on principal mentoring was initiated with the introduction of the situated learning theory and communities of practice theory, which underpinned this empirical research. The researcher presented and discussed Lave and Wegner's work regarding situated learning and communities of practice (1991) together with

Vygotsky's (1961) constructivism theory and the work of Knowles (1968) and Kolb (1984) on andragogy as the conceptual framework. The researcher deemed it crucial to incorporate the principles and characteristics of these theories when developing the mentoring framework for principals. The study focussed on the novice principal as learner. As an adult learner, the novice principal identifies the learning activities and timeframe mentor based on prior and existing knowledge and learning style, amongst other factors. Authentic activities based on the identified needs of the novice principal as mentee in a community of practice provide opportunities for legitimate peripheral learning but also initiates deeper learning. The importance for active participation within the community of practice is key to elicit reciprocal learning, and demands collaborative and reflective practices.

The methodology used in the current study to answer the research questions is detailed in Chapter 3. The chapter describes the research design, including an account of the qualitative procedures used in data collection and analysis, as well as issues of ethical considerations, validity and study limitations.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

There's no discovery without a search and there's no rediscovery without a research. Every discovery man ever made has always been concealed. It takes searchers and researchers to unveil them, that's what make an insightful leader
– Benjamin Suulola (2015)

3.1 INTRODUCTION

The research methodology, approach and research design are discussed in this chapter. It also applies to the research sites, sample population, and data collection instruments. The chapter also discusses the importance of trustworthiness and ethical consideration during the data collection and analysis phases, which informed my research. The main aim of this study was to develop a framework for principal mentoring in one education district in the Western Cape. The study examined the roles and responsibilities of principals, and explored the concept of mentoring and the development of mentoring frameworks.

The main research question that guided the study was:

> How can a framework for principal mentoring be developed in one education district in the Western Cape?

The sub-questions for this study were:

1. How do principals experience the roles and responsibilities in performing their job description as stated in the South African Schools Act (84 of 1996)?

2. What are the perceptions and experiences of principals and circuit managers in the Overberg Education district with regard to the need and development of such a framework?

3. Can the perceptions and experiences of principals and circuit managers contribute to the development of such a framework?

The previous chapter provided a justification for the conceptual framework of this study (see section 2). This chapter's purpose was to explain how the research on Overberg Education District in the Western Cape conducted research on a mentoring system for principals. The focus was on the key components of principal mentoring frameworks, the perceptions and experiences of principals and circuit managers, and how these would contribute to the development of a mentoring framework (see section 1.3).

In order to determine the perceptions and experiences of the principals and circuit managers of principal mentoring and principal mentoring frameworks, the researcher conducted semi-structured individual interviews with ten school principals and three circuit managers. The research was carried out as follows. A review of literature was done (discussed in Chapter 2, see section 2.3.2.1) on the roles and responsibilities of principals in South Africa, principal mentoring, and mentoring frameworks for principals. The situated learning theory and PLCs provided the conceptual framework for this study (also discussed in Chapter 2, see section 2.1). The data is presented in Chapter 4 and the analysis of the findings is discussed in Chapter 5. The final chapter (Chapter 6) summarises the findings and explains how the perceptions and experiences of the principals and circuit managers of principal mentoring and principal mentoring frameworks contributed to the development of a principal mentoring framework.

The researcher stated the research question and sub-questions in this chapter, followed by a discussion of research paradigms and the study's place within these paradigms. The data collection methods are then discussed, as well as how the data was analysed. The researcher then provides a general description of the sampling methods used to select participants for this study. This is accompanied by a discussion of the research's trustworthiness. The chapter concludes with a discussion of the ethical issues that this is appropriate for this study.

3.2 DESIGN OF THE STUDY

The research design for this study was a descriptive and interpretive case study. The data collected from the document analysis and the interviews is analysed through qualitative methods. This interpretive qualitative study aimed to explore the development of a mentoring framework for principals in one education district in the

Western Cape. The focusses of the study were to examine the roles and responsibilities of principals and circuit managers, and the concept of principal mentoring, which led to the development a mentoring framework for principals. Data were collected by means of semi-structured interviews and a detailed document analysis. This chapter discusses the justification for the data collection methods used in the research (see section 3.3). In order to ensure trustworthiness of the research, appropriate criteria for qualitative research were discussed and triangulation were suggested (see section 3.5) and used. The chapter concludes with a diagrammatic representation of the major aspects of the proposed framework for the research design and development.

3.2.1 Qualitative research

Qualitative researchers are more interested in the process than the result of products, so they pay close attention to how people negotiate meaning or how such ideas become accepted as common knowledge (Martella, Nelson, Morgan & Marchand-Martella, 2013). Creswell (1998:15) posits that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. According to Willig (2001:9, cited in Martella et al., 2013:294):

> Qualitative researchers tend to be concerned with meaning. That is, they are interested in how people make sense of the world and how they experience events. They aim to understand "what it is like" to experience particular conditions (e.g. what it means and how it feels to live with chronic illness or to be unemployed) and how people manage certain situations (e.g. how people negotiate family life or relations with work colleagues). Qualitative researchers tend, therefore, to be concerned with the quality and texture of experience, rather than with the identification of cause-effect relationships.

According to Denzin and Lincoln (2003), investigate qualitative researchers events in natural environments in order to better understand the meanings of people's lives. Qualitative research does not aim to find data or evidence that proves or disproves a certain hypothesis; instead, qualitative researchers conclude that the study itself, not preconceived theories or a specific research design, structures the research (Denzin & Lincoln, 2003). According to the authors, involves qualitative research an

interpretive, naturalistic approach to its subject matter, seeking to make sense of or interpret phenomena in terms of the meanings that people attribute to them. Brantlinger, Jimenez, Klinger, Pugach and Richardson (2005) describe qualitative research as a flexible but systemic approach to understanding the qualities of a phenomenon within a particular context. As a result, qualitative research is inductive, with data being analysed inductively to find abstractions or trends (Bogdan & Biklen, 2007). Martella et al. (2013) explain Pauly's (1991) five steps for describing the way to conduct qualitative research, namely –

- finding a topic;

- formulating research questions;

- gathering the evidence;

- interpreting the evidence; and

- telling the participant's story.

Pauly (1991) is of the opinion that qualitative studies investigate meaning-making, while Martella et al. (2013) posit that the goal of qualitative research is to understand the context in which behaviour occurs, not just the extent to which it occurs. This approach was chosen because it can be used to explain and define a wide range of human behaviours in a number of settings. (Martella et al., 2013). Qualitative research accomplishes this by gathering participants' comprehensive perspectives, perceptions, descriptions and attitudes, allowing the researcher to define and explain particular themes or features of a phenomenon within a specific context (Creswell, 2014:11).

The methodology and design of the research are determined by the study's intent (Cohen et al., 2000:73). An interpretivist paradigm (McMillan & Schumacher, 2014:14) was applied in the current study, since the research was more concerned with understanding, defining, and interpreting principals' and circuit managers' perceptions of mentoring than with explaining the human activity of principal mentoring (Bryman, 2012:28, Cohen et al., 2011:17). Furthermore, the researcher's assumption that truth is constructed rather than empirical (see Bryman,2012:33) and that principals construct their own reality within their principalship space supports this paradigm.

3.2.2 Principal mentoring as a qualitative case study

The current study used a qualitative research design, which involved a case study design to explore the roles and responsibilities of principals and circuit managers. Given the study's interpretive role and the nature of the research question, the case study approach was deemed the most suitable for the current study because it offers a structured way to collect data, analyse information and report the findings, allowing for a thorough understanding of a particular problem or situation. The case study method firstly provides a variety of participant perspectives, and secondly, it uses multiple data collection techniques. The aim of using this form of method in the current study was to be able to explore the diverse lived learning experiences of a cohort of principals at different points in their careers. A case study has four main characteristics, according to Merriam (1998): particularistic, descriptive, heuristic, and inductive. A **particularistic** study is one that focuses on a single event, process, or situation (in this case, the mentoring process of principals). The term **descriptive** refers to the phenomenon's rich and extensive set of details. (in this case, the principals and circuit managers reflecting on their lived experiences and expectations of mentoring and mentoring processes). Each of these two characteristics (particularistic and descriptive) is **heuristic** because it advances an understanding of the phenomenon, while **inductive** refers to the form of reasoning used to determine generalisations or concepts that emerge from the data (see Merriam, 1998).

Where there is a need to gain an in-depth understanding of a problem, occurrence, or phenomenon of interest in its natural real-life context, the case study approach is especially useful (Crowe, Creswell, Robertson & Huby, 2011). The current study examined the lived experiences of principal mentoring and the experiences of mentoring frameworks. The intrinsic case study was used as it is typically undertaken to learn about a unique phenomenon (Stake, 1995). In the current study, the case study approach allowed me to define the uniqueness of the phenomenon, which distinguishes this phenomenon from all others.

A case study involves an up-close, in-depth and detailed examination of a subject (the case) as well as the related contextual conditions (Yin (2009).A case study also offers a one-of-a-kind representation of real people in real situations, helping readers to interpret concepts more clearly than if they were merely confronted with abstract

theories or principles (Cohen et al., 2011:289). The real-life events in this research, i.e. the principals' lived experiences, take the form of a concrete affair, as Merriam (1998) describes a qualitative case study as the result of an intensive, holistic explanation and examination of a particular case, phenomenon or social issue. Mouton (2006:149) describes case studies as qualitative in nature with the aim to give an in-depth description of a small group (fewer than 50) of subjects or respondents. In this study, ten principals and three circuit managers were the respondents. McMillan and Schumacher (2001) state that case studies investigate a case over time by using multiple data resources in a specific environment, whereas Yin (2009) regards a case study as a linear but interactive process.

Case studies recognise and agree that there are several variables at work in a single case, and that knowing the consequences of these variables frequently necessitates the use of more than one data collection method and multiple sources of proof (Cohen et al., 2011:289). Case studies can be used to assess cause and effect (the "how" and "why") and one of the benefits of this approach is that it observes outcomes in real-world circumstances. The approach recognises that context is a powerful determinant of both cause and effect and that a thorough understanding of the case is needed to do it justice (Cohen et al., 2011:289).

A distinguishing feature of case studies, according to Sturman (1999), is that human systems have a sense of completeness or honour rather than being a loose connection of behaviours that needs a thorough investigation. Case studies analyse and report real-life, complex, dynamic, and evolving experiences of events, human relationships, and other variables in a specific instance.

Case studies, according to Hitchcock and Hughes (1995), are characterised less by the methodologies used than by the subjects and/or objects of their investigation. They therefore consider a case study to have several characteristics, such as that this type of study:

- is concerned with a detailed and intense account of the case's events;

- tells the story of the case's events in chronological order;

- provides both a summary and an interpretation of events;

- explores individual actors or groups of actors in order to achieve a deeper understanding of their responses to events; and

- focuses on important incidents that are applicable to the case.

In addition, in the case study –

- the researcher is intrinsically involved in the study, which may be linked to the personality of the researcher; and

- an attempt is made to portray the richness of the case by writing up the report.

Cohen et al. (2011:290) maintain that case studies –

- are situated in temporal, geographical, organizational, structural and other contexts that allow for the establishment of boundaries across the case;

- can be identified in terms of individual and group characteristics and;

- defines the roles and functions of the participants.

According to Simon (1996), a case study must answer six paradoxes, i.e. it must:

- eliminate the subject–object contradiction by treating all participants equally;

- recognise the value of a genuine creative experience in establishing new ways of thinking about education;

- consider different ways of seeing to be new ways of knowing;

- try and imitate the artist's methods;

- liberate one's mind from the constraints of conventional thinking; and

- embrace these paradoxes with a strong interest in individuals.

Yin (2009) identified six sources of evidence during data collection for case studies. These are illustrated in Table 3.1 below.

Table 3.1:   Sources of evidence during data collection for case studies

Sources	Examples
Documents	Letters, emails, memoranda, agendas, minutes, reports, records, diaries, notes, other studies, newspaper articles, website uploads.
Archival records	Public records, organisational records and reports, personal and personnel data stored by an institution, charts and maps.
Interviews	In-depth, focussed and formal survey interviews
Direct observation	Non-participant observation of the natural setting and target individual(s): groups *in situ*, artefacts, rooms, décor, layout.
Participant observation	Here, the researcher takes on a role in the situation or context featured in the case study.
Physical artefacts	Pictures, furniture, decorations, photographs, ornaments.

Source: Yin (2009)

In the current study, 13 semi-structured interviews were conducted with principals and circuit managers and a document analysis of departmental principal mentoring documents was done.

3.2.2.1   The case study in question

The research design for this study was a descriptive and interpretive case study that was analysed by using qualitative methods. The researcher analyses, interprets and theorises about the phenomenon in a descriptive and interpretive case study against the context of a theoretical framework. Qualitative case studies in education are often bordered with ideas, models and hypotheses, according to Merriam (1998). The two theories framing this study were situated learning theory and community of practice theory as discussed in Chapter 2 (see section 2.2). The concepts explored in Chapter 2 were principal mentoring and mentoring frameworks. These were delved into after the roles and responsibilities of principals had been discussed. Theoretical assumptions were then supported or challenged using an inductive approach. Since the qualitative approach prioritises context (Bogdan & Biklen, 2007), the unit of analysis was the participants' perceptions on their own conceptions of practice. Therefore, the framework developed in this study helps in analysing the viewpoints of participants. The findings were compared to established knowledge to show how this study adds to the body of knowledge (see sections 5.2 and 5.3). Table 3.2 below illustrates the case study that was used in this research study:

Table 3.2:   The case of the research study

Context	Novice principals experience difficulty in coping with the position of principalship.
Objective	To develop a mentoring framework for principals in one education district in the Western Cape.
Study design	Single intrinsic case study
The case	Centred on the issue of principal mentoring in one education district in the Western Cape.
Data collection	Semi-structured interviews with ten principals and three circuit managers, and document analysis of principal mentoring documents in South African education.
Analysis	An inductive method with the framework approach

Source: Stake (1995)

3.2.3   Interpretivism paradigm

In research, paradigms are used to gain a better understanding of the essence of intelligence in the real world. In this section, I discuss the interpretivism paradigm used in this study. Interpretivism involves researchers who interpret elements of the study; therefore, they integrate human interest into a study. Myers (2008) suggests that the development of interpretivism is based on the assessment of positivism in social sciences, and that the interpretivism paradigm emphasises qualitative analysis over quantitative analysis. Collins (2010) posits that the interpretivism paradigm is related to idealism and is used to group different approaches together such as social constructivism, phenomenology and hermeneutics. As a result, these approaches reject the objectivist view that meaning exists outside of consciousness in the world (Collins, 2010). According to the interpretivist perspective, it is critical for the researcher to recognise differences between people. Saunders, Lewis and Thornhill (2003) suggest that interpretivist paradigms focus on meaning and may use multiple methods in order to reflect different aspects of the phenomenon.

The characteristics of the interpretivism paradigm used in this study are shown in Table 3.3, which is divided into the purpose of the research, the nature of reality (ontology), the nature of knowledge and the relationship between the inquirer and the inquired-into (epistemology), and the methodology used (Cantrell, 1993).

Table 3.3: **Characteristics of the interpretivism paradigm**

Feature	Description
Purpose of research	To understand and interpret the perspectives of principals and circuit managers on principal mentoring and mentoring frameworks in order to develop a framework for principal mentoring in one education district in the Western Cape
Ontology	• There are multiple realities. • Reality can be explored and constructed through human interactions and meaningful actions. • Determine how people make sense of their social worlds in the natural setting by means of daily routines, conversations and writings while interacting with others around them. • Many social realities exist due to varying human experience, such as people's knowledge, views, interpretations and experiences.
Epistemology	• Events are understood through the mental processes of interpretation, which are influenced by interaction with social contexts. • Those active in the research process socially construct knowledge by experiencing real-life or natural settings. • The inquirer and the inquired-into are interlocked in an interactive process of talking and listening, reading and writing. • More personal, interactive mode of data collection.
Methodology	• Processes of data collected by text messages, interviews and reflective sessions • Research is a product of the values of the researcher.

Source: Cantrell (1993)

3.3 DATA COLLECTION PROCESS

This descriptive, interpretive case study focussed on ten principal participants located at ten different schools and on three circuit managers located in three different circuits in the Overberg Education District. In seeking to understand principal mentoring more clearly, this study examined the roles and responsibilities of principals and circuit managers to determine what is needed to develop a principal mentoring framework in the selected education district. The researcher used a variety of instruments, including semi-structured interviews and document analysis, to collect appropriate data that answered the research questions. These were found to be the most successful methods for collecting the information needed to address the research questions. The researcher planned, piloted and conducted the semi-structured interviews, as well as collected data using these data generation instruments, as detailed in Section 3.3.1 below.

3.3.1 Interviews

The identified principals and circuit managers were interviewed in semi-structured interviews to give the researcher insight into their perceived expectations and their perceptions of their mentoring experiences (see Appendices F and G). The circuit manager is the supervisor of the principal. The similarities of their respective job descriptions were illustrated in Chapter 2, but these differ at implementation and supervisory level. The aim of the job description of the circuit manager is to ensure that schools in the circuit are effectively and efficiently managed and governed, and that the curriculum is effectively implemented through quality teaching and learning (DBE, 2016). The principal's job is to ensure that the school is managed satisfactorily and in accordance with relevant legislation, regulations and personnel administration steps, as well as that the learners' education is promoted in a proper and consistent manner (DBE, 2016). The rationale behind interviewing the circuit managers and principals was to hear about their experiences and perceptions of principal mentoring and to cross-validate data collected during the interview process.

During semi-structured interviews, questions can be adapted and elaborated through prompting and following new lines as they arise. The perspective of the individual (participant) is an important part of the social fibre, which contributes to the collective knowledge of social processes (Henning, 2005; Mouton, 2006). Henning (2005) is of the opinion that interviews are important sources of data to assess people's perceptions, as it defines situations and the construction of reality. According to Babbie (2017), an interview is a data collection activity in which one person (the interviewer) asks another person (the interviewee) (the respondent) questions. The purpose of the semi-structured interviews is to gather information from respondents, getting them to tell their stories, and consequently gaining insight into how they understand and make meaning of their lives.

Table 3.4:   The process of data collection through interviews

1. Thematising	Clarifying the purpose of the interview and the concepts to be discussed
2. Designing	Defining the procedure and formulating questions to accomplish the purpose (considering ethics)
3. Contacting	Making arrangements with participants for the interviews and clarifying the following: • purpose of the interview;

	• time of the interview;
	• place where that interview will be conducted;
	• duration of the interview; and
	• getting the participant's informed consent to participate in the study.
4. Interviewing	Conducting the actual interview.
5.Transcribing	Composing a written report based on the interview (this might include translating).
6. Analysing	Identifying the importance of the materials collected in relation to the study's objectives.
7. Verifying	Authenticating the materials' reliability and validity.
8. Reporting	Sharing what you have learned with others.

Source: Adapted from Babbie (2017)

The interview questions were ordered according to identified themes during the data collection process for this study. I made arrangements with the thirteen participants for the interviews and clarified the purpose, time, place and duration of the interviews. The researcher also requested the participants to complete an informed consent form for ethical clarity. Following the interviews, the researcher transcribed the interviews and determined the significance of the information collected in relation to the study's purpose.

3.3.1.1   *Sampling of participants*

Purposive sampling (deliberate sampling) (see Punch,2005:187) was used to identify ten principals of primary and secondary schools and three circuit managers from the Overberg Education district in the Western Cape. In the case of this study, the focus was on:

- the philosophical and epistemological dimensions of principal mentoring;

- the current successes and challenges of principal mentoring; and

- how can these successes and challenges inform us in conceptualising a model for a principal mentoring framework within the context of the education district?

The ten principals of primary and secondary schools, and three circuit managers were selected as the unit of analysis, as their knowledge and experiences of mentoring frameworks for principals were central to the purpose of this study.

Principals of five primary and five secondary schools and three circuit managers were selected from Overberg Education district of the WCED. The three circuit managers were the managers of the principals in the respective circuits in the district. I then selected five principals of primary schools and five principals of secondary schools. The following criteria were considered when selecting the participants:

- one primary school principal and one secondary school principal of rural schools had to share their experiences in managing a small school with a small staff;

- one primary school principal and one secondary school principal of urban schools had to share their experiences in managing a big school with a big staff;

- one novice primary school principal and one novice secondary school principal had to share their experiences of making the transition from being a classroom-based teacher to an office-based principal;

- one primary school principal and one secondary school principal with more than ten years' experience as principals had to share their experience of being a principal; and

- one primary school principal and one secondary school principal who experienced excellence in terms of school management and leadership had to share their experiences.

The sample size for this study, the ten principals and three circuit managers, contributed rich and valuable information. According to Punch (2005:238) and Lichtman (2010:250), sample sizes in qualitative research are typically small and influenced by theoretical considerations.

3.3.1.2 Site selection

The selected education district was one of the eight education districts of the WCED and is one of the four rural districts. Schools are supported by the district office, which had a staff of 130 members at the time of this research (2019). At the time of writing, the different support structures to schools at district level were –

- the Management and Governance component;

- the Curriculum Support component;

- the Learner Support component; and

- the Corporate Service component (see DBE, 2013).

The district office renders support services to schools regarding management and governance, quality curriculum implementation, learners with special needs and finances and compliance (see DBE, 2013). At the time of this study, the Overberg Education District was located within the boundaries of the Overberg District Municipality. The district had 58 primary schools, 19 secondary schools, 5 intermediate schools and 5 combined schools. A further breakdown showed the district had 42 490 learners, 87 principals, 58 deputy principals, 181 departmental heads and 985 post level 1 teachers (i.e. teachers who are not in promotion posts) (WCED, 2020).

The Overberg District Municipality is a Category C municipality (one with municipal executive and legislative authority over several municipalities) in the Western Cape, just over Sir Lowry's Pass to Africa's southernmost point (refer to map below). The adjacent municipalities are the Cape Winelands District to the north, Eden District to the east and City of Cape Town to the west. The Indian Ocean to the south-west and the Atlantic Ocean to the west both border the Overberg District Municipality. The municipality is the province's smallest region, accounting for just 9% of the province's total land area (see Stats SA, 2007). Theewaterskloof, Swellendam, Overstrand, and Cape Agulhas are the local municipalities forms part of the Overberg region. Bredasdorp is the municipality's seat. The total area covered is 12 241 km² and includes the major towns of Grabouw, Caledon, Hermanus, Bredasdorp and Swellendam (Statistics South Africa [Stats SA], 2007).

Figure 3.1:   Location of Overberg Education District

Source: Stats SA (2007)

3.3.2   Document analysis

Document analysis is a systematic procedure for reviewing or evaluating documents. Document analysis, according to Bowen (2009), is a form of qualitative research in which the researcher interprets documents to give voice and meaning to an evaluation topic. Document analysis, like all qualitative research approaches, necessitates the examination and interpretation of data in order to elicit meaning, gain understanding and build scientific expertise (Corbin & Strauss, 2008). Martella et al. (2013) state that document analysis has several advantages over observations and interviews for some types of information. First, document analysis involves permanent products, meaning that documents can be studied by several individuals at different times. Second, there is no reactivity on the part of the participants. Finally, information that may not be available anywhere else may available in the documents. Therefore, document analysis could fill the gaps in observational or interview data and check the accuracy of such information.

Martella et al. (2013) also warn about the weaknesses of document analysis:

- information found in documents may be incomplete;

- information in the documents may be inaccurate. Just because the information is official, its accuracy is not ensured;

- information in documents may highlight only the positive and leave out the negative; and

- documents usually vary in the quality of information they contain and the specificity of that information.

Martella et al. (2013) believe that a combination of other resources of data collection with document analysis would improve the believability of the data.

The analysis of documents includes the coding of content into themes similarly to how interview transcripts are analysed. According to O'Leary (2014), the following three types of documents reflected in Table 3.5 can be analysed:

Table 3.5:   Types of documents

Type of document	Descriptions and examples of documents
Public records	The official, ongoing records of the activities of an organisation, such as learner transcripts, mission statements, annual reports, policy manuals, learner handbooks, strategic plans, and syllabi.
Personal documents	First-person accounts of an individual's actions, experiences and beliefs, such as calendars, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections or journals, and newspapers.
Physical evidence	Physical objects found within the study setting (often called artefacts), such as flyers, posters, agendas, handbooks, and training materials.

Source: O'Leary (2014)

3.4 TRUSTWORTHINESS

Interpretive research, according to McGregor and Murnane (2010:422), aims for authenticity, transferability, dependability, trustworthiness and confirmability. The term "**trustworthiness**" refers to the data's honesty, richness, and depth (Cohen, Manion & Morrison, 2013). The researcher developed the interview questions based on the applicable literature and theoretical framework that the researcher employed in order to preserve trustworthiness. The interview schedule was included in the ethical application to conduct this study, which helped to ensure the integrity of the study. The principles of validity and reliability in qualitative research include the idea of trustworthiness. Internal validity or **credibility**, according to Merriam (1998), refers to how well the study results match reality. This refers to whether the observations or the researcher's interpretation of the results, accurately represent what was discovered.

I ensured **reliability** in this study by personally recording and transcribing of interview (with permission). After the interviews, verbatim transcriptions were completed. The

researcher was able to replay the responses using the audio recorder to ensure that the exact responses were transcribed.

To encourage trustworthiness, the reseacher used the following methods, as outlined by Merriam (2009:229):

- Participant validation: The data and preliminary interpretations were returned to the participants to ensure that they were reliable representations of their answers.

- • Reflexivity of the researcher: Because the researcher worked in the same field as the participants, he sought to preserve objectivity at all times.

This research had to follow ethical research guidelines since it included gathering data from and about people (Punch, 2005:276). The researcher performed the investigation in an ethical manner (Merriam, 1998), adhering to the ethical standards highlighted by Lichtman (2010:54–58) and Denzin and Lincoln (2003) to ensure validity and reliability.

3.5 TRIANGULATION

Triangulation is the process of gathering information from multiple sources and methods in order to strengthen themes (Kaplan & Maxwell, 2005). Triangulation also refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Martella et al. (2013) warns that triangulation should be one of the first concerns of critical research consumers when reviewing a qualitative investigation. They also assert that integrating data from different sources has the benefit of overcoming the disadvantages of a single data source. Figure 3.3 below indicates that there are four types of triangulation, as explained by Patton (1999):
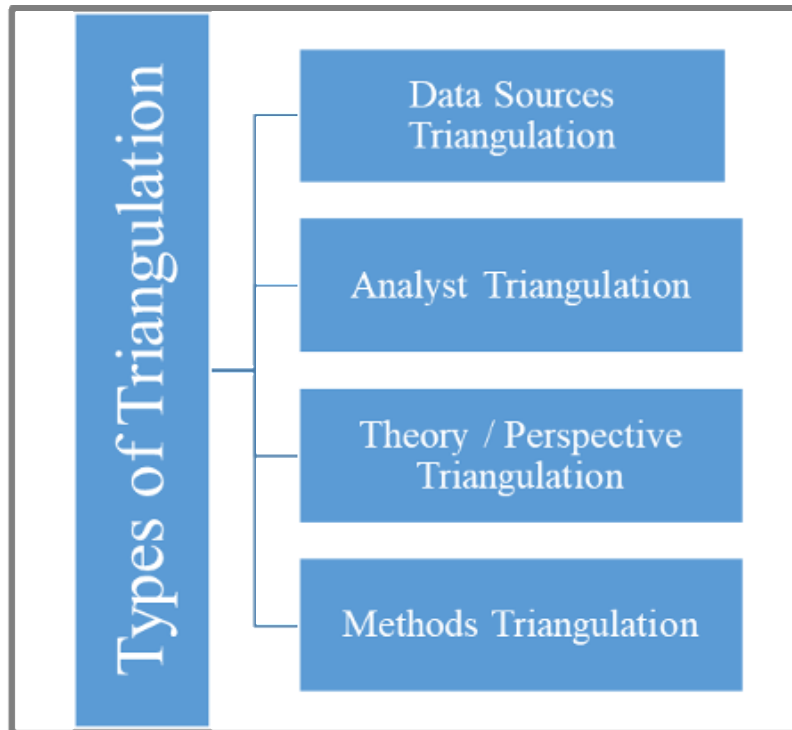
Figure 3.2: **Four types of triangulation**

Source: Patton (1999)

This study used **data sources triangulation** comparing data collected from document analysis with interview data. Using document analysis and conducting interviews as data collection techniques, provided the triangulation of data to ensure that it was the participant's voice and not that of the researcher that was heard (Goldbart & Hustler, 2005:17). According to Patton (1990), the primary objective of triangulation is to verify knowledge collected from one source by collecting data from another. Document review, according to Bowen (2009), is a social science approach and an essential research tool in and of itself. Document analysis is an important component of most triangulation schemes, which combine different methodologies to analyse the same phenomenon. Denzin and Lincoln (2003) state that document analysis is often used in combination with other qualitative research methods as a means of triangulation. Bowen (2009) acknowledges that qualitative researchers typically use at least two tools to find convergence and corroboration by using various data sources and methods. Bowen adds that the aim of triangulation is to provide a confluence of evidence that breeds legitimacy and that by corroborating results through data sets, researchers may minimise the impact of possible bias through analysing data collected across various methods.

In conclusion, it is safe to deduct that triangulation is also viewed as a qualitative research strategy to test validity through the convergence of information from different sources. The interviewees were given transcripts of the interviews to see if they thought the information obtained during the interview process was a reliable representation of their narratives. After reading the transcriptions based on our interviews, participants were encouraged to add or remove portions of their narratives if they felt dissatisfied with the information discussed or wished to add additional explanations. A copy of the final research findings was also given to each participant.

3.6 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

The data for this study was collected from the analysis of two documents on mentoring issued by the Department of Basic Education and the National Treasury as well as from conducting semi-structured interviews with ten principals and three circuit managers. The analysis of the collected data was aimed at addressing the research question and the three sub-questions of this study. A further aim of the data analysis was to comprehend the various essential fundamentals of the data by investigating relationships between perceptions, ideas or variables in search of patterns or trends that could be identified or isolated in order to form themes (Mouton 2006). The way the questions on the interview schedule were structured gave an indication of how the analysis would be carried out. (see attached Appendices F and G).

The interviews were transcribed by an experienced transcriber. The verbatim transcriptions retained the tokens and fillers of the spoken text. According to Merriam (1998), the best database for analysis is verbatim transcriptions of recorded interviews.

Figure 3.4 illustrates the data collection process as explained by Newby (2010). The data was categorised into themes to enable the researcher to make interpretations in order to integrate concepts and themes to acquire differences and variations and to determine deviations (Mouton, 2006). In analysing the data, coding of data, categorising of data and identifying concepts were used (Lichtman, 2010:197). According to Yin (2009), data analysis is an iterative process in which the researcher must return to the data numerous times to ensure that all data matches the interpretations provided or the conclusions drawn without unexplained anomalies or

inconsistencies, that all data is accounted for, contradicting interpretations are considered and that the case's significant features are highlighted.
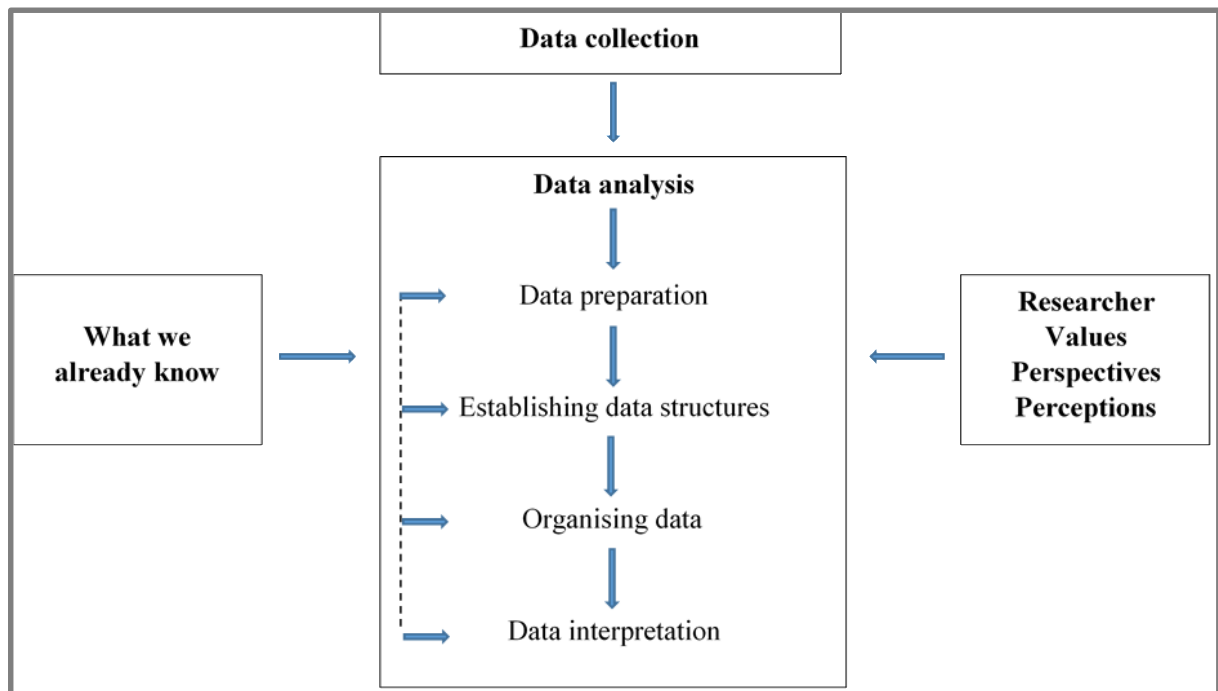
Figure 3.3:   The data analysis process

Source: Newby (2010)

The data development process as developed from the data collection tools comprised the following steps in the current research:

- analysis of the data collected from the document analysis, which was critical to ascertain which policies regarding mentoring and mentoring frameworks were available to principals and how these documents would inform the development of a mentoring framework for principals;

- analysis of the data collected during the semi-structured interviews; and

- triangulation of the data with data collected during the document analysis process.

3.7 ETHICAL CONSIDERATIONS

Ethical issues arise from our interaction with other people and the environment, especially at the point where there is potential or actual conflict of interest (Mouton,

2006). Mouton suggests that researchers have the right to collect data through interviews but not at the cost of the interviewees' right to privacy. Ethics demands informed consent, anonymity, privacy, honesty and confidentiality (Mouton, 2006). The expansion of relevant literature, as well as the appearance of regulatory codes of research conduct formulated by various agencies and professional bodies, indicate a growing understanding of ethical issues in research. The study's main ethical issues revolved around the confidentiality of the data and the privacy of the participants in the research phase. Participants were given pseudonyms, and all school names were changed. In terms of ethical interaction, participants were asked to provide written informed consent and were informed that they could withdraw from the study at any time with no consequences. The participants were also told that their interviews would be taped. The individual interviews were transcribed and the audio and typed transcripts will be safely preserved for the duration of the research study and after it is completed to preserve the participants' privacy. The research took place over the course of a year.

The first consideration was to receive approval from the Ethics Committee of the Cape Peninsula University of Technology (CPUT) to proceed with the research study. With the approval of Ethics Committee, I applied to conduct research in the sampled schools of the WCED. The necessary forms were completed and submitted to the Research Directorate. Being granted permission by the WCED to conduct the study, letters were sent to the participants informing them of the purpose of the study and requesting their informed permission to partake in the study (Henning, 2005). The letters assured the participants of confidentiality and anonymity. All participants were made aware that their participation was voluntary, and that they can withdraw from participating in the research. The principals and circuit managers signed a consent form acknowledging that they were aware of the scope and purpose of the interviews and study and that they agreed to have the interviews audio recorded. Participants were also made aware that the information they provided would only be used for the study's purposes.

3.8 CONCLUSION

The conceptual framework of the study, as well as the research method and research aims that flowed from it, were used to guide the research design in this chapter. The chapter also discussed how qualitative data was collected. Figure 3.5 below summarises and graphically illustrates the research design of this study. The study's data analysis of the collected are described in the following two chapters.
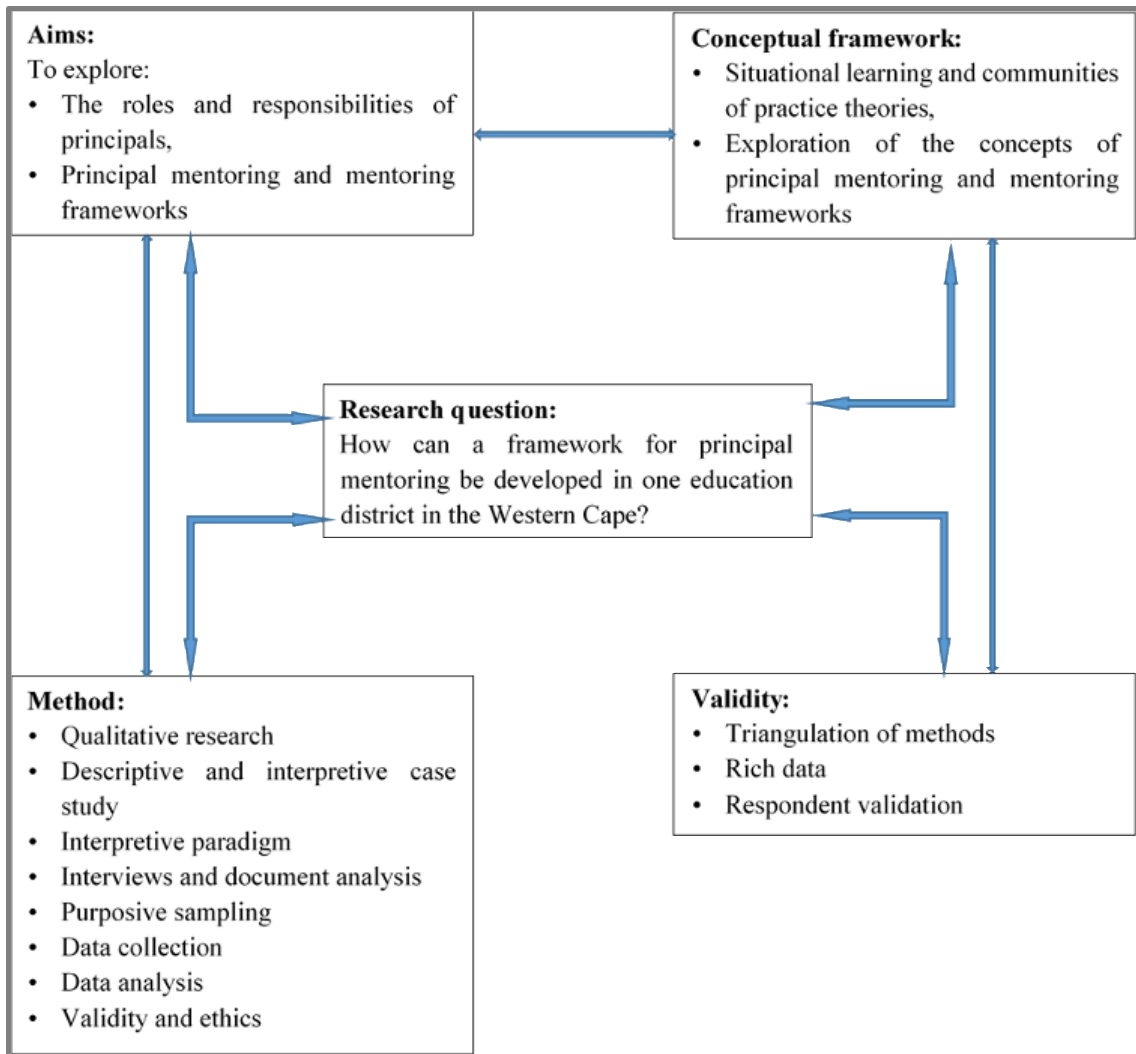
Figure 3.4: Summary of the research design of this study

Source: Researcher's own compilation

CHAPTER 4

PRESENTATION OF DATA

[I]f mentoring research is to be taken seriously by researchers and practitioners alike, it is incumbent upon researchers to articulate the theoretical underpinnings of their empirical work (Erich, Hansford & Tennent 2001).

4.1 INTRODUCTION

Chapter 3 outlined the research design and methodology employed in this study. The aim of this study was to develop a mentoring framework for principals. The aim of this chapter is to present the data collected by means of document analysis and interviews with principals and circuit managers regarding their experiences and expectations of principal mentoring in one education district in the Western Cape. The conceptual focus of this study was to understand how the development of a mentoring framework for principals as a professional development strategy can improve the managerial and leadership praxis of principals. In doing so, the researcher considered the mentoring practices for principals in the Overberg Education District to ensure that they execute the roles and responsibilities of principals as per the SASA (see section 2.2) sufficiently.

The central aim of this study, which was to answer the primary research question and the subsequent secondary questions, influenced the data presentation:

How can a framework for principal mentoring be developed in one education district in the Western Cape?

The sub-questions for this study were:

- How do principals experience the roles and responsibilities specified in their job description as stated in the South African Schools Act (No. 84 of 1996)?

- What are the perceptions and experiences of principals and circuit managers in the Overberg Education District with regard to the need and development of such a framework?

- How can the perceptions and experiences of the principals and circuit managers contribute to the development of a mentoring framework?

The presentation of the data will be according to the key themes that emerged from the document analysis and the transcribed data obtained from the semi-structured interviews. The identities of the participants were protected by using pseudonyms to comply with ethical principles.

4.2 DOCUMENT ANALYSIS

The documents analysed for the purpose of this study were:

1. a module of the Advanced Certificate: Education (School Management and Leadership) called Mentor School Managers and Manage Mentoring Programmes in Schools, offered by universities and endorsed by the Department of Basic Education (DBE) (see DBE, 2008); and
2. the Public Finance Management Mentorship Implementation Guideline developed by the National Treasury of South Africa (see National Treasury, 2017).

These documents proved to be rich in data and were found useful to answer the research questions and to verify and triangulate data collected from the interviews.

4.2.1 Document 1: Mentor School Managers and Manage Mentoring Programmes in Schools: A module of the Advanced Certificate: Education

In 2008, the DBE offered bursaries to students to complete the two-year part-time Advanced Certificate in Education (ACE): School Management and Leadership. The ACE programme is aimed at empowering school leaders to lead and manage schools effectively. The programme aims to create a corps of education leaders who apply essential understanding, values, experience and skills to school leadership and management by providing organised learning opportunities that facilitate quality education in South African schools. It also aims to support these teachers to improve their skills and knowledge they will need to effectively lead and manage schools, as well as contribute to improving education delivery in the system (see DBE, 2008).

Various universities accredited, managed and offered the certificate, such as Stellenbosch University, University of Western Cape and University of Cape Town. The course comprised the following twelve modules:

- Develop a portfolio to demonstrate school leadership and management competence

- Lead and manage effective use of ICTs (information and communications technology) in schools

- Understand school leadership and management in the South African context

- Language in leadership and management

- Manage policy, planning, school development and governance

- Lead and manage people

- Manage organisational systems, physical and financial resources

- Manage teaching and learning

- Lead and manage a subject, learning area or phase

- **Mentor School Managers and Manage Mentoring Programmes in Schools**

- Plan and conduct assessment

- Moderate assessment (see DBE, 2008)

For the purpose of this study, this section reflects one specific module, namely Mentor School Managers and Manage Mentoring Programmes in Schools. This module aims to empower principals and teachers to develop and implement mentoring programmes in their schools. The module assumes that principals are natural mentors (because of their position), and principals are expected to acquire mentoring skills and the ability to manage mentoring programmes. The module addresses three key questions:

1. What is mentoring?

2. What are the personal and professional qualities of effective mentors?

3. How can the establishment, monitoring and evaluation of a school mentoring programme be managed?

Although this module is part of the course, it is not compulsory and candidates may elect to do it. The module carries 12 credits, and the prescribed time for completion is 120 hours, namely contact time, reading time, research time and time required to complete assignments (see DBE, 2008). The learning outcomes of the module are to –

1. demonstrate knowledge of mentorship;

2. demonstrate understanding of the significance of mentoring programmes in South Africa in general and in schools in particular;

3. demonstrate the skills and personal qualities required for successful mentoring;

4. manage the establishment, monitoring and evaluation of a mentoring and coaching programme;

5. understand and be able to apply relevant content knowledge in mentoring; and

6. understand the role of a school mentoring programme as part of the overall development plan of the school.

Although the module defines mentoring, mentees and mentors and makes a connection with adult learning, critical elements and components of mentoring and mentoring framework were omitted. The course can be seen as an introduction to mentoring for principals, and provides a skew view of what a mentoring programme is Nowhere in the module are the responsibilities of mentees and mentors addressed, neither is there any reference to the importance of matching of mentees and mentors. The importance of mentoring relationships as well as the phases as discussed in section 2.3 above is ignored. The module (or course) is by no means a mentoring framework for principals; rather, principals are introduced to mentoring and are expected to be mentors to teachers at their schools.

4.2.2 Document 2: The Public Finance Management Mentorship Implementation Guideline

The Public Finance Management Mentorship Implementation Guideline was developed by the National Treasury of South Africa in 2017 (see National Treasury, 2017). The purpose of the guideline is to:

- provide guidance and direction to the Public Finance Management (PFM) sector and instilling a mentoring culture in the public sector;

- promote integrated learning in order to facilitate the systematic transfer of specific and required competencies and skills, knowledge sharing, positive attitudes and the retention of talent;

- accelerate and support the development of employees and the transfer of training to mentees; and

- ensure optimal career management through appropriate empowerment and the transfer of skills and mentees (see National Treasury, 2017).

The guideline is supported by –

- Annexure A to the Public Finance Management Mentorship Implementation Guideline, the Competency Framework for Financial Management (CFFM), which addresses the technical, core and behavioural competencies required by public financial management officials in national and provincial departments, constitutional institutions and public entities listed in Schedule 2 and 3 OF the Public Finance Management Act (PFMA) (No. 1 OF 1999) (National Treasury, 2010);

- Annexure B – Mentorship agreement; and

- Annexure C – Mentorship manual for the mentee and mentor, defines the mentoring process.

The implementation date of the guideline was 3 April 2017, and the guideline should be applied throughout the Public Finance Management sector within the three spheres of government, i.e. national, provincial and municipal (see National Treasury, 2017).

In terms of the legislative framework and policy framework, the guideline is compiled in line with the provisions and principles contained in:

- the Public Service Act (No. 103 of 1994 as amended (see DPSA, 1994);

- the Public Service Regulations of 2016 (see DPSA, 2016);

- the Skills Development Act (No. 97 of 1998 as amended (see South African Government, 1998); and

- the National Human Resource Development Strategic Framework for the Public Service of 2016 (see DPSA, 2016).

The guideline (National Treasury, 2017:10) defines a mentoring relationship as –

> [A] relationship between two or more people, where the relationship has a specific purpose. The relationship is reciprocal and both parties benefit, albeit in different ways. The mentor-mentee relationship is dynamic with different stages or phases. Each mentor-mentee relationship is unique although there may be certain general characteristics in all mentor-mentee relationships. This relationship transcends duty and obligation and often involves coaching, networking, sponsoring and career counselling.

A **mentorship coordinator** is a formally designated employee who oversees the networking and target attainment involved in mentoring, as well as assisting with the interactive processes between mentors, mentees, and related managers, as described in the guideline. A **mentor** is described as an experienced and willing person who has been trained in supporting, counselling, guiding, and coaching and who has agreed to mentor or be chosen by or matched with a mentee, according to the guideline (see National Treasury, 2017). A **mentee**, according to the guideline, is any employee who needs assistance in actualising growth and effective integration and has been trained in the mentoring process. A mentee can be:

- a new recruit or employee;

- someone who is seeking technical or professional education;

- someone who is transitioning into a people management role;

- someone starting a new job;

- those who wants to better their work performance; and

- those interested in gaining new skills and knowledge.
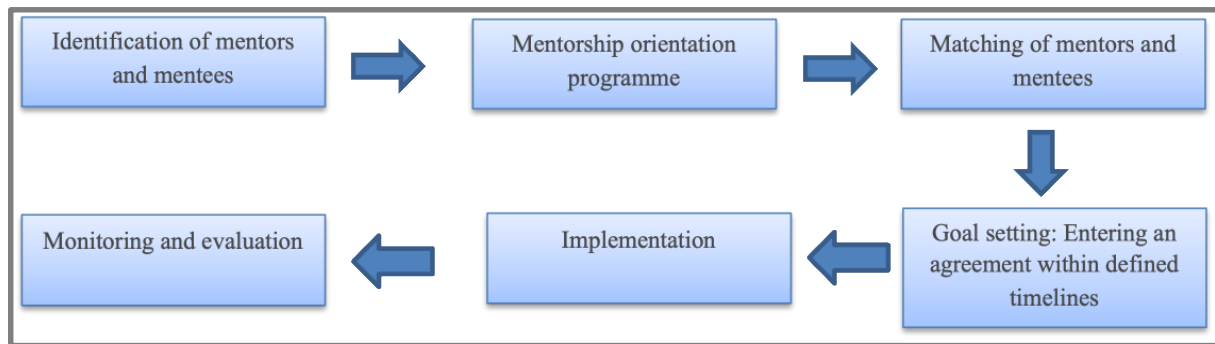
Figure 4.1:   **The flow of the mentoring process**

Source: National Treasury (2017)

During the **identification** of mentors and mentees phase, internal communication and marketing will take place requesting employees' involvement either as a mentor or as a mentee. The key roles, responsibilities and expectations mentors and mentees are addressed in the **mentorship orientation** phase. The mentoring orientation will cover the mentoring process, the mentor-mentee agreement, and the conflict resolution procedure. During the mentor-mentee **matching** process, mentee applicants may request a particular mentor or ask the HR department for support in selecting a mentor. Mentors and mentees will meet for a predetermined amount of time to focus on objectives that they will mutually build during the **goal setting and contracting** process. The goals can be related to any aspect of the mentee's department's work and are directly linked to the mentee's current or potential role in the Public Service (see National Treasury, 2017). The **process of implementation**, according to the guideline, entails quarterly applications coupled with orientation training to accommodate new employees and maintain the mentorship programme initiative. During the **monitoring and evaluation** (M&E) phase, the HR department and the mentorship coordinator are established as key role players in assessing the mentoring process.

The guideline uses the description of the roles and responsibilities of the mentor as described in the Department of Public Service Administration Guide (National Treasury, 2017), which has a psychological and facilitative role. The mentor's psychological role involves assisting the mentee in facing and resolving the pressures and burdens of work and personal life, as well as the tension that often occurs between

the two, by offering emotional support. Emotional support to the mentee demands the mentor to:

- actively listen;

- keep things in perspective and believe in the mentee;

- elicit suggestions from mentees while allowing them to come up with their own solutions;

- hold mentees responsible for their own choices; and

- continue to provide feedback.

To ensure optimum efficiency, the facilitation role includes training and orienting the mentees to the realities of their workplace. The emphasis is on passing on knowledge and skills in all areas of their work. This role requires the mentor to:

- encourage the mentees' effort and creativity to motivate them to take action;

- be role models for others;

- provide assistance through –

  - assisting in the clarification of performance objectives and developmental requirements;

  - the promotion and facilitation the growth of managerial and technical skills through training; and

  - highlighting particular areas of behaviour where mentees can improve;

- help mentees develop and exercise authority by activating their capacity to deal with issues and solve problems.

The roles of the mentor are illustrated in Table 4.1 below as adapted from Meyer and Fourie (2004).

Table 4.1: **The roles of the mentor**

Role	Action
Mother	Provides physical and emotional support and gives them something to consider very carefully.
Father	Ensures that the mentee is in a healthy and comfortable environment in which to grow and develop.
Sounding board	By offering input and personal observations about a specific problem, assess mentees' actions and provide them the opportunity to focus on their strengths and weaknesses.
Adviser	Gives advice and guidance to mentees when they need it and reviews their development plans on a regular basis.
Inspirer	Motivates and inspires mentees to achieve and exceed goals. Is always enthusiastic and positive.
Developer	Promotes the personal and professional development of mentees to meet the needs of both the mentees and the mentor.
Networker	Establish support systems for mentees by identifying networks from which they could benefit.
Knowledge broker	Give the mentees demanding and meaningful work or projects to work on.
Communicator	Being able to communicate efficiently. Provide mentees opportunities for input and assists them in developing their communication skills.
Listener	Listens to mentees' problems in order to assist them in finding a solution.

Source: Adapted from Meyer and Fourie (2004)

The roles of the mentee are illustrated in Table 4.2 below as adapted from Meyer and Fourie (2004) in the guideline.

Table 4.2:   The roles of the mentee

Role	Action
Learner	Accepts the idea of lifelong learning and actively learns.
Reflector	Internalises encounters with mentors and all learning experiences by conceptualising and evaluating experiences.
Researcher	Knowledge is collected, analysed, and conclusions are drawn.
Self-development	Identifies developmental needs in oneself, develops a strategy and accepts responsibility for one's own growth.
Communicator	Owns up to his or her own thoughts, fears and issues.
Listener	Actively listens, is focussed and concentrates when spoken to.
Interpreter	Understands what is being said and converts it into appropriate action.
Implementer	Executes action plans and events that have been decided upon.
Relationship builder	Develops close connections with the mentor and his or her network. This is something he accepts responsibility for.
Innovator	Uses conceptual skills to come up with innovative solutions to the mentor's problems.
Problem solver	Learns to solve problems under the supervision of a mentor until he or she has mastered the art of seeking answers on their own.

Source: Adapted from Meyer and Fourie (2004)

The guideline also elaborates on the benefits of personal and professional development for the mentor, mentee and organisation as well as the principles for mentoring, which are in line with section 2.3 above. The Public Finance Management Mentorship Implementation Guideline was used to analyse how the public sector implements mentoring in the absence of sufficient guidelines or policy regarding mentoring in the education sector in South Africa. The Advanced Certificate: Education (School Management and Leadership) is the only document in the form of a certification qualification to address the absence of knowledge and skills of principals in South Africa. A solitary reference to mentoring is made in the National Education Policy (NEPA) Act No. 27 of 1996 (see DBE, 1996). Under the community, citizenship and pastoral role (one of the seven roles of teachers – see section 3.7) the following sentence appears: "[o]perating as a mentor through providing a mentoring support system to student educators and colleagues" (DBE, 1996b:A-50). In the absence of a policy, guideline or framework for principal mentoring, this study aimed to develop a mentoring framework for principals.

4.3 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

The 10 participants as per sampling explained in Chapter 3 (3.3.1.1) were as follows:

- one primary school principal and one secondary school principal of rural schools to share their experiences in managing a multi-grade school[1] with a small staff;

- one primary school principal and one secondary school principal of town schools to share their experiences in managing a big school with a big staff;

- one novice primary school principal and one novice secondary school principal to share their experiences of making the transition from being a classroom-based teacher to an office-based principal;

- one primary school principal and one secondary school principal with more than ten years' experience as principals to share their experiences of being a principal; and

- one primary school principal and one secondary school principal who proven excellence in terms of school management and leadership.

The table is followed by graphical illustrations of the information.

---

[1] A **multi-grade school** is a school in which there are some classes in which learners of more than one grade are taught by a single teacher (see DBE, 2015). **Multi-grade teaching** refers to a situation in which one teacher, who is ofte from a different culture and language background than the students, teaches all or some of the learning areas to students who are in a number of phases. Multi-grade teaching is most common in rural areas and on farms. (see Joubert, 2009).

Table 4.3:   Biographical information of participants

Participant	Age	Race	Gender	Teaching experience	Experience as principal	Highest qualification
SP1	52	Coloured	Male	29	7	Advanced Certificate in Education
SP2	55	White	Male	21	5	Honours degree
SP3	47	Black	Female	23	4	Advanced Certificate in Education
SP4	47	Coloured	Male	26	5	Higher Diploma in Education
SP5	50	Coloured	Female	24	1	Master's degree
SP6	54	Coloured	Male	29	15	Advanced Certificate in Education
SP7	53	Coloured	Male	30	10	Advanced Certificate in Education
SP8	49	Coloured	Male	24	3	Four-year bachelor's degree
SP9	56	Coloured	Male	22	12	Honours degree
SP10	45	Coloured	Female	21	4	Advanced Certificate in Education

Source: EduInfoSearch (2020)
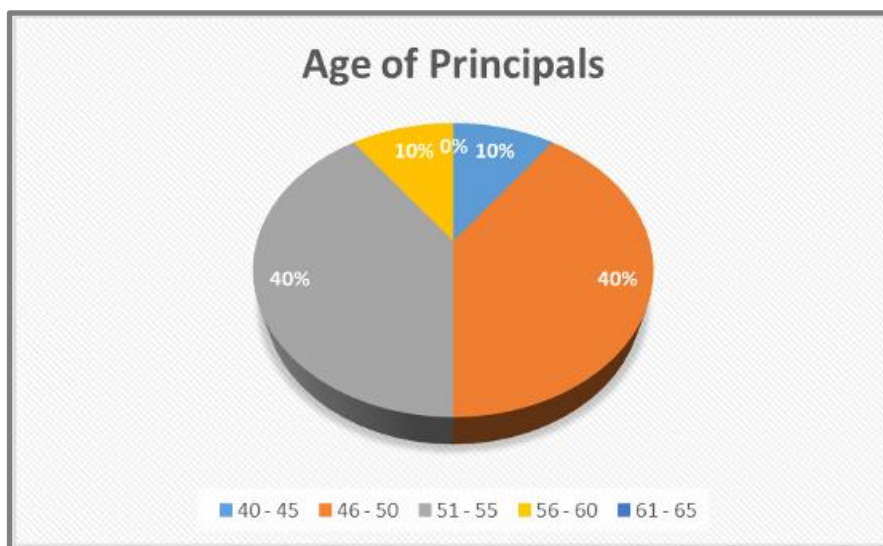
Figure 4.2:   Age

Figure 4.2 below shows that four principals were between the ages of 46 and 50, four principals were between the ages of 51 and 55, one principal was between the ages of 56 and 60 and one principal was between the ages of 61 and 65.
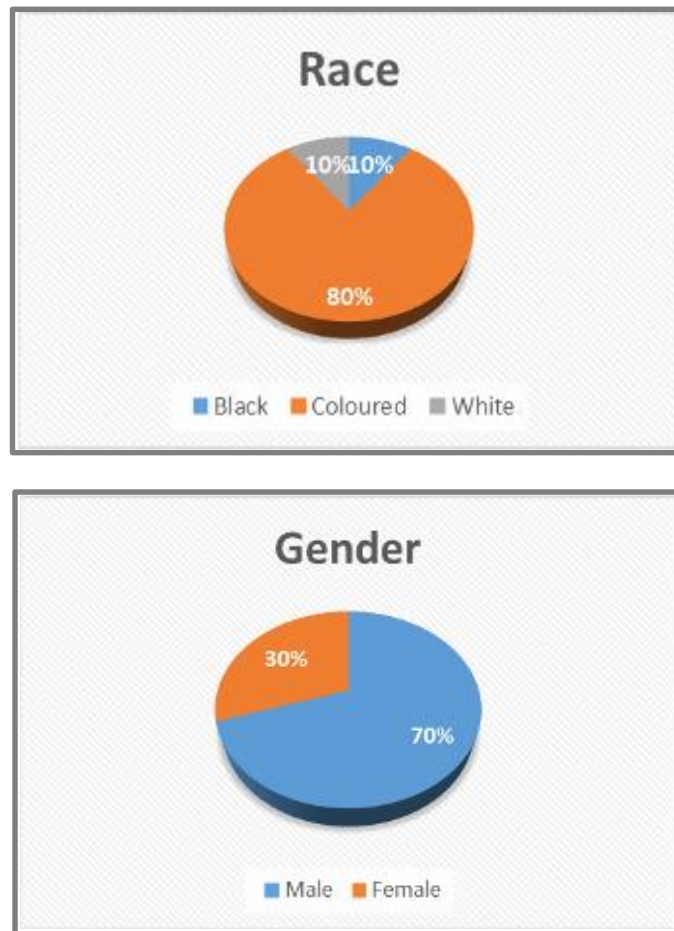
Figure 4.3:   Race and gender

Figure 4.3 shows that eight principals were coloured, one principal was white and one principal was black. It also shows that seven principals were male and three were female.
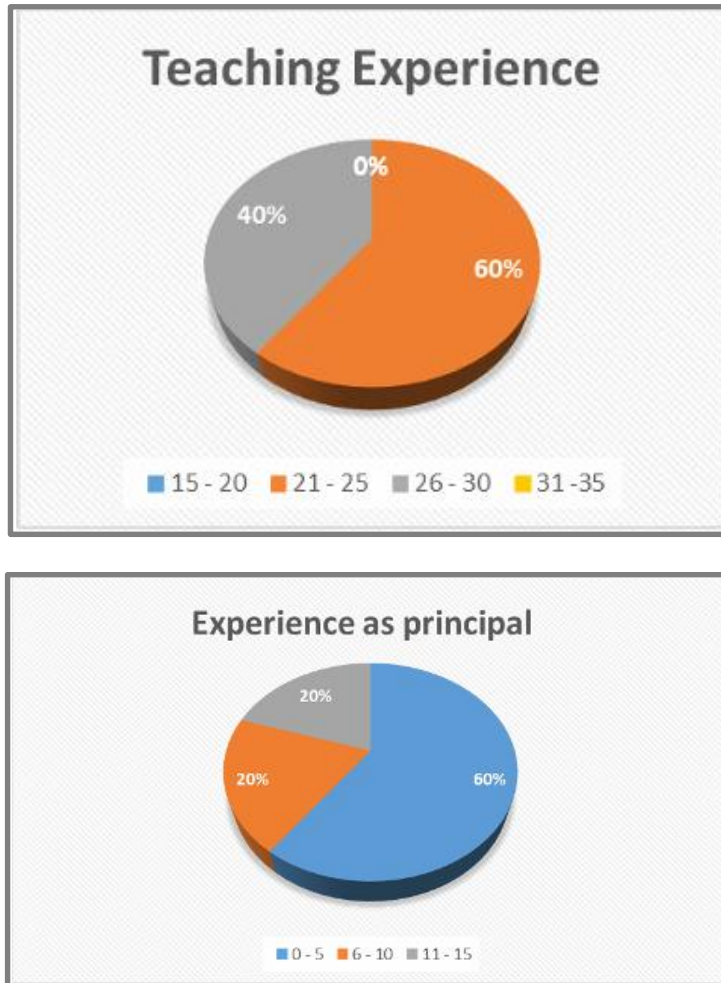
Figure 4.4:   Teaching experience

Figure 4.4 show that six principals had 21 to 25 years of teaching experience and four principals had 26 to 30 years of teaching experience. The graphs also show that six principals had 0 to five years' experience, two principals had between six and 10 years' experience and two principals had 11 to 15 years' experience as principal.
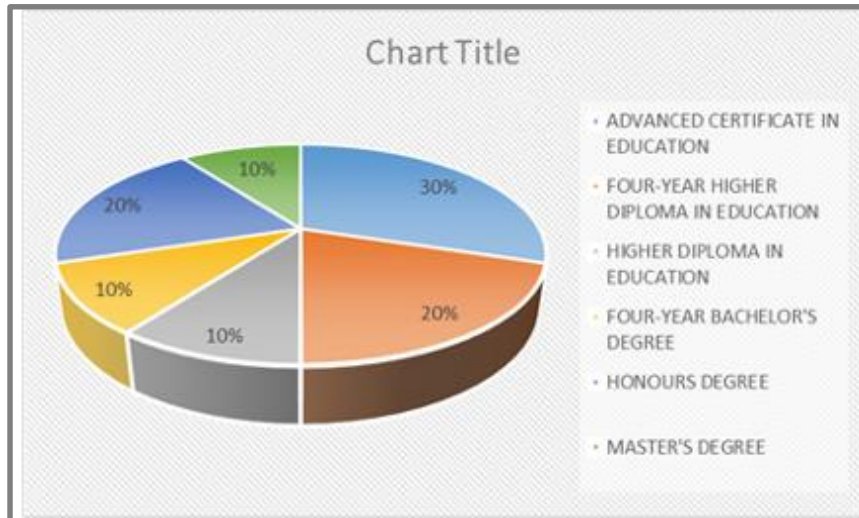
Figure 4.5:   Highest qualification

Graph 4.4 shows that three principals had an Advanced Certificate in Education, two principals had a four-year Higher Diploma in Education, two principals an honours degree in Education, one principal have a Higher Diploma in Education, one principal had a four-year bachelor's degree and one principal had a master's degree in education.

4.4   INTERVIEW DATA FROM PRINCIPALS

A set of sixteen questions were posed to principals relating to their experience of their roles and responsibilities (sections 4.4.1 – 4.4.3), conceptualising mentoring (sections 4.4.4 – 4.4.6) and conceptualising a mentoring framework as developmental strategy (4.4.7 – 4.4.14)

4.4.1   Job satisfaction

Making a difference in the lives of the learners, staff, community members and contributing to the school's growth, provided job satisfaction for seven of the participants. Please note that all responses are reproduced verbatim and unedited. SP2 said:

> [T]he major thing for me is being the difference and contributing to the growth of
> the school.

To be in a position to influence and inspire young adults and to receive the appreciation and respect of the school community (SP4).

Four of the principals who had been interviewed indicated that the achievements and successes of the learners and teachers gave them satisfaction.

4.4.2 Challenges

The question posed on which part of the job principals find challenging, eight participants indicated that they struggled with absenteeism of teachers and with people management. SP6 responded:

[W]hen they [teachers] are absent, curriculum delivery stands still, which results in learners not being taught but just being supervised.

SP10 said that, when arriving at school and receiving two or three messages from teachers saying that they would be absent for the day posed considerable implications for teaching and learning because the school did not have any funds for substitute teachers. SP4 said:

[T]o deal with adults. Adults that do not want to listen and are stagnate with their old-age ideas.

SP5 replied that he found maintaining the discipline of learners and teachers very difficult. SP7 responded:

[F]or me, the challenging part is the staff, all their issues, their negativity, then some of them lack skills.

The two multi-grade school principals indicated that the context of schools is difficult to manage. They indicated that they found it challenging to be the principal and a full-time multi-grade teacher at the same time. SP1 said that the multi-grade school presented its own challenges and that teachers were not trained for multi-grade teaching. He answered:

[A] lack of training in multi-grade teaching demands from me to spend more time mediating the curriculum with them.

SP2, a multi-grade principal, responded:

> [T]oo many to name, but it is better after four years in the post. I have learnt through trial and error, so I am not afraid to makes mistakes anymore.

Five participants indicated that administration was challenging. They said that the overload of paperwork, the request of the same information from the different components of the district office and the unreasonable demands of the education system were contributing factors. SP8 responded with frustration:

> [I]t is the duplication, if the department have a central receiver of the schools' information so that we do not have to duplicate everything. For example, they want three registers to monitor the absenteeism, one on PMPS [People Management Performance System], one on a Google form and one on Excel.

She said she was coping with the administration but the duplication and demands of the department kept her from focussing on the 'real' management of the school.

4.4.3   Preparation for principals

All the participants indicated that they had no formal preparation before entering the principal post because of the absence of a formal preparation programme or mentoring programme. SP5 said:

> [M]y main preparation for this post was my experience that I gained over the years.

He referred to his experience in senior management positions at the different schools where he had taught in the past. He added:

> I was acting deputy principal from 2003 to 2009, then I was appointed as deputy principal at another school. For me, that was valuable experience when I was appointed in this position.

SP4 also indicated that he acted as head of department, deputy principal and principal. He replied:

> I started at an early stage in my teaching career to involve myself in the planning and administration of the school and I had principals at that schools who gave the necessary exposure.

Three of the principals indicated that they had obtained the Advanced Certificate in Education (ACE) for School Leadership. SP3 answered:

> [T]he ACE was aimed to empower school leaders to lead and manage schools effectively in a challenging environment. This programme helped me to reflect on my leadership style to enable me to develop skills, knowledge and values to lead the school as principal.

Three principals said that they had received informal mentoring from their previous principals, and one principal indicated that she had received informal mentoring from her circuit manager. SP6 responded:

> [M]y principal indirectly told me that he is busy mentoring me, by exposing me to certain administration, managing the school's finances and just giving me free reign to try out new things.

SP8 indicated that during her time as deputy principal, her principal gave her opportunities to prepare her to be a principal of a school. SP10 responded:

> [T]he previous circuit manager was very supportive. She helped me get in shape mentally for the post. She organised, for example, meetings with the finance officers but these meetings were so inappropriate because they talk about stuff that I did not encounter before and it was useless at that stage.

4.4.4 Understanding of the concept of mentoring

All of the participants demonstrated a thorough understanding of the mentoring concept in their responses. SP1 said:

> [A] more experience person helps and guides a less experience person.

SP2 however saw mentoring as a process of the transfer of knowledge, expertise, experiences and skills from an experienced person to an inexperienced person. SP3 answered:

> [I]t [mentoring] involves a relationship between either two people or one person on the one hand and a group of people on the other with an intention of transferring knowledge and skills and encouraging growth and the necessary risk taking. Mentoring is a critical element in developing school leaders to become competent

and to shape our view as leaders on how to manage the interrelated organisational systems and physical and financial resources of the school.

Mentoring, according to SP4, is a two-way partnership. He emphasised that it was not necessarily a relationship between an old and a young person but rather a relationship between an experienced person and a willing inexperienced person. More important, he said that mentoring should a reciprocal learning experience.

SP5 answered:

[I]t [mentoring] is a common understanding between two people, a relationship.

SP6 agreed with SP4 in his response:

[M]entoring is when I share my experiences with you as mentee but on the other hand, I can also learn from the mentee. So, for me it is a reciprocal process where both parties in the relationship can learn, a two-way process.

SP7 said:

I think that mentoring and coaching must go hand in hand.

SP8 differed in her reply and said that mentoring for her was about guiding and supporting novice teachers. SP9 replied:

[W]hen I think about mentoring, I think about the relationship between a father and a son.

SP10 responded:

[M]entoring for me is when you have someone to talk to, who listens and guides me in times of need, sorrow and laughter.

4.4.5   Exposure to mentoring

All the participants indicated that they had not had any exposure to a formal mentoring framework before taking up the post of principal. They responded that they had received informal mentoring from different people. SP4 said that he had received mentoring from his previous principals, colleagues and circuit managers but he had never participated in a formal mentoring framework. SP5 said:

[N]ot on a formal base, I was assigned to one experience principal to be my mentor but it never happened. I normally seek advice from my previous principal and I've asked him to be my mentor.

SP6 indicated that if and when he needed help, he contacted a few colleagues for assistance and guidance. SP7 said that her previous circuit manager took her under her wings and walked with her each step of the way:

[S]he was mentoring me on a lot of different skills, like leadership, finances, human resource management, planning and organisational skills.

SP9 indicated that, at the time, the department had no succession plan in place and that his previous principal gave him exposure with regard to administration, finances and planning whilst he was a deputy principal. He added, "there is no real mentoring taking place".

4.4.6   Influence of informal mentoring on their practice as principal

When asked whether informal mentoring had a good influence on their practices, all the participants responded with positive replies. Responses of eight of the participants indicated:

[I]t helped me with the daily routine of being a principal. (SP1)

[I]t contributed to my growth as principal. (SP2)

[G]aining self-confidence and become aware of my abilities and inabilities to carry out my work sufficiently. (SP3)

[I]t taught me how to be a principal. (SP4)

I benefitted hugely from their contributions and it is evident in my management of the school. (SP5)

I am more skilful. (SP7)

[I]t improved my relationship with my staff; it improved my soft skills. (SP8)

[I]t helped me the process of being a principal. (SP9)

SP6 said mentoring helped him with his administration, the interpretation of departmental guidelines and policies, and it increased his confidence in managing the school. SP10 indicated that the lack of mentoring left her feeling lost, insecure, helpless and lonely but that it forced her to read more and to reach out to colleagues.

4.4.7 Competence to manage without being exposed to formal mentoring framework

When asked about whether the lack of exposure to a formal mentoring framework had an impact on their competence to manage their roles and responsibilities as principal, most participants responded that at first it was a considerable struggle. SP4 said:

> [I]f principals are not expose to a mentoring framework than they will struggle because they have no background to fall back on.

He reiterated that novice principals who do not have the experience of school management will soon find out that they lack certain competencies. SP2 indicated that his confidence improved over the years in the principal position and now, after many mistakes and rectifying his mistakes on his own, he felt more competent in managing the school. He continued by saying:

> I worked hard on developing a set of abilities for example communication, problem solving, people management and decision-making.

SP1 mentioned that he learnt by trial and error and learning through making mistakes. He said:

> [I]f I was expose to such a mentoring framework, I would not only feel competent but feel that I have mastered the art of being a principal.

Learning whilst being in the job was expressed by most of the participants but they felt that, if they were exposed to a mentoring framework, they would be competent to manage their schools. SP5 responded:

> [U]nfortunately, as a principal, you have to learn whilst in the job and 80% of the time you would make mistakes and that is how I have learnt but as I said, it can be devastating when there is no-one to guide and inspire you.

SP7 replied that she felt very confident and competent as a principal but continued, expressing frustration:

> I'm competent but sometimes I let negativity or negative people let me doubt myself.

4.4.8 Contribution of a mentoring framework to improve management of a school

On the question of whether a mentoring framework can help improve school management, all of the participants answered affirmatively. SP3 indicated that mentoring would have given him the ability to think creatively and strategically–

> [I]t would also give me the opportunity to learn how to manage people and manage relationships.

SP6 said that mentoring would have taught him to reflect on his shortcomings and to work on it. He also said:

> [T]hrough a mentoring process, my ability to make decisions and manage certain situations better … take for example this COVID-19 pandemic, it requires very good management skills.

SP2 expressed the following view:

> I would say that it would make 100% sense that mentoring will help me or any novice principal to be better managers of schools.

Creating an ethos and value system contributes to a professional culture amongst teachers at school. SP5 mentioned that, as principal, one needs to see that one's teachers embrace the values of the school and live out the ethos of the school. SP3 indicated that mentoring would systemically help him to identify the needs and strengths of his staff and develop them into a committed and competent staff. SP4 responded:

> [A]t many of our schools, there are not such visions as a value system or that culture to make a difference. If mentorship can help me to let that happen at my school? It is possible.

SP10 added:

> [T]he experience of a mentor can give me more guidance to confidently model a positive value system which my staff can embrace and that would add to a positive school ethos and professional culture amongst teachers.

4.4.9   Elements of a mentoring framework for principals

On the question of what the participants think should be the main elements of a mentoring framework for principals, their responses differed and one could see that the principals were drawing on their own real-life experiences. SP1, the principal of a multi-grade school, said support and keeping the context of the school in mind were important, and added:

> Give support. To advise me as a principal when I need the advice and to deliver the support that make sense to me. You need to see the problem in the context of the school because schools differ from school to school.

SP2, also a principal of a multi-grade school agreed with SP1 in that one had to consider the effect of the multi-grade setting on the work:

> In my circumstances, context. The context that the person is going to find himself in.

He also shared that leadership should definitely be an element of the mentoring framework. SP3 said that the management of administrative systems and structures, physical and financial resources, organisational systems, HR management and conflict resolutions should be added as elements. SP4 indicated that people management, the improvement of school leadership, and how to establish a positive school culture were important to him. According to SP5, important elements are:

> [A] mutual understanding of the purpose of the mentor, the willingness from my side to be a mentee and the acknowledgement that mentoring is needed.

SP6 agreed that leadership and the management of certain systems should be prioritised when developing a mentoring framework.

I would say more about leadership and management methods of schools. I want to know what must I do to be more democratic or autocratic. Let's say leadership styles.

He also indicated that management of time, the curriculum, school finances and staff absenteeism should be some of the main elements that need to be considered. SP7 responded that the mentoring process should start with the orientation of the nine focus areas of whole-school evaluation (WSE) because WSE criteria (see DBE, 2001) are what principals need to know. She added –

[N]obody actually is trained to be a principal; you just get like a session [referring to induction] for new principals but you are not trained to be a principal.

SP8 agreed when she answered:

[N]ovice principals need to the trained in the job description of a principal.

SP9 concurred but added that a non-threatening environment should be created to develop fully together with your mentor. SP10 said that for her, the main elements of a mentoring framework were to have a mentor who is supportive, hardworking, a good listener and a comforter, someone who is reliable, creative and who has integrity.

4.4.10 Mentors in the mentoring framework

Most of the principals felt that district officials in specialist fields should be the mentors in the mentoring framework as indicated in Figure 4.6 below. The majority of participants expressed the need for circuit managers to be mentors. SP7 replied:

[D]efinitely my circuit manager, because she was my mentor and she have a lot of skills because she went through the ranks.

SP1 responded by saying:

[I]t is important that the circuit manager is one of the mentors.

He also indicated that the district's Integrated Quality Management System (IQMS) coordinator and multi-grade school principals could be used as mentors because they understood the context of the multi-grade principal. Only three participants indicated that retired principals should be used as mentors:

> [R]etired principals are experienced but they are not in the system now, so how relevant are their experience for today's novice principals? (SP4)

SP3 responded:

> [T]he director of the district, the circuit manager, the curriculum advisors, HR [human resource] and governance components of the district.

SP5 responded:

> [Y]ou have a lot of experience retired principals who can do it.

According to the findings of the interviews, participants claimed that novice principals should be assigned to separate mentors. Graph 4.5 below shows that the participants preferred that district officials, circuit managers and serving principals be used as mentors in the mentoring framework.
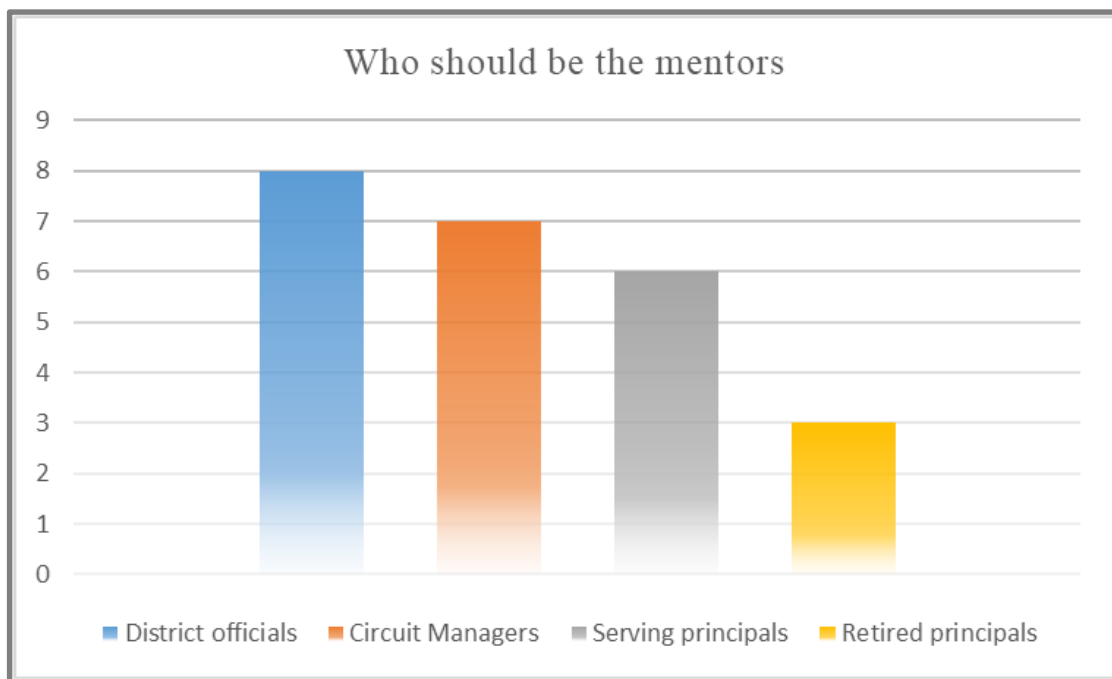
Figure 4.6:   Who should be the mentors?

4.4.11 Role of the mentors in the mentoring framework

The responses of the participants indicated their expectations of what the role of the mentor in the mentoring framework should be, and were as follows:

For SP1 –

> The mentor should be willing to share his expertise to act as a positive role model to me and have a personal interest in the relationship between the mentor and the mentee.

SP3 responded:

> [T]he role of the mentor should be to provide information, advice, emotional support, guidance and act as a role model. My expectations of a mentor are as follow: he or she should to be a facilitator with no agenda. Support me during the orientation and my professional development.

SP7 replied by saying:

> I will say honesty, reliability, trust and then morals and values, definitely.

SP9 said:

> The most import role for this person should be to be a listener. Does not have to be someone with all the answers. I do believe that we as principals has the answers within us, but it should be someone that guide the person to the solution. I think that is the huge difference for me. I read a book in the beginning of the year. The book explained the mentoring relationship. It came back to a father–son relationship.

SP10 answered:

> Someone who is critical in his [or] her opinion to help with your growth. Honest in his [or] her back reporting if you have done a project or had a challenge or success. Give guidance on how to run projects successfully. Have solutions [or] strategies to show as best practices.

4.4.12 Role of the mentee in the mentoring framework

The responses of the participants indicated that they had a good understanding of what the expectations of the role of the mentee in the mentoring framework were.

SP1 answered:

> [T]ake the mentor's knowledge and to know what do to with the new knowledge. There must be a connection between the mentor and the mentee, otherwise you could kiss the whole thing goodbye. The mentee should decide on the amount of guidance that he needs.

SP2 indicated that he had much to learn and wanted to give himself the opportunity to grow when he said:

> [B]ecause there is too much that you still need to learn, I give myself the opportunity to grow. Mentee should be open to engagement and show a willingness to participate.

SP3 responded:

> The mentee should have a burning desire to learn and act positively all the time. The mentee should also do self-reflection about his [or] her professional development during the mentoring process.

SP4 answered:

> [A]s a novice principal, you must acknowledge that you're new in the position and needs support. If you have that attitude, then you will be successful. As a mentee, I must be willing to learn.

SP5 replied:

> [H]e should be good listener and learner.

SP6 referred to lifelong learning when he said:

> [E]verybody must be constant learners.

SP7 said:

> [T]hat person must really have the willingness to learn. If you don't want to be
> there, you are not going to learn anything, so they must be like good participation.
> And sometimes people go to workshops and you can see from their body language
> they don't want to be there, they just go there because they must and that is why
> people are not willing to really learn.

SP8 also indicated that to be a learner and the willingness to learn are important when
she replied:

> I think they need to be to learners but I can also say the willingness to learn must
> be there.

For SP9:

> [The mentee] must be willing to learn and develop.

SP10 answered:

> Be reliable, be enthusiastic, be energetic and a lifelong learner. Ready to learn
> and to perform.

4.4.13 Outcomes of the mentoring framework

The responses of the participants were significant because it showed their
understanding of and need for a mentoring framework for novice principals. The
participants identified leadership, improving management skills, and a support base
for the mentee as important elements. SP2 answered:

> Better leadership. Becoming a better principal and if you get to the point of a better
> principal you will surely have a better school community, which means better
> teachers, better parents, better children. Because at the end of the day, people
> get use to a certain way of doing things.

SP4 responded by saying:

> It should maximise my strengths, overcome some of my weaknesses, capitalise
> on the opportunities, strategise before the threats have an impact on me.

SP5 replied:

> [T]he main outcome would be to ensure that there is a support base that would put the mentee at ease.

SP1 said it is important to set goals for oneself, and equally important, one should monitor one's progress and successes, whilst SP1 and SP6 were of the opinion that having an experienced mentor who can building a solid trusting relationship would reap the desired outcomes. SP3 replied:

> The main outcomes would be to ensure that there is a support base that would put the mentee at ease. Principals thinks that they are on top of it and no one can tell them anything. They make mistakes and it escalated to something else so you must know that you are allowed to make mistakes but it's important to correct those mistakes and learn from them.

4.4.14 How principals envision a mentoring framework

Not all the participants responded to the question on how they envisage mentoring framework. SP1 replied:

> First, I would say, identify the requirements of the mentee. Develop a framework or a strategy of your PGP [personal growth plan] and agree on a mentoring work plan and establish a mentoring relationship. Give mentoring support as acquired. This should include the willingness to learn and how to learn to cope on the structure of the framework.

For SP3:

> The mentorship framework should be developmental and should have built-in supportive structures in order to act accordingly in a changing world and environment. The framework should speed up the learning of a new job or skill, improve instructional performance, respond to Department of Education's mandate and alter the culture and the norms of the school by creating a positive collaborative sub-culture.

SP4 indicated that the principle of mutual respect should apply as well as a mutual commitment to participate. He also said that it should not be a top-down approach

because he perceived a mentoring process as a reciprocal learning process. SP4 continued by saying:

> [T]he relationship between the mentee and mentor should be built on a firm foundation.

SP9 argued:

> [I]t is about building partnerships or better relationships.

SP10 replied

> [T]o have a person on site for a period of time which can guide and support you. The reason for on site is for the availability. For the loneliness you experience. Just a person to talk and relate to. When the mentorship relationship is well structured then the mentor can withdraw but must always be available.

4.5 INTERVIEW DATA FROM CIRCUIT MANAGERS

A set of sixteen questions were posed to circuit managers relating to their experience of their roles and responsibilities (sections 4.5.1 – 4.5.5), conceptualising mentoring (sections 4.5.6) and conceptualising a mentoring framework as developmental strategy (4.5.7 – 4.5.9).

4.5.1 Job satisfaction

The three circuit managers interviewed, mentioned that providing support and advice to principals were the most satisfying part of their job. CM1 was of the opinion that the circuit manager post put him or her in a position to share his or her experience with principals, and emphasised that the holistic development of schools would lead to the improvement of teaching and learning at schools. For CM1, the aim was:

> To empower principals to improve their leadership and management so that learners can benefit in the end.

CM3 responded that the human interaction with the principals, SMTs and school governing bodies (SGBs) gives her the most satisfaction, and said:

[T]o see the principals grow and mature into their position as a school principal gives me satisfaction.

CM2 responded with the following:

[I]t is when you discuss something with a principal, and you see that he or she understands what the meaning of the stuff is what you want from them to do.

CM2 stated that principals who start to be innovative and creative and take ownership of their position, is the highlight of her work.

4.5.2 Challenges

The biggest challenge for CM3 was the bureaucratic system within which she worked:

[S]truggling, pleading and begging for extra teachers for overcrowded schools … the immature management style of our Head Office colleagues … their task-orientatedness … that we need to tick all the boxes … is frustrating, 'sieldodend' [soul-destroying] and makes me angry.

This frustration with bureaucracy and compliance was shared by the other two circuit managers. For CM1, the most challenging part of his job was the frequency and turnaround time to visit principals at school for on-site support. This affected the quality of support as well as the development and growth of the principal. In this regard, CM2 said:

[W]hen you work with a principal to whom you give all the advice and all the guidance and then at the end of the day it does not click.

It is important to note that CM2 found it difficult to work with a principal who followed his or her own mind and did not listen.

4.5.3 Readiness of novice principals

When asked to share their experiences on the readiness of novice principals when entering the post of principal, all three circuit managers were of the opinion that most principals were not ready to assume the position. A lack of succession plans at schools, a lack of exposure to management duties, of leading projects and

delegations, and a lack of mentoring were some of the reasons to substantiate their opinions. According to CM2 –

> [Novice principals are] 99% of the time very inexperienced. Like I said before, if they do not have mentoring from their previous principals, they are very inexperienced.

CM3 responded by saying that, although novice principals show the potential, they need considerable support.

4.5.4   Areas of the job description with which principals struggle

All of the circuit managers indicated that principals generally struggle with instructional leadership. CM1 remarked:

> [W]hen it comes to instructional leadership, most of my principals do not have a clue what it is.

He said that principals generally know the theory (of principalship) but do not know how to implement it. CM3 said that principals in her circuit did not struggle with administration and compliance but with instructional leadership. In her words:

> [N]obody has given them a thorough grounding in what instructional leadership is because if you think about instructional leadership, it is a very wide terrain. It is everything that is happening at school that build the foundation so that teachers can do their job. I call it your instructional leadership is creating an enabling environment for the teachers and learners to teach and learn.

CM2 said:

> [F]or me, a principal need to be an instructional leader.

The second area with which principals struggled according to the circuit managers was the management of people. In this regard, CM2 said:

> [T]hey are really struggling with the soft skills, that relates to human relationship skills, and often really do not know to collaborate with the staff, they do not know how to bring the best out of people.

CM3 verbalised that principals in his circuit were struggling with people management:

> [A]nd it does not matter if it is the learners or the school governing body or the staff
> or the parents, the principals struggle, especially the novice principals.

She indicated that people management is a complex and very challenging task for novice principals. CM1 also indicated that people management was one of the biggest challenges for novice principals, and that there is always a clash of personalities between newly appointed principals and their staff (referring to the issue of acceptance). He said:

> I think people skills are crucial and is the first barrier to overcome because once
> you can work with your team, a lot can be achieved.

He added that finding the balance between management and leadership contributes to the difficulty of novice principals to manage the human resources to their disposal.

4.5.5   Addressing the issues with which principals struggle

The participants had different methods for dealing with the issues with which principals struggle. Two of the circuit managers expressed a definite need for a mentoring framework. CM2 acknowledged that, at the time, not all the principals in her circuit were on the same level and it was important to understand the needs and shortcomings of her principals. She used the PGP during the IQMS to prioritise the issues identified by the principals and drew up a development plan to support the principals. CM2 also mentioned that one needs to be clear and honest in one's support to show the principal the seriousness of the situation. CM1 indicated that people management was one of his strengths and that he used this to build trust relationships with principals. He pointed out that one way of assisting principals is to be a good role model and to model good practices to principals. CM3 said the Cape Teaching and Leadership Institute (CTLI) offers an induction course for principals but it rarely has a lasting influence on the practices of the principals because it is a once-off workshop.

4.5.6 Absence of a formal mentoring framework for principals

The circuit managers were also reminded that, at the time of this research, the district under study did not have any formal mentoring framework for principals in its operational plans. They were asked whether they had any explanation in this regard. Not one of the circuit managers could offer any explanation. CM1 admitted:

> [T]o be honest, I do not know why they don't have it but what I can also say is that we see the impact of the lack of a mentoring framework.

He added that the post of principal was the most important position in the education system, and it could not be assumed that the right person would necessarily be appointed in the post. He also said that principals are not always born leaders, and he could see the effect informal mentoring relationships had on principals' performance and growth. CM3 indicated that principals would show growth and improvement when the district or education department should invest in them whether through mentoring or by establishing a mentoring community. CM3 argued:

> [M]aybe their eyes [i.e. of the DoE] haven't opened to the power and the value of mentoring.

CM2 was of the opinion the education department should put a mentoring and training framework for principals in place and make attendance compulsory before assuming the position. She also mentioned that the district used to conduct a mentoring plan for aspiring principals for two years but once the aspiring principals had been appointed as principals, they did not return to share their experiences. The programme therefore fell flat and was stopped.

4.5.7 Is there a need for a mentoring framework for principals?

The three circuit managers were in agreement that a mentoring framework work was a need for principals.

CM3:

> Absolutely, 100%.

CM1:

> To use a strong word in Afrikaans, 'onontbeerlik' [imperative].

It was evident that a mentoring framework would support the work of the circuit manager who was tasked to contribute to the professional development of the principal.

4.5.8 Main elements of a mentoring framework for principals

The circuit managers agreed that instructional leadership and people management should be prioritised when developing a mentoring framework for principals. CM1 referred to:

> [R]elationship building, people management, soft skills and instructional leadership.

CM2 emphasised the relationships between the principal and his or her staff and the community as well as time and office management. To this she added:

> [F]inancial management because that is the one item of section 16A [of the SASA (Act. 84 of 1996)] which principals struggle with.

CM3 added that once a principal has been appointed, an attitude of 'I have arrived' starts to surface. CM3 warned that newly appointed principals should be exposed to developmental programmes, such as mentoring, and be encouraged to become lifelong learners.

4.5.9 Role players in a mentoring framework

The importance of the active participation of the education department and specifically the education district in the development and implementation of a mentoring framework was emphasised by all participants. CM3 indicated that the district director should drive the process, but "if the district director does not buy into the whole principal mentoring issue than the circuit manager is destined to struggle".

The participants agreed that experts in specific fields of the management of schools whether people management, financial management or curriculum management can contribute to a principal mentoring framework. They also agreed that the circuit

manager, as supervisor of the principal, should play a coordinating and managing role in the implementation of the mentoring framework. District officials, retired principals and principals themselves were identified by the participants as possible mentors in the framework, and novice and struggling principals as mentees.

4.6 SUMMARY

The aim of this chapter was to present the data collected by means of interviews with principals and circuit managers in relation to experiences and expectations of principal mentoring in one education district in the Western Cape. First, I provided an overview of the principals who participated in the study in terms of biographic factors, namely age, race, gender, teaching experience, experience as principal and highest qualification.

The conceptual focus of this study was to understand how the development of a mentoring framework for principals as a professional development strategy could improve the managerial and leadership praxis of principals. Subsequently, the following two issues arise, to understand how the participating circuit managers and principals experienced their roles and responsibilities in carrying out their job description; and to understand what the perceptions and experiences of participating principals and circuit managers were with regard to the need and development of a mentoring framework for principals.

The data was presented in two sections. Firstly, the interviews of with participating principals were discussed, and secondly, interviews with participating circuit managers were summarised. The data presented suggested that principals wanted to make a difference in the lives of the learners, their staff and the community. It also indicated that principals struggled with absenteeism of staff, people management, school administration, instructional leadership and managing the context of their schools. In terms of preparation of novice principals for the position of principal, the data indicated that there was an absence of a formal qualification for principalship.

All the participating principals demonstrated a good understanding of the concept of mentoring, and the data suggested that they were exposed to mentoring albeit informal mentoring. The data showed that the participants believed that a structured mentoring

framework for principals was essential. The data presented also showed that there were some correlations between the issues with which principals struggled and the elements identified for the mentoring framework.

The aim of the next chapter is to provide a detailed data analyses of the data provided in Chapter 4 based on semi-structured interviews with participating principals and circuit managers, as well as the document analysis on mentoring frameworks reflected in Chapter 3.

CHAPTER 5

DISCUSSION OF THE FINDINGS

The more important reason is that the research itself provides an important long-run perspective on the issues that we face on a day-to-day basis
– Ben Bernanke (2004)

5.1 INTRODUCTION

The aim of this study was to develop a mentoring framework for principals as a professional development strategy. The aim of this chapter is to provide a data analyses of the data presented in Chapter 4 based on the semi-structured interviews with principals and circuit managers in the three circuits of the selected education district in the Western Cape, and the document analysis of mentoring frameworks presented in Chapter 3. This enabled the researcher to answer the research question and sub-questions of the study. The research question was –

> How can a framework for principal mentoring be developed in one education district in the Western Cape?

The sub-questions were:

- How do principals experience the roles and responsibilities in performing their job description as stated in the South African Schools Act (No. 84 of 1994)?

- What are the perceptions and experiences of principals and circuit managers in the Overberg Education district with regard to the need and development of such a framework?

- How can the perceptions and experiences of the principals and circuit managers contribute to the development of such a framework?

This chapter presents an answer to the research question and sub-questions. The analytical focus of the chapter is on –

- an interpretation of the key aspects and components of mentoring frameworks;

- the perceptions and experiences of principals and circuit managers; and

- how this can contribute to the development of a mentoring framework grounded in the situated learning theory with the incorporation of the constructivist theory and adult learning theory.

As this study focussed on the novice principal as learner, it was crucial to view the self-directedness and reflective, collaborative and self-motivated skills as principles of the adult learning theory, during the principals' active participation in a community of practice.

The key findings in Chapter 4 are grouped around three prominent themes, namely:

- principals' experience of their roles and responsibilities

- conceptualising mentoring

- conceptualising a mentoring framework as developmental strategy

One sub-theme, which strongly emerged from the data, was the issue of preparedness of principals, which was linked to the fact that there are no formal qualifications for the principal position. The themes were refined from the data. The discussion in this chapter takes place within the boundaries of the conceptual framework for principal mentoring frameworks as developed in this study. This framework was informed by the selected theoretical theories (namely situated learning theory, communities of practice, constructivist theory and adult learning theory) and the literature perspectives discussed in Chapter 2.

The credibility of the data was enhanced as the different data sources, the document analysis and semi-structured interviews were used and compared, increasing the strength of themes (Kaplan & Maxwell, 2005). Data was triangulated by using document analysis and conducting interviews as data collection methods to ensure that the participant's voice, not the researcher's, was heard (Goldbart & Hustler, 2005:17). The transcripts of the interviews were given to the participants for verification purposes. In doing so, the researcher's own prejudice was limited and the validity of the data increased.

The discussion of the findings was guided by the study's central aim, which was to investigate the development of a mentoring framework for principals as a professional development strategy. This study was conducted on the assumption that novice principals in the selected education district are not exposed to a mentoring framework, and that a principal mentoring framework has a key role to play in raising the standard of the management and leadership of schools.

5.2 THE ROLES AND RESPONSIBILITIES OF PRINCIPALS

Principals are responsible for the competent management of schools and providing support to the SGB, according to the DBE (DBE, 2016:C-64, C-65). The principal is described by the SASA (Act No. 84 of 1996) as a teacher who is appointed as the school's manager. According to the SASA, the principal serves as the school's principal administrator, overseeing the development and implementation of policies, programmes, curriculum implementation and financial management that is conducive to each learner's educational development and staff member's professional development. Van Deventer and Kruger (2003) as well as Botha (2004) maintain that the principal has a central role to play in all school programmes. The principal is also responsible for the development and establishment of an ethos aimed at promoting a healthy culture of teaching and learning. The Policy on the South African Standard for Principalship (see DBE, 2016) refers to the vital role principals play in the shaping and development of the school. Van Deventer and Kruger (2003) argue that the principal's tasks range from non-educational matters, such as maintaining the physical plant, labour relations, financial management, empowering the governing body and routine administrative tasks, to the highly professional role of evaluating and supporting teachers in their work. This must all be taken into account.

5.2.1 Job satisfaction

When asked which part of the job as principal gives them satisfaction, the majority (7 out of 10) of participants responded that making a difference in the lives of the learners, the staff and the community gave them a sense of fulfilment. One participant remarked that being the difference and contributing to growth, referring to the academic successes of the learners, of the school gives him satisfaction. It was evident that all the responses of the participants related to the successes that learners

and staff experience. This again relates directly to the expectation the DBE has for principals, namely to establish a school ethos that promotes quality teaching and positive learning experiences for all learners (DBE, 2008). The main goal of principalship, as stated by the DBE, can also be attributed to how the participates articulated their job satisfaction experiences, i.e. to provide leadership and management by creating an environment conducive to quality teaching and learning in order to promote improved learner performance (DBE 2015a).

The circuit managers' main priority is to inspire principals to strengthen their school leadership and management so that learners benefit. One of the circuit managers said that being a circuit manager positioned him well to share his experience and expertise thus supporting and developing principals. It is important to note that, in the context of this study, the circuit manager as supervisor of the principal and supporting the principal was as close to an official informal mentoring relationship as could be. This support to principals is crucial in performing the core of their job description, which is emphasised by the directive from the provincial education department. The core of the circuit manager's job description is articulated as ensuring basic functionality of all schools, quality teaching and learning at all schools, and good governance at all schools (DBE, 2016:45). Circuit managers, according to Mafuwane and Pitsoe (2014), play a critical role in school growth and support, as well as in shaping school cultures that promote change. The above authors add that for circuit managers to be creative and to collaborate with principals, the education district should enhance the leadership role and reduce the monitoring and compliance role of the circuit manager. The role of education district and circuit offices in South Africa, according to Van der Voort and Wood (2016), is to collaborate with schools to increase educational access and provide management and professional support. This was confirmed when one of the interviewed circuit managers stated that, to see principals grow and mature into their position as a school principal, gave her satisfaction.

Job satisfaction is critical in terms of the positive attitudes and behaviours of principals and the wellbeing of their schools (Wang, Pollock & Hauseman, 2016). In their study on principals' perceptions of their own job satisfaction, Wang et al. (2016) identified that motivation and maintenance are important factors that significantly affect principals' attitudes and commitment towards their jobs. Principals seemed satisfied

with the respect received from parents and learners, and with their interpersonal relationships with teachers (Maforah & Schulze, 2011). The authors report that one major source of job dissatisfaction for principals was the policies and practices of the DBE. They add that principals were frustrated with the interference by the DBE, interruptions of their daily working lives, and their lack of autonomy (see Maforah & Schulze, 2011).

5.2.2   Challenges principals experience

- The roles and responsibilities of principals can be summarised as –

- representative of the head of department;

- professional manager of the school; and

- member of the SGB as stipulated in Article 16A of the SASA and discussed in detailed in Chapter 2 of this thesis.

According to Hughes and Ubben (2004), inclusive of this are the following five functions of principals:

- curriculum development;

- instructional improvement;

- learner services;

- community relations; and

- financial and facility management.

The challenges identified by the participants – absenteeism, people management, administration, instructional leadership and context – are discussed in sections 5.2.2.1–5.2.2.5 below.

5.2.2.1   Absenteeism

The majority of the participants (8 out 10) indicated that absenteeism of staff and people management was most challenging. Although the managemant of absenteeism is not listed as a core function in legislation, it has a direct influence on the management of the school. As Participant SP6 remarked, when teachers are

absent, curriculum delivery is compromised, which results in learners not being taught. According to Participant SP10, absenteeism of teachers puts strain on the budget of the school. Aho, Pitkänen and Sahlberg (2006) postulate that a principal is not only the instructional leader of a school, but also a manager who is in charge of the institution's finances, personnel, and results. According to Mestry (2017), principals have a difficult time coping with numerous changes, in part because they are not adequately prepared for their leadership role. They may also lack the requisite skills, knowledge and attitudes to effectively and efficiently lead and manage schools.

5.2.2.2 People management

Participant SP7 specifically mentioned that he found it extremely difficult to deal with the staff, their issues and negativity. Participant SP5 added that maintaining the discipline of the learners and staff was very problematic for him. When posed the question regarding the areas with which principals struggle, the circuit managers confirmed that principals struggle with people management. One circuit manager (Participant CM1) replied that it does not matter whether it is in dealing with learners, teachers, or parents or the SGB, principals struggle. She explained that it is a very complex and challenging task, especially for novice principals. Another circuit manager (Participant CM3) added that in most cases, it is a clash of personalities that prevents the staff to work as a team. He added that principals lack the soft skills that relate to relationship-building skills, and they struggle to collaborate with staff and fail to bring the best out of their staff. This was confirmed by Participant CM3. Kythreiotis et al. (2010) argue that developing a school culture creates forms of action and provides continuity to the educational structure of the school by referring to the identity of each school organisation, which gives encouragement and meaning to the commitment of teachers and those who work in it. Theofilidis (2012) adds that school culture also refers to beliefs, values, customs and relationships with others. Principals need good relationship-building skills to be the initiators of a school ethos that promotes quality teaching and positive learning experiences for all learners as expected by the DBE (2008). This will assist in addressing the principals' challenges of absenteeism and managing the staff.

5.2.2.3 Administration

As representative of the HoD the principal need to:

- prepare and submit an annual report in respect of the academic performance of the school;

- prepare an academic improvement plan with the relevant role players; and

- report to HoD and SGB on progress of implementation.

Article 16A of the SASA also determines that the principal is the professional manager of the school, which entails the following administrative duties:

- the implementation of all the educational programmes and curriculum activities;

- the management of all teachers and support staff;

- the management of the use of learning support material and other equipment;

- the performance of functions delegated to him or her;

- the safekeeping of all school records; and

- the implementation of policy and legislation.

Furthermore, as member of the SGB, the principal has to provide the governing body with a report about the professional management relating to the public school in terms of disciplinary matters pertaining to learners, educators and support staff employed by the HoD, policy and legislation, provisioning of accurate data to the HoD when requested and financial administration.

In their response on the question which part of the job they found challenging, five participants (SP1, SP3, SP4, SP5 & SP9) indicated that they struggled with the administration principals need to do. They said that the overload of paperwork, duplication of information to the district office, and the unreasonable demands of the education system were contributing factors. SP8 responded with frustration:

> It is the duplication, if the department have a central receiver of the schools' information so that we do not have to duplicate everything. For example, they want

three registers to monitor the absenteeism, one on PMPS, one on a Google form and one on Excel.

She said she was coping with the administration but the duplication and demands of the department kept her from focussing on the "real" management of the school. On the other hand, one of the circuit managers remarked that she did not get the idea that any of the principals in her circuit were struggling with administration. The challenging part of the administration seemed to be the multitude of compliance documentation and demands from the district offices and head office. It is important, according to Wiehahn and Du Plessis (2018), to pay attention to the main expectations of novice principals as outlined in their job description. According to Lunenburg (2010b:1), a principal's primary duty is to "administer all aspects of school operations." For Lunenburg (2010b:1), the job description of a principal should focus on the following perceptions:

- Behavioral characteristics of effective or efficient managers;

- leadership operations;

- managerial roles;

- managerial skills;

- HR activities; and

- scope of the task.

The Employment of Educators Act (No. 76 of 1998) encompasses all facets of a principal's job description in considerable detail (DBE, 2016). Leadership, management and administration are also discussed in the relevant legislation.

5.2.2.4   Instructional leadership

Botha (2004) asserts that the role of the principal in the educational dispensation represents a balance between instructional leadership and management. Supervising the curriculum, enhancing the school's learning program, partnering with staff to identify the school's vision and mission and cultivating a close connection with the community are all aspects of **leadership. Management,** on the other hand, includes activities like budgeting, preserving school buildings and grounds, and adhering to

educational policies and laws (Botha, 2004). Van Deventer and Kruger (2003) claim that the tasks of the school principal range from non-educational matters (such as maintaining the physical plant, labour relations, financial management, empowering the governing body and routine administrative tasks) to the highly professional role of evaluating and supporting teachers in their work.

Although none of the principals indicated that they were struggling with instructional leadership at the time, all the circuit managers indicated that principals generally struggle with instructional leadership. The Employment of Educators Act (No. 76 of 1998) (DBE, 2016:A-50) outlines the role of the principal in instructional leadership as:

> Guiding, supervising and mentoring staff, teaching, taking a more active role in curriculum development and in extra-curricular activities are all examples of the types of activities an instructional leader would be involved in.

Instructional leadership is exercised when the principal's emphasis is on teaching, learning, training, curriculum, and evaluation, according to Reddy et al. (2013). One of the circuit managers remarked that, when it comes to instructional leadership, most of the principals in his circuit did not have a clue what it was. He said that principals generally know the theory but do not know how to implement it. Another circuit manager said that principals in her circuit did not struggle with administration and compliance but with instructional leadership. In her words:

> [N]obody has given them a thorough grounding in what instructional leadership is because if you think about instructional leadership, it is a very wide terrain, it is everything that is happening at school that build the foundation so that teachers can do their job. I call it your instructional leadership is creating an enabling environment for the teachers and learners to teach and learn. (Participant CM1)

The third circuit manager emphasised that principals need to be instructional leaders, as their main concern is to endorse the learning and achievement of all learners. The importance of the instructional role of the principal, according the three circuit managers, is to lead continuous improvement in curriculum implementation and leading teachers in creating positive learning environments. These are critical parts of the role of the principal as instructional leader.

5.2.2.5 Context

Two of the participants interviewed were principals of multi-grade schools. They indicated that it is difficult to manage the context of schools. Their biggest challenge was that they were principals of schools and simultaneously full-time teachers of multi-grade classes. SP1 said that the multi-grade schools present unique challenges, and that teachers are not trained for multi-grade teaching. He added "a lack of training in multi-grade teaching demands from me to spend more time mediating the curriculum with them". SP2, also a multi-grade principal, echoed the opinion of Msila (2012) that principals face many challenges in South Africa and are learning as a result of on-the-job trial and error:

> There are too many challenges to name, but it is better after four years in the post. I have learnt through trial and error, so I am not afraid to makes mistakes anymore.

None of the principals of monograde schools mentioned that they experienced challenge with the context of their schools.

5.2.2.6 Qualifications for the post of principal (preparedness)

Principals must have a minimum of a Grade 12 certificate, four years of tertiary education, and seven years of teaching experience. This certificate is known as a Relative Education Qualification Value 14 [REQV14] (DBE 2007:22). The principals in this study's sample were all appropriately qualified. According to Graph 4.4, –

- three of the participating principals had an Advanced Certificate in Education;

- three principals had a four-year Higher Diploma in Education;

- two principals had an honours degree in education;

- one principal had a four-year bachelor's degree; and

- one principal had a master's degree in education.

According to Mestry (2017), principals have a difficult time coping with several changes, partly because they are ill-prepared for their leadership roles or they simply lack the requisite skills, knowledge and values to lead and manage schools efficiently and effectively. He recommends:

- firstly, the professionalisation of principalship should be given serious consideration by reimagining the promotion criteria;

- secondly, the IQMS policy should be revised, agreed by all stakeholders, and enforced in a serious manner; and

- thirdly, principals, SMT members and teachers should obtain further professional development from education district offices. (Mestry, 2017).

In an attempt to empower school leaders to lead and manage schools effectively, in 2008, the DBE offered bursaries to serving SMT members who aspired to principalship, to complete the two-year part time Advanced Certificate in Education (ACE): School Management and Leadership (see (Van Louw & Waghid, 2008). Through the creation of a corps of education leaders who apply essential understanding, values, experience, and skills to school leadership and management, the programme aimed to provide organised learning opportunities that facilitate quality education in South African schools (see DBE, 2008:3). It also aimed to empowered these educators gain the skills, knowledge, and values that they will need to effectively lead and manage schools, as well as contribute to bettering education. (see DBE, 2008:3). Three of the principals indicated that they had obtained the Advanced Certificate in Education (ACE) for School Leadership offered by various universities. SP3 answered:

> [T]he ACE was aimed to empower school leaders to lead and manage schools effectively in a challenging environment. This programme helped me to reflect on my leadership style to enable me to develop skills, knowledge and values to lead the school as principal.

When posing the question regarding preparation for the post of principal, all participants indicated that they had no formal preparation before entering the post because of the absence of a formal preparation programme or mentoring programme. According to Legotla(2001) and Maile(2012), there is no specific qualification for principalship in South Africa and principals are promoted to this rank based on their qualifications as teachers and the experience they have gained in the profession. As shown in Table 4.3 and graph 4.4 in Chapter 4, principals obtained the minimum

teaching qualifications, through part-time studies and attained futher education qualifications (honours and master's degrees) much later in their careers.

Two findings from a small-scale qualitative study Mthiyane et al. (2014) in two education districts in KwaZulu-Natal, on the causes of school decline were:

- the participants rose through the ranks, being heads of department (HODs), deputy principals and even principals; and

- the participants relied on in-service training (INSET) and part-time studies to equip themselves to better position themselves for the promotion post.

From the responses of the participants in the current study, it seemed that all the participants had 'moved through the ranks', meaning that at one stage in their career, they had acted or were appointed as HOD, deputy principal or even principal. In terms of the positions of HOD and deputy principal, it appeared that all participants had significant experience in educational leadership and management. SP5 said, "my main preparation for this post was my experience that I gained over the years". He referred to his experience in senior management positions at the different schools where he had taught. He added:

> I was acting deputy principal from 2003 to 2009, then I was appointed as deputy principal at another school. For me, that was valuable experience when I was appointed in this position.

SP4 also indicated that he acted as departmental head, deputy principal and principal. He replied:

> I started at an early stage in my teaching career to involve myself in the planning and administration of the school and I had principals at that schools who gave the necessary exposure.

Three principals said that they had received informal mentoring from their previous principals, and one principal indicated that she had received informal mentoring from her circuit manager. When asked to share their experiences on the readiness of novice principals when entering the post of principal, all three circuit managers were of the opinion that most principals are not ready to assume the position. One circuit manager

indicated that, although novice principals show much potential and promise, they also need considerable support. SP10 reacted:

> [T]he previous circuit manager was very supportive. She helped me get in shape mentally for the post. She organised, for example, meetings with the finance officers but these meetings were so inappropriate because they talked about stuff that I did not encounter before and it was useless at that stage.

SP6 replied that her previous principal supported her:

> [M]y principal indirectly told me that he is busy mentoring me, by exposing me to certain administration, managing the school's finances and just giving me free reign to try out new things.

SP8 indicated that, in her time as deputy principal, her principal gave her opportunities to prepare her to be the principal of a school.

5.3 CONCEPTUALISING MENTORING

Mentoring was defined as a structured, coordinated process and an approach in which a novice principal (mentee) and a principal (mentor) engaged in a practical, learning-centred relationship aimed at promoting increased leadership capacity, professional development and support for the purposes of this research. (see Barnett, 2013; Hudson, 2013; Jones & Larwin, 2015; Pask & Joy, 2007; Robinson, 2010; Starr, 2016; Strike & Nickelsen, 2011). Within the wider theme of mentoring, three sub-themes arose from the data analysis: conceptualising mentoring, exposure and influence. Mentoring is an important part of principal training programmes that aim to increase learner and school performance (SREB, 2005). Findings of a research study done in Ontario (Robinson, 2010), demonstrated that mentoring programmes, which clearly articulate skills and competencies, lead to a heightened level of exchange between mentors and mentees, focussing on sharing the educational expertise associated with effective practice. Participants SP2, SP3 and SP5 argued that mentoring is a relationship between two or one person on one side and a group of people on the other, with the aim of passing on knowledge and skills while also promoting development and the requisite risk-taking. He continued to say that mentoring is a critical element in developing school leaders to become competent and to shape their

view as leaders on how to manage the interrelated organisational systems and physical and financial resources of the school. This view is shared by Starr (2016) who emphasises that mentoring is not about changing anyone or encourage them to do anything different; it's about acquainting someone with their true selves. The mentor's role is to condense his or her own knowledge into bite-sized nuggets of insight, and to assist or guide mentees in ways that help them discover their areas of strength and development.

5.4.1 Mentoring

The data from the interviews showed that principals conceptualise mentoring in several ways. Most participants see mentoring as some or other form of relationship with a senior, which would improve their level of management and leadership. According to the findings of the current study, principal mentoring is important in ensuring that principals understand their roles and responsibilities as school managers and leaders. To initiate the discussion on principal mentoring, it was important for the researcher to establish what the participants' understanding what mentoring is. When posed the question what their definition of mentoring is, all the participants displayed a good concept understanding of mentoring. Mentoring, according to SP1, is the process of a more experienced individual assisting and guiding a less experienced person. This viewpoint is consistent with Whiston and Sexton's (1998) assertion that mentorship occurs when a senior person (the mentor) commits to providing knowledge, guidance, and emotional support to a junior person (the mentee) in a long-term relationship marked by significant emotional commitment on both sides. SP4 agreed that mentoring is a partnership between two people, but emphasized that it is not inherently a relationship between an old and a young person but rather a relationship between an experienced person and a willing inexperienced person, as described by Whiston and Sexton (1998). SP6 agreed with SP4 in his response:

> [M]entoring is when I share my experiences with you as mentee but on the other hand, I can also learn from the mentee. So, for me it is a reciprocal process where both parties in the relationship can learn, a two-way process.

SP2 also saw mentoring as a process and elaborated that it involves the transfer of knowledge, expertise, experiences and skills from an experienced person to an

inexperienced person. This view is in agreement with Starr (2016) who describes mentoring as a distinct relationship where one person (the mentor) supports the learning, development and progress of another person (the mentee). According to SP9, when he thought about mentoring, he thought about a father–son relationship, which reminds one of Homer's epic, the *Odyssey*, which many believe is the origin of the term 'mentoring' (see Pask & Joy, 2007:7).

5.4.2 Exposure to mentoring

The data generated suggested that principals were exposed to various forms of informal mentoring activities, such as mentoring by former principals, colleagues, seniors and circuit managers. All the participants indicated that they did not have any exposure to a formal mentoring framework before entering the post of principal. They also acknowledged that they had received informal mentoring from different people. This was confirmed by SP4's reply that he had received mentoring from his previous principals, colleagues and circuit managers but he had never participated in a formal mentoring framework.

Participants agreed that this style of informal mentoring is based on conventional one-to-one peer mentoring in which the mentee is partnered with a committed mentor who will help the mentee's professional and personal growth. One-to-one mentoring is a positive, developmental process and through which the mentee can take responsibility for his or her own development. The mentor serves as a reference, supporter, sounding board and on occasion, a role model. This type of mentoring establishes a confidential relationship between two individuals – one of whom is usually more senior and experienced than the other – built on mutual respect and trust. While mentoring is also characterised as a two-way learning partnership that offers valuable input and reflection opportunities for both mentee and mentor, its primary purpose is to help the mentee improve awareness, capability, and self-reliance (National Treasury, 2017). SP5 said:

> [M]y mentoring was not on a formal base; I was assigned to one experienced
> principal to be my mentor but it never happened. I normally seek advice from my
> previous principal and I've asked him to be my mentor.

All the other participants indicated that they had initiated the mentoring process as in the case of SP5. SP6 also indicated that if he needed help, he would contact a few colleagues for help and guidance. In the case of SP7, she acknowledged that her previous circuit manager took her under her wing and walked with her each step of the way:

> She was mentoring me on a lot of different skills like leadership, finances, human resource management, planning and organisational skills.

SP9 said that, although his previous principal gave him exposure in terms of the administration, finances and planning of the school whilst he was a deputy principal, no real mentoring had taken place.

When asked whether the lack of the exposure to a formal mentoring framework had an effect on their competence to perform their roles and responsibilities as principal, the majority of participants (7 out of 10) acknowledged that, at first, it was a big struggle. SP4 said:

> If principals are not exposed to a mentoring framework than they will struggle because they have no background to fall back on.

He reiterated that novice principals who do not have the experience of school management will soon find out that they lack certain competencies. SP2 indicated that his confidence improved over the years in the position of principal and now, after many mistakes and rectifying his mistakes on his own, he felt more competent than before in managing the school. His view coincided with the opinion of Msila (2012) who argues that principals face many challenges in South Africa and are learning through trial and error whilst on the job. This point of view was emphasised by SP1 when he mentioned that he had learnt by trial and error and by making mistakes. He said

> [I]f I was exposed to such a mentoring framework; I would not only feel competent but feel that I have mastered the art of being a principal.

SP2 continued by saying:

> I worked hard on developing a set of abilities, for example, communication, problem solving, people management and decision-making.

Most of the participants (8 out of 10) expressed the sentiment that if they had been exposed to a formal mentoring framework, they would have been more competent to manage their schools. Their sentiments can be summarised in the response of SP5 who said:

> Unfortunately, as a principal, you have to learn whilst in the job, and 80% of the time you would make mistakes and that is how I have learnt but as I said, it can be devastating when there is no-one to guide and inspire you.

5.4.3   Impact of mentoring

The lack of a meaningful, organised and targeted formal mentoring framework for school principals, according to this study, can exacerbate a absence of successful and efficient school management and leadership, which can be directly related to the principal's lack of skills in how to lead a school effectively. The study further argued that the impact of mentoring for principals as a professional development strategy should lead to effective and efficient management and leadership by school principals. According to the SREB (2010), mentoring is becoming more common as a means of assisting people in their professional development.

All but one of the participants responded positively when asked when informal mentoring had a good influence on their practices. The reactions of nine of the participants in terms of the influence informal mentoring had on their practices are listed below. These concur with the benefits for mentees (Jonson, 2008; Starr, 2016), as discussed in detail in section 2.4.5 above:

- Contributed to the growth as principal

- Gained self-confidence as principal

- Became aware of abilities and inabilities

- It had taught one participant to be a principal

- The contributions informal of mentoring evident in the management of the school

- Became more skilful

- Improved the participant's relationship with staff

- Improvement of soft skills, i.e. dealing with different types of relationships

- Improved school administration, interpretation of departmental guidelines and policies.

Only one participant, SP10, indicated that the lack of mentoring left her feel lost, insecure, helpless and lonely but that it forced her to read more and reached out to colleagues.

5.4 CONCEPTUALISING A MENTORING FRAMEWORK AS DEVELOPMENTAL STRATEGY

The National Mentoring Partnership (2011) defines a framework as a structured programme with objectives, aims, parameters, a needs analysis, timeframes and resources. According to Montgomery (2017), a mentoring relationship structure should be established from both the mentee's and mentor's perspectives, and overlap or interactions between the two should be maximised. Particular points to be discussed when developing a mutual understanding of a mentoring framework, according to Cunningham (1993, cited in Montgomery, 2017), include the preferred mode of communication (i.e. face-to-face or virtually), format and frequency of meetings, aims of meetings or scheduled interactions and aspirations of both the mentor and the mentee. The decision to start a mentoring framework is based on the assumption that such a framework is needed.

5.4.1 Establishing a need for a mentoring framework

To initiate the discussion on mentoring frameworks, the researcher deemed it necessary to establish whether a need for such a framework exits. All the participants reacted positively when they were asked whether a mentoring framework could support the enhancement of the management of schools. The three circuit managers were in agreement that a mentoring framework is a necessity for principals. One of the circuit managers responded, "[a]bsolutely, 100%." Another circuit manager said that a mentoring framework was indispensable for principals, using the Afrikaans word onontbeerlik meaning essential or imperative. SP3 said that it would have given him the opportunity to learn how to manage people and relationships as well as the ability to think creatively and strategically. SP6 agreed and indicated that, through a

mentoring process, his decision-making abilities and managements skills would have improved. SP2 expressed the following view, "I would say that it would make 100% sense that mentoring will help me or any novice principal to be better managers of schools." SP10 added, "the experience of a mentor can give me more guidance to confidently model a positive value system which my staff can embrace and that would add to a positive school ethos and professional culture amongst teachers". Five of the 10 participants agreed that a mentoring framework would help them to create an ethos and value system at their schools, which will contribute to establish a professional culture amongst teachers at their schools. SP5 mentioned that, as principal, one needs to see that one's teachers embrace the values of the school and live out the ethos of the school. SP3 added that mentoring would systemically help him to identify the needs and strengths of his staff and develop them into a committed and competent staff. The data collected showed that it is evident that a mentoring framework for principals as a professional development strategy is a necessity.

Since all the circuit managers agreed that a mentoring framework for principals is crucial, an explanation of the absence of such a framework in their district was required from the circuit managers. It is worth mentioning that, at the time of this research, there was no mentoring framework (neither for principals nor for teachers) in the education fraternity. It is also worth noting that the South African National Treasury developed a mentoring framework in 2017 (see National Treasury, 2017), with the main aim of promoting integrated learning to enable the structured transfer of relevant and necessary competencies and skills, knowledge sharing, positive attitudes and talent retention, among other matters. This document was extensively analysed and was subsequently discussed in Chapter 3 above.

The circuit managers admitted that the district did not have any formal mentoring framework for principals in its operational plans but none of them could explain the absence thereof. One circuit manager remarked, "to be honest, I do not know why they don't have it but I can see the impact of the lack of it". Another circuit manager added that the post of principal is the most important post in the system and it cannot be assumed that, when a person is appointed in the position, it would necessarily be the right person. He also said that most principals are not born leaders, and he could see the impact informal mentoring relationships have on principals' performance and

growth. Yet another circuit manager indicated that principals will show growth and improvement when the district or education department invest in them whether by mentoring or by the establishment of a mentoring community and added, "maybe their eyes haven't opened to the power and the value of mentoring". She was also of the opinion that the education department should put a mentoring framework for principals in place and make the attendance of the training compulsory. It was conspicuous that the circuit managers, when referring to the district, talked about 'they' as if they were not part of the district.

5.4.2   Main elements of a mentoring framework for principals

The mentoring framework of the National Treasury of South Africa (National Treasury, 2017) is supported by a competency framework for financial management, which addresses the technical, basic and operational capabilities expected of public financial management officials in provincial and national departments as elaborated on in Chapter 3. This competency framework deals directly with the roles and responsibilities of the officials working at the National Treasury. According the National Mentoring Partnership (2011), the objectives and the aims of a mentoring framework are an important consideration.

On the question of what the participants think should be the main elements of a mentoring framework for principals, responses differed and it was obvious that the principals had drawn on their own real-life experiences, which could be linked to the challenges they had experienced as discussed in 5.2.2. As principals of multi-grade schools, SP1 and SP2 said that the multi-grade context has to be considered when developing a mentoring framework. Although both of them mentioned support, they did not specify in which regard this was required. The data revealed that five of the principals indicated that leadership should be one of the main elements of the developed framework. In his response, SP6 was frank when he replied:

> I would say more about leadership and management methods of schools. I want
> to know what must I do to be more democratic or autocratic. Let's say leadership
> styles.

This coincides with agreed-upon observation of the circuit managers that principals struggle with people management and that this should therefore be considered an

element of a mentoring framework. The circuit managers specifically identified instructional leadership as leadership style, which should be prioritised when developing a mentoring framework for principals, as intensively discussed in 5.2.2.

During the interview process, six of the 10 participants indicated that the management of certain systems had to be prioritised when developing a mentoring framework. SP3 said that the management of administrative systems and structures, the management of organisational systems, physical and financial resources, HR management and conflict resolutions should be added as elements. SP6 remarked that time management, curriculum management, finance management and management of absenteeism (teachers) should also be added. A clear understanding of the principal's job description was emphasised by SP8 and SP9, and referred to by SP7 when she remarked that the mentoring process should start with the orientation of the nine focus areas of Whole School Evaluation (WSE) (see DBE, 2001) because those areas with all the relevant criteria are what principals need to know.

Data also revealed that two of the participants were concerned about the characteristics and roles of the mentor as well as the creation of an enabling and non-threatening environment, conducive to learning, which is discussed in section 5.4.3. Although the responses of the participants were divergent, it could be reasoned that these stemmed from their real-life experiences as principals, which could easily be articulated into the challenges they had experienced.

5.4.3   The mentoring relationship

One of the key components of the mentoring framework is the mentoring relationship between the mentor-principals and mentee-principals, which should be built on trust. If this is not the case, there will be limits to the sharing, and the mentoring will not be effective. The guideline used for the mentoring framework of the National Treasury (2017:10) defines a mentoring relationship as:

> [A] relationship between two or more people, where the relationship has a specific
> purpose. The relationship is reciprocal and both parties benefit, albeit in different
> ways. The mentor-mentee relationship is dynamic with different stages or phases.
> Each mentor-mentee relationship is unique although there may be certain general
> characteristics in all mentor-mentee relationships. This relationship transcends

duty and obligation and often involves coaching, networking, sponsoring and career counselling.

Starr (2016:66) identified the connection between the mentor and mentee by –

- effective listening;

- building a relationship of engagement and trust;

- maintaining an effective focus;

- overcoming barriers to progress; and

- helping someone to grow as the primary abilities that directly support successful mentoring relationships.

SP10 hit the nail on the head when she remarked that it helps having someone to talk to, someone who listens, supports and guides her and where both parties deal with challenges that contribute to being in a successful mentoring relationship. SP5 said that there should be a mutual purpose and understanding between mentee and the mentor in the mentoring relationship. Ehrich et al. (2001) suggest that the purpose of mentoring relationships may take many distinct forms, namely:

- **maintenance mentoring**, which can assist in navigating or maintaining performance in one's current position;

- **transitional mentoring**, when shifting from one career stage or position to another, this can be extremely important;

- **aspirational mentoring**, individuals are often placed in positions to advance toward a profession or opportunity to which they aspire; and

- **comprehensive mentoring**, which can meet the full range of mentoring requirements of various styles, at various times, and/or for various individual vulnerabilities and/or strength-building opportunities (Ehrich et al., 2001).

The two important components of the mentoring framework, which forms the mentoring relationships are discussed in the following section.

5.4.4 The mentors

Morton-Cooper and Palmer (1993) describe the mentor as someone who provides an enabling relationship that facilitates another's personal growth and development. They also warn that this mentoring relationship is complex and mutual, as well as potentially emotionally draining. The mentor helps with career advancement and directs the mentored through organisational, social and political networks in such a partnership. Mentors, according to Jones and Larwin (2015), are important in providing information, time and support to educational leaders transitioning from classroom teachers to leaders. Graph 4.5 (see Chapter 4) indicates that eight of the participants felt that district officials, in specialist fields, should be the mentors in the mentoring framework. This was evident in SP3's reply, "the director of the district, the circuit manager, the curriculum advisors, human resource officials and governance components of the district should be mentors in the mentoring framework". One of the circuit managers said that the district director should not be a mentor but needs to drive the process, "if the district director does not buy into the whole principal mentoring issue than the circuit manager is destined to struggle". One of the other circuit managers felt that the district director should be the manager, and the circuit manager should be the coordinator of the mentoring framework.

Data also showed that seven participants indicated that circuit managers should be used as mentors for principals, while six participants thought serving principals should do this, and another three participants indicated that retired principals should serve this purpose (see Graph 4.5). The participants were given the choice to name more than one possible mentor. SP7 replied, "definitely my circuit manager, because she was my mentor and she have a lot of skills because she went through the ranks", while SP1 responded, "it is important that the circuit manager is one of the mentors". The circuit managers who participated in this study were former principals and were therefore extensively experienced in the educational leadership and management field. This coincided with the findings of the research study of Mthiyane et al. (2014) as discussed in section 2.3.5. The circuit managers who participated in their study had, as illustrated in Table 3, an average of 32.5 years' teaching experience and an average of 14 years' senior management experience. This also showed that the circuit

managers rose through the ranks – as HOD, deputy principal and principal, with a highest qualification being a master's of education degree.

The three participants who indicated that retired principals should be used as mentors cautioned that the retired principals' experience might not be appropriate for mentoring novice principals, as SP4 in particular stated:

> [R]etired principals are experienced but they are not in the system now, so how relevant are their experience for today's novice principals?

Two participants, the principals of multi-grade schools, preferred to be mentored by serving multi-grade principals because they understand the context in which the multi-grade principal operates.

In conclusion, the importance of the active participation of the education department in the development and implementation of a mentoring framework – and specifically the education district – was emphasised by all participants. The participants agreed that experts in specific fields of the management of schools should be the mentors. The circuit managers agreed that they, as supervisors of principals, should play a coordinating role and the district director, a managing role in the implementation of the mentoring framework. District officials, retired principals and serving principals were identified by the participants to be mentors in the framework, while novice and struggling principals should be the mentees.

5.4.5 The role of the mentors

The role of the mentors in a mentoring relationship will differ depending of the type of mentoring model followed, e.g. mentoring dyads, group mentoring, triad mentoring or pair mentoring (see Starr, 2016). Barnett (2013) suggests that mentors should provide a safe environment for mentees and the mentoring relationship. Jonson (2008) postulates that the mentor has a vital and important role to play in the development and training of someone new in the profession. According to Starr (2016), a mentor is someone who acts as a trusted advisor, supporter, tutor and wise counsellor to another person and who serves in a primarily selfless manner in supporting another person's learning, development and ultimate success. SP9 agreed with Jonson (2008) and Boreen et al. (2009) that a mentor is:

- a good listener;

- a skilled teacher; and above all –

- someone who

  - is well-versed in the subject matter being taught;
  - is able to interact easily and freely with the newly appointed principal;
  - possesses outstanding communications abilities;
  - has a high level of trustworthiness among peers and administrators;
  - is attentive to the mentees' needs;
  - is not too easy to pass judgment;
  - reflects a willingness to learn as well as a desire to improve.

SP9 said:

> The most important role for this person should be, to be a listener. Does not have to be someone with all the answers. I do believe that we as principals have the answers within us, but it should be someone that guide the person to the solution. I think that is the huge difference for me. I read a book in the beginning of the year. The book explained the mentoring relationship. It came back to a father–son relationship.

SP1 indicated that the mentor should be willing to share his or her expertise, to act as a positive role model and have a personal interest in the mentoring relationship. The primary role of a mentor, according to Jonson (2008), is to build a relationship with the mentee based on mutual confidence, appreciation and collegiality. SP7 echoed the sentiment and added the following attributes a mentor should have, "I will say honesty, reliability, trust, morals and values, definitely." This adds to the list of desirable qualities in a mentor (Jonson, 2008), such as intelligence, compassion, humour, caring and dedication to the field of education.

Jonson (2008) emphasises the complexity of the mentoring task by stating that the mentor requires the skills to fulfil the role of counsellor, friend, role model, guide, sponsor, coach, resource and colleague in the mentoring relationship. Although, according to Jonson (2008), it is a difficult task to juggle between the different and

diverse roles, that was exactly what all the participants wanted to see in a mentor. Evident of this is the response of SP3:

> [T]he role of the mentor should be to provide information, advice, emotional support, guidance and act as a role model. My expectations of a mentor are as follow: he or she should to be a facilitator with no agenda. Support me during the orientation and my professional development.

SP10 added to SP3's statement:

> Someone who is critical in his [or] her opinion to help with your growth. Honest in his [or] her back reporting if you have done a project or had a challenge or success. Give guidance on how to run projects successfully. Have solutions [or] strategies to show as best practices.

This is in line with DeMers' (2014) suggestion that mentors need to –

- have the ability and willingness to communicate what they know;

- be prepared to commit to the mentoring relationship;

- be approachable, available, and have the ability to listen;

- be honest with diplomacy;

- be inquisitive;

- be objective and fair; and

- have compassion and be genuine.

The views of the participants and researchers on the roles of the mentors can be summarised as articulated in the mentoring framework of the National Treasury (2017) as this framework states that the emphasis is on passing on knowledge and skills in all areas of the mentees' work. It requires of the mentor to:

- serve as role models;

- provide guidance by encouraging mentees to take action by encouraging their initiative and innovation. inspire mentees to take action by encouraging their initiative and creativity;

- provide support by –

  - assisting in the clarification of performance expectations and growth needs;

  - training or encouraging the development of managerial and technological skills; and

  - highlighting particular areas of behaviour where mentees may improve;

- mentees' ability to deal with situations and solve problems is activated; and

- assisting them in developing and exercising authority.

Furthermore, this role can be extended to the roles of a mother, father, sounding board, adviser, inspirer, developer, networker, knowledge broker, communicator and listener (Meyer & Fourie, 2004) as discussed in detail in Table 4.2.

5.4.6 The role of the mentee

For the purpose of this study, a mentee is defined as a novice or struggling principal who received mentoring from an appointed principal mentor during his or her first year in the post (see Barnett, 2013; Hudson, 2013; Jones & Larwin, 2015; Pask & Joy, 2007; Robinson, 2010; Starr, 2016; Strike & Nickelsen, 2011). Building their work on the research of Lave (1982), Brown et al. (1989) coined the term "cognitive apprenticeship". Cognitive apprenticeship is described as a specialist training a novice new skills in a real-world setting. The characteristics of cognitive apprenticeships identified by Brown et al. (1989) are:

- an expert teaches complex processes to an apprentice, or someone less knowledgeable in the task;

- the focus is on cognitive skills;

- apprentice make his or her thought processes visible to the expert;

- there is a focus on generalising knowledge; and

- experts must demonstrate the effectiveness of specific strategies, encouraging the apprentice to practice them and increase the task's difficulty.

SP1 was concerned whether mentees would know what to do with the newly acquired knowledge. As a consequence, Smith (1999) proposes that knowledge should be presented in an authentic context, according to the situated learning theory. Smith asserts that inexperienced principals (or the "apprentice") should be interested in authentic settings of everyday practice, applying experience and making productive but low-risk uses of artefacts. Within a community of practice, this necessitates social interaction and collaboration.

People seek mentors, according to Starr (2016), when they lack knowledge, connections, or awareness in a particular field or situation. All the participants in the current study indicated that they were involved in an informal relationship seeking assistance or support from either former principals or circuit managers due to the lack of a formal mentoring framework for principals as discussed in 5.4.2. The data gained from the interviews revealed that the management of administrative systems and structures, the management of organisational systems, physical and financial resources, HR management and conflict resolutions are the most salient areas (elements) to be considered when developing a mentoring framework. Learning, according to Lave and Wenger (1991), is a social process in which knowledge is co-constructed. Such learning takes place in a specific setting and is surrounded by a specific social and physical environment. SP7 said:

> [T]hat person must really have the willingness to learn. If you don't want to be there you are not going to learn anything, so there must be good participation. And sometimes people go to workshops and you can see from their body language they don't want to be there, they just go there because must and that is why people are not willing to really learn.

Willingness to learn and acquire more knowledge was raised throughout the interview process by the participants, highlighting Illeris' (2004) assertion that adult learning is selective and self-directed and that adults are more likely to engage in learning that they have chosen for themselves. SP9 agreed with SP7 when he reacted, "the mentee must be willing to learn and develop". SP1 mentioned, "the mentee should decide on the amount of guidance that he needs", whilst SP3 was of the opinion –

> [T]he mentee should have a burning desire to learn and act positively all the time. The mentee should also do self-reflection about his [or] her professional development during the mentoring process."

Self-reflecting, as one of the seven principles of adult learning (see Knowles, 1984) claims that adult learners want to test their learning as the learning process unfolds and they anticipate how they will use their learning.

SP10 elaborated on the characteristics and values that the mentee should display but also mentioned an important point when she said that the mentee should be a lifelong learner. Lifelong learning is deemed important as the adult learner focusses on the issues concerning the adult learner that influence their personal and professional lives (Zepeda, 2011). The data suggests that the participants had more or less the same views on the role of the mentee but articulated it differently. Huang (2002) acknowledges the individual differences of adult learners in terms of learning styles, context and prior learning. This should be a strong consideration when developing a mentoring framework that will allay the fears of SP7 that people go to workshops and their body language suggests that they do not want to be there; they just go to comply and that is why people are not willing to learn. Learnings from the data and literature suggest that it is of critical importance that the mentoring framework is framed and guided by the principles of the situated learning theory (see Lave and Wenger, 1991), andragogy (see Dewey, 1961; Knowles, 1984; Kolb, 1984) and constructivism (see Vygotsky, 1962), to accommodate the mentees and mentors (as illustrated in Figures 1.2 and 2.1).

To conclude, the roles and responsibilities of mentees in a mentoring relationship as identified by Queensland Health (2011), which should be read together with the roles of the mentees as researched by Meyer and Fourie (2004) and reported on in Chapter 3 can be used to summarise the position of the mentee. The mentee has a pivotal contribution to make to ensure that the mentoring relationship and process is successful and attains the set development goals. Queensland Health (2011) identified the following:

- discovering and learning new knowledge and skills that are important to their profession,

- obtaining guidance and recommendations in relation to ongoing professional growth opportunities,

- taking full responsibility for one's own growth, choices, and actions,

- completing assignments and projects on time and to an acceptable level,

- being open to coaching and suggestions,

- protecting the confidentiality of knowledge shared in mentor meetings and noting this as a mentor or mentors' expectation,

- arranging time for developmental activities and planning for meetings with the mentor and/or the mentor group,

- keeping the mentor or mentors informed of your availability and scheduling time to meet with them,

- in the following cases, informing the line manager and framework coordinator after consulting with the mentor:

  - challenging situations involving the mentor and mentor group, which the mentor is unable to resolve;

  - changes in willingness to fulfil predetermined responsibilities and expectations; and

  - mentor's perceived lack of encouragement, guidance and direction; and

- recognising and accepting that the mentoring relationship should come to an end.

Hudson (2013) agrees and recommends that good practices that can be modelled by mentees are planning, preparation, managing strategies, content knowledge, behaviour management, questioning skills, differentiation, knowledge of policies and observation skills. It is also noteworthy that in their study, Ehrich et al. (2001) report positive outcomes for the mentee, namely career progression, instructional ideas, demanding tasks, and resource access. They also discuss issues with mentee mentoring, such as gender and race issues, duplication, untrained or unsuccessful mentors, others' negative attitudes and a competitive mentor. Lack of mentor time, technical experience, a personality mismatch, a vital mentor, trouble meeting with the mentor and a absence of mentor support are among the issues found by mentees

(Ehrich et al., 2001). These invaluable learnings from the report by Ehrich et al. were strongly considered in the development of the mentoring framework for principals.

5.4.7   Outcomes of the mentoring framework

The purpose of developing a mentoring framework for novice or struggling principals was to understand the expectations of the job and to enable them to navigate their way during the first years or difficult times in their career. This refers to the development of communication skills and understanding, as well as the establishment of professional networks and a support system, as well as the development of trust and self-esteem in new or struggling principals. It is therefore critical that the outcomes of the mentoring framework be specific, measureable, attainable, realistic and timely (Metros & Yang, 2006).

The National Treasury (2017) listed the outcomes for their mentoring framework as to:

- provide direction and feedback to the Public Finance Management (PFM) market, as well as promote a mentoring community;

- encourage collaborative learning to assist in the systematic transition of basic and necessary competencies and skills, information sharing, positive attitudes, and talent retention;

- accelerate and encourage employee growth and training transition to mentees; and

- ensure successful career management by offering adequate empowerment and skill transfer to mentees.

The Queensland Health Department (2011:7) lists the outcomes for their mentoring framework as to:

- encourage ideals of career advancement;

- provide access to a supportive partnership based on the needs of the individual;

- identify and promote opportunities for knowledge and skill growth for the benefit of both the client and the organisation;

- have a cost-effective method of increasing awareness and skills;

- Improve connectivity, comprehension and efficiency within the organisation;

- empower people to learn from one another by sharing their experiences, expertise and skills in order to cultivate an organisational learning culture.

It is evident that the outcomes the mentoring framework are directed at the development of skills, competencies, knowledge and values of the mentees to improve their praxis. SP3 replied:

> The main outcomes would be to ensure that there is a support base that would put the mentee at ease. Principals think that they are on top of it and no one can tell them anything. They make mistakes and it escalate to something else so you must know that you are allowed to make mistakes but it's important to correct those mistakes and learn from them.

The importance of SP3's reply is the fact that trust should be built into the mentoring framework as an outcome. The majority of the participants (7 out of 10) identified leadership, improving management skills and a support base for the mentee as possible outcomes of a mentoring framework. SP2 answered:

> Better leadership. Becoming a better principal, and if you get to the point of a better principal, you will surely have a better school community, which means better teachers, better parents, better children. Because at the end of the day, people get use to a certain way of doing things.

The enhancement of the participant's confidence and self-esteem is important. SP4 responded in this regard, "[i]t should maximise my strengths, overcome some of my weaknesses, capitalise on the opportunities, strategise before the threats have an impact on me."

SP1 said it is important to set oneself goals and as important to monitor one's progress and successes, whilst SP1 and SP6 were of the opinion that having an experienced mentor who can build a solid trusting relationship would reap the desired outcomes. This shows that the participants wanted to be in control of their own learning and wanted to decide for themselves what the outcomes of the mentoring framework should be (Merriam, 2001). Strike and Nickelsen (2011) maintain that the first phase

of a mentoring framework contains negotiating the expectations and outcomes of the mentoring process, as these are critical in establishing the foundations for the development of the mentorship.

5.4.8   How principals would envision a mentoring framework

In terms of the development of mentoring frameworks, Metros and Yang (2006), Strike and Nickelsen (2011) and Starr (2016) agree on the phases of the mentoring framework:

- The first phase of the relationship, **connection**, can also be seen as preparation for the mentoring process, and involves initiating contact, exchanging background information, discussions about individual and professional needs, and determining the expectations of the mentoring relationship (Metros & Yang, 2006).

- The second phase, **relationship building and implementation**, encompasses the setting of goals (outcomes) and the principles are valuable criteria to use (Metros & Yang, 2006).

- The third phase, **assessment** refers to reflection discussions to determine progress made by assessing whether interventions had worked (Starr, 2016; Strike & Nickelson, 2011).

- The fourth phase, **separation**, involves allowing the mentee to be independent when the assessment phase shows that the chosen goals have been reached (Starr, 2016).

The importance of the phases of a mentoring relationship is to ensure a structured mentoring process that is sustainable (see Metros & Yang, 2006; Strike & Nickelsen, 2011; Starr, 2016). The response of SP1 coincided with these authors' view when he said:

> First, I would say identify the requirements of the mentee. Develop a framework
> or a strategy from your PGP [personal growth plan referring to the IQMS process]
> and and agree on a mentoring work plan and establish a mentoring relationship.
> Give mentoring support as required. This should include the willingness to learn,

have a personal development plan and how to learn to cope with the structure of the framework.

SP3 envisaged the mentoring framework to be developmental, supportive and collaborative as he replied:

> The mentorship framework should be developmental and should have built-in supportive structures in order to act accordingly in a changing world and environment. The framework should speed up the learning of a new job or skill, improve instructional performance, respond to Department of Education's mandate and to alter the culture and the norms of the school by creating a positive collaborative sub-culture.

The principle of mutual respect and mutual commitment to participate was raised by SP4, and coincided with Hudson's (2013) discussion of good practices that can be modelled by mentees and mentors. SP4 also remarked that it should not be a top-down approach because he perceived a mentoring process as a reciprocal learning process. SP4 continued by saying, "the relationship between the mentee and mentor should be built on a firm foundation". SP9 said, "it is about building partnerships or better relationships". SP10 replied:

> [T]o have a person on site for a period of time, which can guide and support you. The reason for on site is for the availability. For the loneliness you experience. Just a person to talk and relate to. When the mentorship relationship is well structured then the mentor can withdraw but must always be available.

Her view was in agreement with the description of the phases of a mentoring relationship by the National Treasury (2017) (see Figure 2.5).

5.5 SUMMARY

This chapter analysed the findings presented in Chapter 4 as well as the document analysis presented in Chapter 3. In reporting the analyses, the researcher added the discussion and theoretical perspectives on the roles and responsibilities of principals and circuit managers, as well as mentoring. The situated learning theory, adult learning theory and constructivism were incorporated to strengthen the analysis but will be more prominent in the practical framework of the mentoring framework presented in Chapter 6. In this way, the researcher hoped to address the assumed paucity of a mentoring framework for principals as a developmental strategy.

Three major themes, emerged from this analysis namely –

- the principals' experience of their roles and responsibilities;

- conceptualising mentoring; and

- conceptualising a mentoring framework as a developmental strategy.

The findings indicated that making a difference in the lives of the learners, staff and community gives satisfaction to principals. People management, absenteeism (of teachers), administration, instructional leadership and dealing with the context of their schools were revealed as issues with which principals struggle. Consistent with the literature, the findings showed that principals are initially inadequately qualified, not prepared and inexperienced when entering the post of principal. Findings also showed that principals rose through the ranks as they had previously occupied the positions of HOD, deputy principal and, in some cases, acting as principal.

The participants had a very good understanding of what mentoring entails and their definitions were consistent with literature. The findings revealed that the participants were exposed to informal mentoring practices and that they were never part of a formal mentoring framework. All the participants expressed that a need for a mentoring framework for principals existed. The findings further showed that the main elements of a mentoring framework for principals should be drawn from participants' challenges and struggles as they identify it with their real-life experiences.

Consistent with the literature, the analysis of the participants' responses revealed that the outcomes of the mentoring framework for principals should be an agreement between the mentee and the mentor in which the mentee decides on the learning, learning style, and time allocation. Also consistent with literature, the findings revealed that the mentoring framework should be phased accordingly, namely the connection, relationship building and implementation, assessment (reflection) and separation phases.

The following chapter summarises and concludes this thesis, as well as makes several recommendations for further research.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The analysis of the study's findings was presented in Chapter 5. This chapter concludes the thesis with a review of the results, a discussion of the study's significance and recommendations for future research. The chapter concludes with a proposed mentoring framework for principals. The need for improved knowledge, skills and values of principals in terms of school management and mentoring, and the belief that mentoring as a proficient growth plan is fundamental to improved quality of school management were vital to the study. The findings of the current study will firstly benefit principals; secondly, circuit managers and district officials; and thirdly, teachers and learners. This study may prompt principals, circuit managers and district officials to reflect and review their own practices.

6.2 SUMMARY OF THE MAIN ANALYTICAL CONCLUSION OF THE STUDY

This research was guided by the main research question: How can a framework for principal mentoring be developed in one education district in the Western Cape? The research question was supported by the following sub-questions:

1. How do principals experience the roles and responsibilities in performing their job description as stated in the South African Schools Act (No. 84 of 1994)?

2. What are the perceptions and experiences of principals and circuit managers in the Overberg Education district with regard to the need and development of such a framework?

3. How can the perceptions and experiences of the principals and circuit managers contribute to the development of such a framework?

The findings as presented and discussed in Chapters 4 and 5 pointed towards several conclusions, which will be discussed below. Conclusions are drawn concerning

principals' experience of their roles and responsibilities, conceptualising mentoring and a mentoring framework as developmental strategy.

6.2.1 Principals' experience of their roles and responsibilities

This section relates to the first sub-question and attempts to answer it: How do principals experience the roles and responsibilities in performing their job description as stated in the South African Schools Act (SASA) (No. 84 of 1996) (DBE, 1996a)? In order to answer this question sufficiently, it was necessary to explore the practices of principals by engaging with both principals and circuit managers. This section provides a summary of the findings.

6.2.1.1 Job satisfaction

In the discussion, the data revealed that principals found it satisfying to create a difference within the lives of the pupils, the staff and the community. This satisfaction derives from their contribution in the academic successes of the learners, the establishment of good relations with the personnel and the growth of the school in general.

6.2.1.2 Challenges experienced by principals

The findings revealed that the challenges principals experience are related to absenteeism of staff and learners, people management and administration. The management of absenteeism is not listed as a core function in legislation but the findings suggest that it has a key outcome on the management of the school, especially in terms of curriculum delivery and discipline. The management of staff and learners was identified by principals as challenging. This was confirmed by the circuit managers. Although circuit managers did not agree, findings revealed that principals struggle with administration because of the overload of paperwork, duplication of information to the district office, and the unreasonable demands of the provincial office. Findings also suggest that, although principals could articulate what instructional leadership is, the circuit managers agreed that principals struggle with the conceptualisation and implementation of instructional leadership. A disturbing finding was that multi-grade principals struggle with the management of the school relating to

the multi-grade context of the school while monograde schools present their own challenges regarding the context of the school.

6.2.1.3   Qualifications for the position of principal (preparedness)

Legotlo (2001) and Maile (2012) agree that there are no formal qualifications for principalship in South Africa, and principals are appointed to this role based on their qualifications as teachers and their experience in the profession. Participating principals were fairly well qualified:

- three of the participating principals had an Advanced Certificate in Education;

- three principals had a four-year Higher Diploma in Education;

- two principals had an honours degree in education;

- one principal had a four-year bachelor's degree; and

- one principal had a master's degree in education.

Findings revealed that none of the principals had any formal preparation on entering that the post of principal. This substantiates Mestry's (2017) assertion that there is no formal training for aspiring or practicing principals who want to take on leadership and management positions in South Africa. Mestry adds that there is a critical need for educational specialists to present mandatory training and developmental programs for leading and managing schools effectively. The findings also revealed that all the participants were extensively experienced in the educational leadership and management field in terms of the positions of departmental head and deputy principal.

6.2.2   Conceptualising mentoring

This section relates to sub-question 2and attempts to answer it: What are the perceptions and experiences of principals and circuit managers in the district with regard to the need and development of such a framework?

Findings indicated that principals conceptualise mentoring in several ways and that the majority of principals understand mentoring as some or other form of relationship with a senior, which would improve their level of management and leadership. The findings revealed that the informal mentoring principals received, played a critical role

in ensuring that principals understand their roles and responsibilities as managers and leaders of schools.

6.2.2.1 Exposure to mentoring

The findings indicated that novice principals were exposed to various forms of informal mentoring activities, such as mentoring by former principals, colleagues, seniors and circuit managers. All the participants indicated that they did not have any exposure to a formal mentoring framework before accepting the position as principal, and confirmed that they had received informal mentoring from different people. According to the data, the lack of the exposure to a formal mentoring framework had an effect on their competence to perform their roles and responsibilities as principal. Another finding showed that principals make many mistakes during their first years of principalship. This finding concurred with Msila's (2012) opinion that principals face many challenges in South Africa and are learning through trial and error whilst on the job.

6.2.2.2 Effect of mentoring

Findings revealed that informal mentoring had a positive effect on the practices of novice principals, which coincided with the benefits for mentees as indicated by Jonson (2008) and Starr (2016):

- informal mentoring contributed to the growth as principal;

- the mentee gained self-confidence as principal;

- the mentee became aware of abilities and inabilities;

- informal mentoring taught one participant to be a principal;

- contributions of informal mentoring were evident in the management of the school;

- the mentee became more skilful;

- the mentee's relationship improved with staff;

- informal mentoring improved soft skills, i.e. dealing with different types of relationships; and

- informal mentoring improved administration, interpretation of departmental guidelines and policies.

6.2.3 Developing a mentoring framework for principals as developmental strategy

This section relates to and attempts to answer the third sub-question: How can the perceptions and experiences of the principals and circuit managers contribute to the development of such a framework?

A mentoring framework is a structured programme consisting of mentees, mentors, a needs analysis, objectives, aims, parameters, resources and timeframes (National Mentoring Partnership, 2011). Most important is that the decision to start a mentoring framework stems from the belief that a need exists for such a framework (National Mentoring Partnership, 2011).

6.2.3.1 Establishing a need for a mentoring framework

Findings showed that the principals believed that a mentoring framework would contribute to the improvement of the management of schools and that the circuit managers agreed that a mentoring framework was a need for principals.

6.2.3.2 The main elements of a mentoring framework for principals

The current study found that the main elements of a mentoring framework for principals should be management and leadership skills, people management, instructional leadership and context, which were the salient issues identified by the principals from their own real-life experiences.

6.2.3.3 The mentoring relationship

Based on the findings, one could say that the participants had an excellent understanding of what the roles and responsibilities of the mentees and the mentors in the mentoring relationship had to be.

6.2.3.4   Outcomes of the mentoring framework

Metros and Yang (2006) suggest it is critical that the outcomes of a mentoring framework should be specific, measureable, attainable, realistic and timely. The current study revealed that the outcomes of the mentoring framework should be directed at the development of the mentees' skills, competencies, knowledge and values in order to improve their praxis. The majority of participants identified leadership, improving management skills, and a support base for the mentee as possible outcomes.

6.2.3.5   How do principals envision a mentoring framework?

The findings revealed that the mentoring framework should be developed from the principals' PGP (personal growth plan referring to the IQMS [Integrated Quality Management System] process). This coincides with the discussion on the development of mentoring frameworks by Metros and Yang (2006), Strike and Nickelsen (2011) and Starr (2016) who agree on the phases of the mentoring framework. The first phase of the relationship, connection, can also be seen as preparation for the mentoring process. **Connection** involves initiating contact, exchanging background information, discussions about personal and professional needs, and determining the expectations of the mentoring relationship (see Metros & Yang, 2006). The second phase, **relationship building and implementation**, encompasses the setting of goals (outcomes) and the principles of mentoring are valuable criteria to use (see Metros & Yang, 2006). The third phase, **assessment**, refers to reflection discussions to determine progress made by assessing whether interventions had been successful (see Starr, 2016; Strike & Nickelson, 2011). The fourth phase, **separation**, involves allowing the mentee to be independent when the assessment phase shows that the chosen goals have been reached (see Starr, 2016). The importance of the phases of a mentoring relationship is that the phases ensure a structured and sustainable mentoring process.

6.2.3   Development of a mentoring framework as developmental strategy

This study aimed to develop a mentoring framework for principals, and was guided by the main research question: How can a framework for principal mentoring be developed in one education district in the Western Cape? The data collected and the

discussion of the data in the three themes in sections 6.2.1 to 6.2.3.5 above were used to inform the development of the proposed mentoring framework for principals as a developmental strategy. The framework was developed within the boundaries of the conceptual framework (as discussed in Chapter 2) and was informed by the selected theoretical frameworks (namely situated learning theory, communities of practice, constructivist theory and adult learning theory) and the literature perspectives.

Mentoring framework for novice principals in the Overberg Education District

1. Introduction

Upon acceptance of the appointment, novice principals are often confronted with the challenges of leadership, management and administration. International research evidence has shown that the work of school principals is becoming increasingly difficult, time-consuming and more unattractive to prospective applicants (see Glanz 2006; Martin et al., 2005; Thomson & Blackmore 2006). The purpose of this mentoring framework is to assist novice principals to navigate their way through their first years of being a principal. It is also aimed at improving the management and leadership knowledge and skills of novice principals as well as at enhancing their chances of succeeding as leaders and managers of schools.

2. Scope

The focus of the mentorship framework depends on the needs of the mentee. Mentorship offers an opportunity to explore practical and theoretical issues that the mentee perceives as unfamiliar, problematic or challenging.

2.1 Purpose

The purpose of the mentoring framework is to provide a process for effective mentorship solutions to support and enhance developmental needs and career management of principals by:

- providing guidance and direction to the education sector and instilling a mentoring culture;
- promoting integrated learning in order to facilitate the systematic transfer of specific and required competencies and skills, knowledge sharing, positive attitudes, and the retention of talent;
- accelerating and supporting the development of principals; and
- ensuring optimal career management through appropriate empowerment and the transfer of skills to novice principals.

2.2 Applicability

This mentoring framework can be applied throughout the education sector, especially at school level.

3. Legislative and policy framework

The mentoring framework for principals was developed in line with the provisions and principles contained The Constitution of South African (No.108 of 1996) (South African Parliament, 1996) and The South African Schools Act (No. 84 of 1996) (DBE, 1996b).

4. Mentoring

The following definitions were used for the purpose of this study are provided:

- Mentee – a novice or struggling principal who, during his or her first year of principalship, is the recipient of mentoring support provided by an assigned principal mentor (Barnett 2013; Hudson 2013; Jones & Larwin, 2015 and Starr, 2016).
- Mentor – an experienced principal who has been trained as a mentor and who is assigned to a novice principal for the purpose of supporting the socialisation of the new principal into his or her new role, as well as facilitating leadership development and growth (Barnett 2013; Hudson 2013; Jones & Larwin, 2015 and Starr, 2016).
- Mentoring – a structured, coordinated process and approach in which the novice principal (mentee) and the principal mentor engage in a proactive, learning-centred relationship aimed to promote increased leadership capacity, professional development and support (Hudson, 2013; Jones & Larwin, 2015; Pask & Joy, 2007 and Starr, 2016).
- Mentoring framework – a structured programme consisting of mentees, mentors, a needs analysis, objectives, aims, parameters, resources and timeframes (Hudson, 2013 and National Mentoring Partnership, 2011).

4.1 Roles and responsibilities

In this section, the roles and responsibilities of the different role players in the mentoring process are defined:

4.1.1 Roles and responsibilities of mentors

The roles and responsibilities mentors and mentees are addressed in the mentorship orientation phase (see discussion in section 4.2.2). The roles of the mentor are illustrated in Table 4.1 below as adapted from Meyer and Fourie (2004) describes the roles and responsibilities of mentors as being a mother, father, sounding board, adviser, inspirer, developer, networker, knowledge broker, communicator and listener (Table 4.1 in section 4.2.2).

4.1.2 Roles and responsibilities of mentees

Drawing from the writings of Casey & McKavanagh (2001); Smith, McAllister, and Crawford (2001); Spencer, Tribe, and Sokolovskaja (2004), Queensland Health (2011:11) identified the following roles and responsibilities of mentees in a mentoring relationship:

- "identifying and achieving new knowledge and skills applicable to their career";
- "seeking guidance and advice related to ongoing developmental opportunities";
- "actively accepting responsibility for own development, decisions and actions";
- "acting on expert and objective advice, and relating this to evidence-based practice findings in the area";
- "completing tasks and projects to a satisfactory standard by agreed times";
- "being receptive to feedback and coaching";
- "maintaining confidentiality of matters discussed in the mentor meetings and noting this as an expectation of the mentor";
- "allocating time to complete developmental tasks and prepare for the meetings with the mentor and the mentor group";
- "keeping mentor (or mentors) advised of availability and making specific time to see them".

4.1.3 Roles and responsibilities of the manager of the mentoring framework

The manager of the mentoring framework – in the school context, this would be e.g. the circuit manager – should be providing:

- time and resources in support of the mentoring process; and
- support and encouragement to mentors and mentees.

4.1.4 Roles and responsibilities of the mentorship coordinator of the mentoring framework

The manager of the mentoring framework – in the school context, this would be e.g. the circuit manager – should be providing (Casey & McKavanagh, 2001; Smith, McAllister, & Crawford, 2001; Spencer, Tribe, & Sokolovskaja, 2004 in Queensland Health (2011:11):

- "being accountable for the implementation and maintenance of the mentoring activities in line with this framework";
- "creating a mentoring culture and environment conducive to implementing the guide (i.e. the training manual)";
- "keeping records of all mentoring documents";
- "coordinating and facilitating the mentoring framework";
- "ensuring that mentoring is focused and that meetings are held";
- "compiling reports regarding progress on the mentoring process; and"
- "liaising with all participants in the mentoring process".

4.2 Benefits of mentoring for the organisation, the mentor and the mentee

Mentoring has numerous benefits for the organisation (i.e. the school), the mentor and the mentee (Jonson, 2008; Starr, 2016). Many are foreseen while just as many may be unexpected. Jonson and Starr describe the core function of the role of the mentor in providing the appropriate type of assistance to the mentee in a way that helps the mentee to reach his or her desired outcome. The benefits of mentoring to the organisation, the mentor and the mentee are summarised below.

4.2.1 Benefits for the mentee

Below are some of the benefits for the mentee as suggested by Jonson (2008) and Starr (2016):

- develops –
    - learning of the mentee, analytical and reflective skills;
    - organisational and professional knowledge;
    - own practice;
    - ability to accept criticism;
    - autonomy and independence; and
    - increased reflective practitioner skills;
- builds self-confidence;
- supports individuals through transition and change;
- broadens horizons of the mentees by mentors;
- increases job satisfaction of the mentees;
- facilitates peer relationships; and
- offers individualised one-to-one support.

4.2.2 Benefits to the mentor

Listed below are benefits to the mentor whilst in a mentoring relationship, as suggested by Johnson (2008) and Starr (2016):

- improves:
    - awareness of own learning gaps; and
    - leadership, organisational and communication skills;
- develops:
    - ability to give and take constructive feedback and feed-forward; and
    - ability to challenge, stimulate and reflect;
- provides:
    - access to a wider range of professional knowledge and other ways of doing things; and
    - provides networking opportunities;
- raises profile within organisation;
- increases job satisfaction of the mentor;
- offers an opportunity to pass on knowledge and experience;
- provides stimulation; and
- can be integrated into continuous professional development processes.

4.2.3 Benefits for the organisation

A mentoring framework holds many and – sometimes unforeseen – benefits for an organisation, as suggested by Jonson (2008) and Starr (2016), of which some are listed below.

- widens the skills base and competencies of the organisation;
- increases staff morale and job satisfaction of the staff;
- is an alternative to external training;
- develops habits of trust and confidentiality as well as leadership skills of the staff;
- is used for succession planning;
- helps to:
    - achieve strategic goals and the mission and vision of the school; and
    - build learning organisations;
- improves:
    - quality of service through increased competence and confidence of workforce; and
    - teamwork and cooperation amongst staff.

5. Flow of the mentoring framework

In the section below, the implementation of the mentoring framework is illustrated graphically.

5.1 Graphic illustration of mentoring framework

Figure 6.1 below attempts to explain the flow of the mentoring framework that was developed.
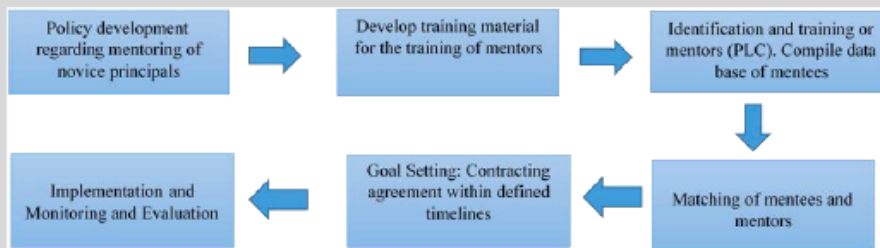

Figure 6.1: Flow of mentoring framework

Source: Researcher's own compilation

5.2 Detailed illustration of the flow of mentoring framework

Figure 6.2 below illustrates the flow of mentoring framework as illustrated in Figure 6.1. in detail.
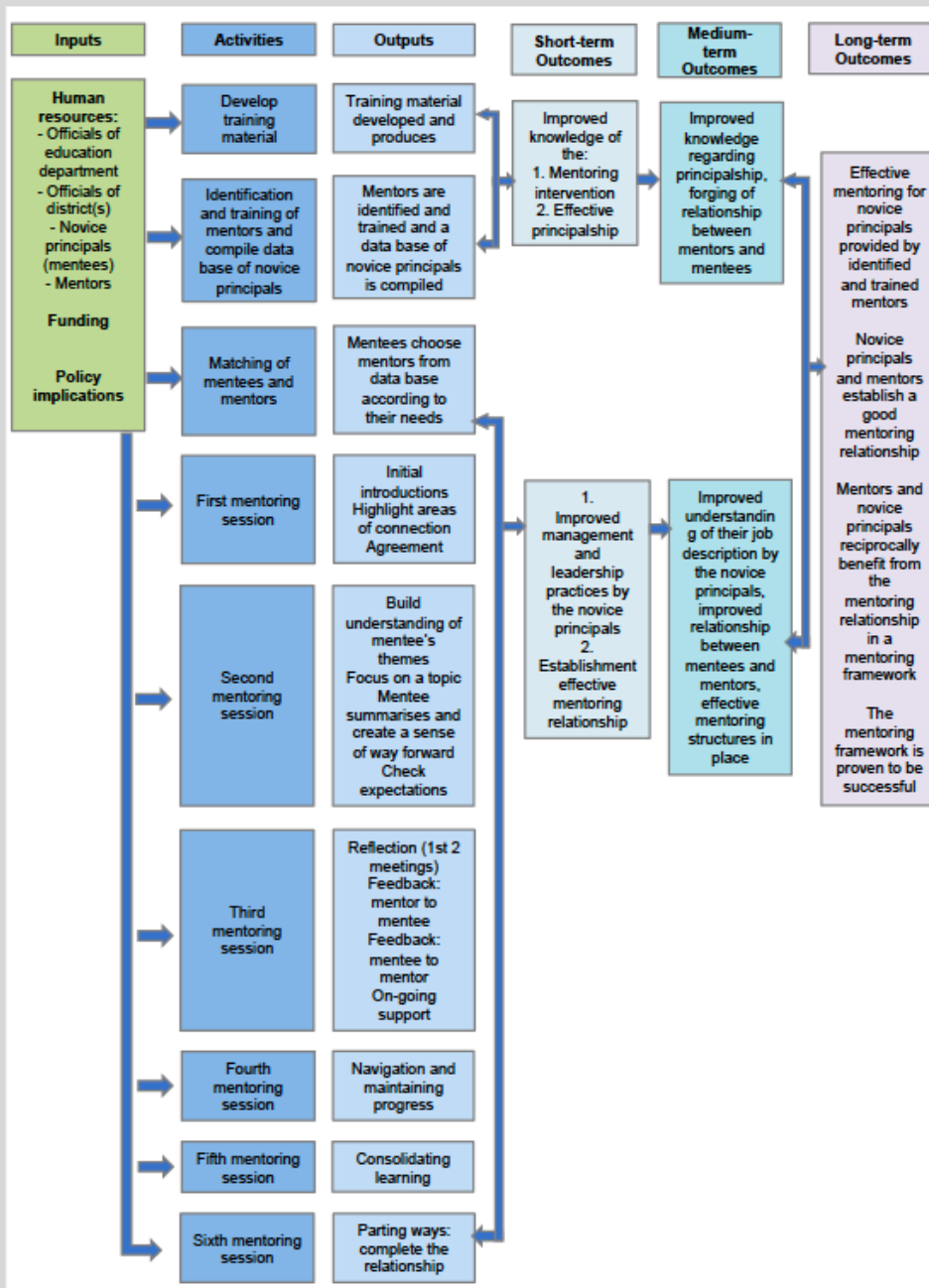
Figure 6.2: Detailed illustration of the mentoring framework

Source: Researcher's own compilation

5.2.1 Inputs

This mentoring framework for principals is recommended for implementation by the education department and could be used for policy development a developmental strategy for principals. Consistent with literature and the findings of this study, the district director is responsible for the implementation, monitoring and quality assurance of the framework. It is recommended that circuit managers be the coordinators of the framework as they are the managers of principals in their circuit. The education department, in collaboration with the district, should identify funding for the framework for the development of training material and the training of identified mentors. The funding will also be used for the PLCs, where mentors are trained. The district, i.e. circuit managers, should compile a database of novice principals in their circuits. This database should include the following details of the novice principals: highest qualification, number of years' teaching experience, and number of years' management experience.

The first phase of the relationship, connection, can also be seen as preparation for the mentoring process, and involves initiating contact, exchanging background information, discussions about personal and professional needs, and determining the expectations of the mentoring relationship (Metros & Yang, 2006). The findings of this study suggest that mentees should choose their mentors. Mentees should be able to choose from a database of trained mentors provided to them. The second phase, relationship building and implementation, encompasses the setting of goals, and the SMART (specific, measureable, attainable, realistic and timely) principles, which are valuable criteria to use (Metros & Yang, 2006). The next phase of the mentoring framework (the third phase) is the proposed six mentoring sessions, namely goal setting, contracting agreement within the defined timelines, and the implementation, monitoring and evaluation of the framework. The elements of the six mentoring sessions are illustrated in the Table 6.1 below:

Table 6.1: Elements of mentoring sessions

Session	Agenda to be discussed
1st mentoring session	Initial introductions, highlighting of areas of connection, agreement
2nd mentoring session	Building an understanding of mentee's themes, focus on a topic, mentee summaries and creates a sense of way forward and checks expectations
3rd mentoring session	Reflection (first two meetings), feedback: mentor to mentee as well as mentee to mentor and ongoing support
4th mentoring session	Navigating the mentoring process through regular reflection and maintaining progress
5th mentoring session	Consolidating learning
6th mentoring session	Parting ways: completing the relationship

Source: Researcher's own compilation

In order to start with the mentoring sessions, it is critical to ensure that the mentor is properly prepared to start the mentoring sessions. Some hints for the mentor for the conversation with the mentee are (see Starr 2016:105; see also Metros & Yang, 2006; Strike & Nickelson, 2011):

- "Take the pressure off yourself, remember it is okay just to be in a natural, relaxed conversation around topics, e.g. you're your views, experience and beliefs.
- Be encouraging, demonstrate interest and warmth.
- Do not try to explain everything you know about a particular topic. Too much information or opinion is difficult to take in. Summarise your key thoughts and principles where possible.
- In offering any assistance, balance your involvement with a need to empower the mentee.
- Avoid ambitious expectations of the help you can offer or giving assurances that you later decide that you cannot or do not want to fulfil.

- As you become more involved in offering thoughts, giving feedback, etc. avoid the urge to 'fix' or 'solve' what you see as a problem."

5.2.1.1 The first mentoring session: draft agenda

To be effective and efficient with the time, it will help to have some idea of the topics and stages for the first conversation. The draft agenda below is estimated to cover a 90-minute time slot for the first conversation (Starr, 2016). It could be shaped and changed according to the needs of both the mentor and mentee.

Table 6.2: Draft agenda for first mentoring session

No.	Item	Approximate time
1	**Initial introductions: mentor** • Personal facts (age, family, partner's name, education, interests, etc.) • Professional facts (role, previous occupations, key areas of experience and ability) • Anything else that seems important	10 minutes
2	**Initial Introductions: mentee** • Personal facts (age, family, partner's name, education, interests, etc.) • Professional facts (role, previous occupations, key areas of experience and ability) • Anything else that seems important	10 minutes
3	**Highlight areas of connection or crossover** • Where are the similarities or connections (personal or professional)?	10 minutes
4	**Agree on the best way to work together practically** • Duration of support (fixed time frame or open-ended support) • Methods of contact (face to face, telephone or virtual meetings), email schedule and frequency of contact • How to review progress of the mentoring, exchange feedback, etc.	20 minutes
5	**Identify the mentee's (known) areas of required support** • What do you want to get from mentoring? • Which topics are you interested in for developing more awareness or ability? • Which personal or professional goals are you aware of?	30 minutes
6	**Agreements and way forward** • What is next, e.g. meeting again: when and how? • What needs to happen between the first session and the next session? • Anything else to discuss?	10 minutes

Source: Adapted from Starr (2016:107)

It is noticeable that there is little content in the draft agenda that relates to detailed discussion on specific topics, issues, challenges, etc. The initial intentions are to build a framework for a relationship rather than to engage in specific personal goals and topics in which the mentee is interested. Although the above agenda may occur as a significant investment of time, over time, the relationship will benefit from the mutual clarity of information and awareness that is created. This can also feel like a 'delaying activity' because the mentee might be keen to talk about specific situations and challenges. According to Starr (2016:109), the features of an effective first session can be summarised as:

- "The sharing of an overview of your [the mentor] background in terms of your professional journey, a little of your upbringing, family construct, etc. and you have gained an understanding of theirs.

- An opportunity was offered to the mentee to begin to get to know you as a person in terms of your likes, dislikes, sense of humor, etc. and you have begun to do the same with the mentee.

- The principles of how you would like to work together were discussed including how the progress of the relationship will be reviewed as well as the exchange of feedback.

- The mentor has gained an initial understanding of what brings the mentee to mentoring, e.g. the mentee's sense of purpose in doing this, the aspirations and goals.

- A sense of where and how you might be able to support the mentee is built.

- The mentor left the session with appropriate conclusions and agreements, e.g. the way forward, what happens next etc.

- The mentor feels positive about the opportunity, e.g. of the mentee's situation and the links to own experience, views and beliefs."

5.2.1.2 The second mentoring session: draft agenda

The first session focused on laying the foundations of the mentoring relationship (working together). The second mentoring session could either be on continuing the building of the relationship or it could focus on making progress on a distinct development topic. The draft agenda below focuses on the latter (see Starr, 2016:185).

Table 6.3: Draft agenda for second mentoring session

No.	Item	Approximate time
1	**Building understanding: mentee's themes** The mentor 'interviews' the mentee to focus more directly on their objectives and development themes, for example: • Let us look closely at what you want to get from this in terms of areas you want to develop or grow in. • Can you describe what you want for the future, e.g. in your career or for your personal life (to understand the mentee's aspirations) • What do you see as potential blocks or barriers to your progress, e.g. current challenges, gaps in knowledge or skills?	30 minutes
2	**Focus on a topic or theme (1)** Take an initial topic or theme and create conversation around that topic or theme, for example: • What would you like to focus on first? • I am thinking we might talk about this one first, how does that sound? • Okay, let's talk about this one.	20 minutes
3	**Focus on a topic or theme (2)** As per no. 2 above, take a second topic or theme and create conversation around that theme.	20 minutes
4	**Mentee summarises [topics or themes and discussions] and creates a sense of the way forward** The mentee gives an overview of where he or she is following the conversation and also how he or she want to take things forward, for example: • Here's what I think I've got from this. • Here's what I think I need to focus on or get done (commit to actions if appropriate). • Here's what might stop me (and here's how I intend to tackle that).	10 minutes

No.	Item	Approximate time
5	**Check expectations or effectiveness** Discuss whether the conversation has seemed appropriate in style and approach to meet the mentee's needs, for example: • How much is this meeting your needs? • What else might we be missing? • What might we do more or less of next time?	10 minutes

Source: Adapted from Starr (2016:185)

The agenda for the second session places the emphasis on encouraging a 'future-focus' and a more immediate sharing of knowledge, ideas and advice (see Queensland Health, 2011). The sharing of knowledge, ideas and advice adds a transactional tone to the discussion in that it is less about getting to know each other and more about talking through issues and challenges. Below are a few hints when the mentor is in conversation with the mentee (Starr, 2016:114):

- "Ensure that the conversation has a healthy balance of you facilitating your mentee's thoughts and you offering your own. Facilitating their thoughts:
  - o Listen (become quiet);
  - o Ask open questions (what, how, why, where or who);
  - o Reflect and Summarise, e.g. 'Here is what you just said ...'
  - o Check or confirm understanding, e.g. 'Is that why you didn't apply for the role?'
  - o Point out links, e.g. 'Isn't that the same message your partner was giving you?'
- You offer your thoughts or contribution:
  - o Make observations.
  - o Give feedback and opinion
  - o Challenge the mentee's views.
  - o Tell relevant stories from your own experience.
  - o Offer ideas and/or advice."

Making use of agendas is a good way of helping to stay focussed and effective with one's time. It could however result in conversations being overly formal and professional in tone. It could also prevent the conversation from developing more naturally and it might make conversations feel like work and therefore be less enjoyable. It is advisable to continue with agendas if one can avoid the mentioned pitfalls (see Starr, 2016,).

5.2.1.3 The third mentoring session: reflection, feedback and ongoing support

At this stage of the mentoring session, it is important to reflect on what has been done in the first two sessions. An opportunity has to be given for mentor-to-mentee feedback as well as mentee-to-mentor feedback (see Starr, 2016). The agenda for this session could also include ongoing support.

5.2.1.4 The fourth mentoring session: navigation and maintain progress

The activities influencing the agenda for the session may include:

- fulfilling the practical function of the mentor;
- maintaining the tone of the relationship; and
- providing informal reviews of process and approach.

5.2.1.5 The fifth mentoring session: consolidating learning

Activities on the agenda may include the following items:

- a review progress of the overall assignment or relationship;
- identifying key themes or points of learning this far;
- offering and requesting feedback;
- identifying support or development methods going forward; and
- agreeing on a schedule to complete (see Starr, 2016).

This stage begins the process of drawing the mentorship activity to a close or completing the relationship. Potential activities to support this stage might include (see Starr, 2016:125):

- "complete review of progress – where is the mentee now in relation to his or her aspirations, goals and development themes?
- check the main themes or learning from the mentoring process – what would be the key lessons or things to remember?
- exchange feedback – what has worked or what could be done differently?
- identify the ongoing support options – how might the mentee continue to progress? and
- agreeing to a schedule to complete – what needs to happen" (Starr, 2016:125).

5.2.1.6 The sixth mentoring session: Parting ways – completing the relationship

Activities that may influence the agenda at this stage include:

- final summaries and acknowledgements;
- agreements or options for future contact; and
- an informal completion conversation (see Starr, 2016).

Although this session is the concluding stage of the mentoring process, it does not mean that the mentoring relationship stops. While the active part of the relationship has practically ended, it is important that the mentee and the mentor stay in touch (Starr, 2016).

6. Mentoring agreement

Please complete this agreement at your first meeting and return to:

.... (coordinator of the mentoring framework)

I, ... (mentee)

and .... (mentor), commit to the Overberg Education District Mentoring Framework for novice principals.

We will:

- Meet at least .... (please provide agreed interval);
- Attend any mentor programme sessions and activities held by Overberg Education district;
- Have a genuine interest and commitment in the mentoring framework;
- Be objective, honest and supportive;
- Act ethically and with respect towards all participants;
- Respect and maintain strict confidentiality;
- Contribute to discussion and resolution of issues raised in meetings; and
- Participate in the mentoring framework evaluation and review.

We acknowledge that either person has the right to discontinue the mentorship for any reason.

Signed: ....

Name: ....

Date: ....

6.3 RECOMMENDATIONS

The purpose of this study was to develop a mentoring framework for novice principals as a professional development strategy. The study provides recommendations that will have a positive impact on principals' professional growth as a way of improving their leadership and management skills.

This study supplies readers with the knowledge they need to reinforce their own practice or develop mentoring activities as professional development strategies for principals. The recommendations are not intended to be exhaustive for school principals and circuit managers but also for education officials and academics. The recommendations might support in the planning of appropriate mentoring opportunities as professional development activities to prepare principals, circuit managers and other district officials to provide quality management and leadership at schools in the education districts. The recommendations are grouped into two categories:

- recommendations for the establishment and implementation of a mentoring framework for principals as a development strategy; and

- recommendations for mentoring as a professional development strategy aimed at transforming and improving management and leadership practices by school principals.

6.3.1 Establishment and implementation of a mentoring framework for principals

The mentoring framework for principals culminated from the research presented in the review of literature (see sections 2.3 and 2.4 in Chapter 2) and was conceptually framed by the situated learning theory, constructivism and andragogy, as reflected in Chapter 2 of this thesis. Data was collected from the document analysis (see Chapter 3) and a discussion of the semi-structured interviews, which was presented in Chapter 4. The two sets of data were discussed in Chapter 5.

From the research findings of this study conducted in one selected district of the WCED, it was evident that a need for a mentoring framework exists. When appointed in the post of principal, novice principals generally reach out to previous principals

under whom they had worked, colleagues and circuit managers to seek assistance and support. Considerable gaps exist between a realistic ideal and the actual management of a school. To achieve effective and efficient school management and leadership, the gap between what is currently happening in school management and the ideal must be bridged. Making practical recommendations aids in isolating the problems that contribute to principals' effective and efficient management and leadership. Possible implications for education management at provincial and district level are discussed in the sub-sections below. Recommendations are made for various stakeholders in the education sector, such as policymakers, national, provincial and district management, principal mentors, and principals.

6.3.1.1 Policy implications

This study focussed on the management and leadership of school principals. Therefore, recommendations for educational policymakers are presented at the level of management and leadership of schools. From the findings, the following recommendations are made:

- educational policymakers at national level should develop an amendment to the South African School Act (SASA), to establish and implement a mentoring framework (as proposed in 6.2.3) for principals as a developmental strategy;

- the national education department should advocate, disseminate and mediate the above-mentioned recommended amendment to the South African School Act (SASA) at provincial, district and school level;

- the provincial education department need to establish a unit at district level to manage, coordinate, implement and monitor the policy on principal mentoring in districts;

- the education districts, i.e. the district director, should be given the task to manage the implementation of the unit responsible for the mentoring framework in collaboration with the circuit managers who have to coordinate the implementation of the mentoring framework; and

- SGBs and SMTs at schools should provide the district management with names of novice principals in order for the district to develop a database of novice principals in need of professional development.

6.3.1.2 Mentoring as a professional development strategy for school principals

The aim of the study was to development a mentoring framework for principals. From the literature review, conceptual framework and the findings of the study, the following recommendations are made:

- the district should identify mentors for the mentoring framework and develop a training manual for the training of mentors;

- the mentors have to be

    - trained in mentoring, as discussed in section 2.4.4.1;

    - oriented or trained in the situated learning theory, constructivism and the adult learning theory as discussed in section 2.2.2; and

    - oriented or trained in educational management and leadership;

- the district management, responsible for the implementation of the mentoring framework, should plan, organise, lead and coordinate the implementation process; and

- the district management have to ensure –

    - quality mentoring processes;

    - quality support and monitoring of the mentoring processes; and

    - quality evaluation and reflection practices.

6.4 RECOMMENDATIONS FOR FUTURE RESEARCH

The literature review revealed that earlier studies have investigated school management and school leadership in South Africa (see Botha, 2004; Mathibe, 2007; Mestry, 2017; Van Deventer & Kruger, 2003) and worldwide (see Glanz, 2006; Harvey et al., 2013; Martin et al., 2005; Marzano et al., 2005; Thomson & Blackmore, 2006). At the time of the current study, little research could be found on work done in South

Africa in terms of mentoring of school principals. The sharing of the lived experiences of the participants, both principals and circuit managers, assisted to formulate the following recommendations for future research.

- The current study was conducted in one education district in the Western Cape. Future research on the effect of the absence of mentoring frameworks for principals in South Africa would be useful to demonstrate how critical mentoring is for the education sector.

- The findings revealed that, at the time, principals were not adequately prepared for the realities of managing and leading schools. Future research in relevant preparatory training for aspiring principals would be useful.

- The participants in the current study expressed a need for a mentoring framework. Future research on the development of mentoring frameworks for SMTs and teachers would be useful.

6.5 STRENGTHS AND LIMITATIONS OF THIS STUDY

Reflecting on the research process, I acknowledge that the research had limitations and strengths but it also provided a window on the realities of the experiences of principals and circuit managers in terms of school leadership, mentoring and mentoring frameworks.

6.5.1 Strengths

The need analysis, the components and the aspects of the mentoring framework were developed through a thorough document analysis and an analysis of interviews with ten principals and three circuit managers who had considerable experience in school management and leadership. Through the interviews with participants on school management and leadership, a complete picture of the features of school management and leadership emerged. The data from the interviews provided the study with the experiences and perceptions of the participants, meanings and definitions of situations provided by them and the construction of their realities (Henning, 2005; Mouton, 2006). Principals with little experience in school management and leadership, such as novice principals, can develop their knowledge and skills of school management and leadership, in much the same way as

experienced principals would develop their skills or their knowledge about the process of principal mentoring.

The current study presented a conceptual framework by using the situated learning theory (see Lave & Wenger, 1991; Clancey, 1995; Smith, 1999; Rankin, 2015; see also section 2.2.2), constructivism (see Dewey, 1961; Vygotsky, 1962) see also section 2.2.2.1) and the adult learning theory (see Dewey, 1961; Knowles, 1984; Kolb, 1984; see also section 2.2.2.2). The conceptual framework provides prospective researchers and readers with material relating to three difficult and complicated theories. This study also made use of a diverse set of research tools (see section 3.2.1 document analysis (see section 3.3.2 and semi-structured interviews (see section 3.3.1) in order to triangulate the data and strengthen the validity of the arguments.

6.5.2 Limitations

The participants presented in this study were all part of one selected education district in the Western Cape. This means, strictly speaking, conclusions can only be drawn about mentoring of principals in the Overberg Education District. Only principals and circuit managers participated in the study. Participation of officials at provincial level would have made the discussion on principal mentoring much richer.

6.6 SUMMARY

This chapter concludes the thesis and provides a summary of the findings by focussing on how the research questions were addressed. In this chapter, the mentoring framework for principals as a developmental strategy was also presented to answer the main research question (see section 6.2.3). Section 6.4 above provided recommendations for the national and provincial education departments and education districts and officials. The strengths and limitations of the study was also reported.

The thesis commenced (see Chapter 1) by clarifying the rationale for conducting the study by providing challenges faced by novice principals during the first years of principalship and the effect of a formal mentoring framework in one education district in the Western Cape. The roles and responsibilities of principals and circuit managers and principal mentoring were highlighted in the literature review by referring to policy

documents and literature on school leadership and management and principal mentoring (see Chapter 2). Chapter 2 also highlighted that the study was conceptually framed by the situated learning theory, the adult learning theory and constructivism. The qualitative case study methodology was contextualised and the document analysis was reported in Chapter 3. The findings of the semi-structured interviews were presented in Chapter 4. Chapter 5 presented a discussion of the findings of the document analysis and semi-structured interviews. In each case, these were linked to a specific research question (either the research question or one of the three sub-questions). This chapter thus summarised addressed the findings, recommendations and the contribution of this qualitative study.

REFERENCES

REFERENCES

Aho, E., Pitkänen, K. & Sahlberg, P. 2006. *Policy development and reform principles of basic and secondary education in Finland since 1968*. Washington, DC: The World Bank.

Allsop, T. & Benson, A. (eds.). 1996. *Mentoring for science teachers*. Bristol, PA: Open University Press.

Anderson, J.R., Reder, L.M. & Simon, H.A. 1996. Situated learning and education. *Educational Researcher*, 25(4):5-11.

Babbie, E. 2017. *The basics of social research*. Seventh edition. Boston, MA: Cengage Learning.

Bandura, A. 1977. *Social learning theory.* Englewood Cliffs, NJ: Prentice-Hall.

Barnett, S.N. 2013. 'Mentor-principals': Perceptions about a mentoring programme for aspiring principals. *Electronic Theses and Dissertations*, Paper 1518. Retrieved from http://dc.etsu.edu/etd/1518 [Accessed 26 January 2020].

Blanchard, K. 2007. *Leading at a higher level: Blanchard on leadership and creating 'high performing' organizations*. Upper Saddle River, NJ: Prentice Hall.

Bogdan, R. & Biklen, S. 2007. *Qualitative research for education*. Boston, MA: Allyn & Bacon.

Boreen, J., Johnson, M.K., Niday, D. & Potts, J. 2009. *Mentoring beginning teachers: Guiding, reflecting, coaching*. Second edition. Boone, IA: Stenhouse.

Botha, R.J. 2004. Excellence in leadership: Demands on the professional school principal. *South African Journal of Education*, 24(3):239-243.

Bowen, G. 2009. Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2):27-40.

Bowgren, L. & Sever, K. 2010. *Differentiated professional development in a professional learning community*. Bloomington, Illinois: Solution Tree Press.

Brantlinger, E., Jimenez, R., Klinger, J., Pugach, M. & Richardson, V. 2005. Qualitative studies in special education. *Exceptional Children*, 71:195-207. doi: 10.1177/001440290507100205

Brown, J.S., Collins, A. & Duguid, P. 1989. Situated cognition and the culture of learning. *Educational Researcher*, 18(1):32-42.

Bryman, A. 2012. Qualitative research on leadership: A critical by appreciative review. *The Leadership Quarterly*, 15(6):729-769.

Bull, P.H., Patterson, G.C., Mansaray, M. & Dunston, Y. (2016). Perceptions of Teacher Education Candidates to Digital and Learning Technologies. *Teacher Education: 182 Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications*, 451.

Bush, T. & Middlewood, D. 2005. *Leading and managing people in education*. London: SAGE Publications Ltd.

Cantrell, D.C. 1993. Alternative paradigms in environmental education research: *The interpretive perspective. Alternative paradigms in environmental education research*, 8, 81-104.

Carter, R. 1981. *Speech by former First Lady of the United States from 1977 to 1981*. Arden Coaching. Retrieved from https://ardencoaching.com/historical-women-leaders-rosalynn-carter/ [Accessed 13 November 2020].

Casey, M. & McKavanagh, M. 2001. *Rural connect: clinical mentor handbook.* Rockhampton: Yangulla Centre central Zone Rural Health Training Unit.

Clancey, W.J. 1995. A tutorial on situated learning. In J. Self (ed.). *Proceedings of the International Conference on Computers and Education (Taiwan)*. Charlottesville, VA: AACE, 49-70.

Clarke, A. 2008. *The handbook of school management*. Maitland: Macmillan South Africa.

Cohen, L., Manion, L. & Morrison, K. 2000. *Research methods in education.* Fifth edition. New York, NY: Routledge.

Cohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education.* Seventh edition. London: Routledge Falmer.

Cohen, L., Manion, L. & Morrison, K. 2013. *Research methods in education.* Sixth edition*.* New York, NY: Routledge.

Coleman, M. 2005. Gender and secondary school leadership. *International Studies in Educational Administration*, 33(2):3-20.

Collins, A. & Kapur, M. 2014. Cognitive Apprenticeship. In R. Sawyer (ed.). *The Cambridge Handbook of the Learning Sciences* (Cambridge Handbooks in Psychology) (pp. 109-127). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139519526.008

Collins, K. 2010. Advanced sampling designs in mixed research: Current practices and emerging trends in the social and behavioral sciences. In A. Tashakkori & C. Teddlie (eds.). *SAGE handbook of mixed methods in social & behavioral research* (pp. 353-378). Thousand Oaks, CA: SAGE Publications Ltd.

Conlan, J., Grabowski, S. & Smith, K. 2003. Adult learning. In M. Orey (ed.). *Emerging perspectives on learning, teaching, and technology* (pp. 115-126). Georgia: University of Georgia.

Corbin, J. & Strauss, A. 2008. *Basics of qualitative research: Techniques and procedures for developing grounded theory.* Third edition. Thousand Oaks, CA: SAGE Publications Ltd.

Cordingley, P. 2019. *Developing quality in mentoring as a driver for professional learning and school improvement.* Paper presented at the Hallam Festival of Education, 14 June, Sheffield, UK.

Creswell, J.W. 1998. *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: SAGE Publications Ltd.

Creswell, J.W. 2014. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Fourth edition. Thousand Oaks, CA: SAGE Publications Ltd.

Crowe, S., Creswell, K., Robertson, A. & Huby. G. 2011. The case study approach. *BMC Medical Research Methodology*, 11: Art. 100 Retrieved from http://www.biomedcentral.com/1471-2288/11/100 [Accessed 16 October 2019].

Davies, J. & Davies, B. 2006. Developing a model for strategic leadership in schools. *Educational Management Administration & Leadership*, 34(1):121-139.

DBE (Department of Basic Education). 1996a. National Education Policy Act 27 of 1996. *Government Gazette*, 17118. Cape Town.

DBE (Department of Basic Education). 1996b. South African Schools Act, 1996 (Act No. 84 of 1996). *Government Gazette*, 17579. Cape Town.

DBE (Department of Basic Education). 2001. The National Policy on Whole-school Evaluation. *Government Gazette*, 433(22512). Pretoria.

DBE (Department of Basic Education). 2003. *Resolution No. 8 of 2003: Integrated Quality Management System. Schedule 1 of the Employment of Educators Act, 1998 as amended.* Pretoria.

DBE (Department of Basic Education). 2008a. *Advanced Certificate: Education (School Management and Leadership).* Pretoria.

DBE (Department of Basic Education). 2008b. *Mentor school managers and manage mentoring programmes in schools: A module of the Advanced Certificate: Education (School Management and Leadership).* Pretoria.

DBE (Department of Basic Education). 2015. *Multi-grade Strategy and Basic Education Sector Plan: Strengthening the provision of quality teaching and learning in multi-grade schools.* Pretoria.

DBE (Department of Basic Education). 2015a. *Professional learning communities: A guideline for South African schools.* Pretoria.

DBE (Department of Basic Education). 2015b. The South African standard for principalship. *Government Gazette*, 37897. Pretoria.

DBE (Department of Basic Education). 2016. Employment of Educators Act 1998: Personnel Administrative Measures (PAM) (revised). *Government Gazette*, 39684. Pretoria.

DeMers, J. 2014. *7 key qualities of an effective mentor.* Inc. Retrieved from https://www.inc.com/jayson-demers/7-key-qualities-of-an-effective-mentor.html [Accessed 11 June 2020].

Denzin, N. & Lincoln, Y. 2003. *Collecting and interpreting qualitative materials.* Thousand Oaks, CA: SAGE Publications Ltd.

Dewey, J. 1961. *John Dewey on education (selected writings).* London: Macmillan.

DPSA (Department of Public Service and Administration). 1994. Public Service Act, 19941 (Proclamation 103). *Government Gazette*, 15791, 3 June. Pretoria.

DPSA (Department of Public Service and Administration). 2006. *The Public Service Mentorship Programme: 'Step by step' guide.* Pretoria.

DPSA (Department of Public Service and Administration). 2016a. GNR. 877 of 29 July 2016: Public Service Regulations, 2016. *Government Gazette*, 40167. Pretoria.

DPSA (Department of Public Service and Administration). 2016b. *National Human Resource Development Strategic Framework for the Public Service of 2016.* Pretoria.

DuFour, R. 2004. What is a professional learning community? *Schools as Learning Communities*, 61(8):6-11.

DuFour, R., DuFour, R. & Eaker, R. 2008. *Revisiting professional learning communities at work: New insights for improving schools.* Melbourne: Hawker Brownlow Education.

Ehrich, L., Hansford, B. & Tennent, L. 2001. Closing the divide: Theory and practice in mentoring. In *CD-ROM - International Conference ANZAM 2001, Closing the Divide.* Auckland: Massey University, 1-15.

Fisher, D. & Frey, N. 2008. Homework and the gradual release of responsibility: Making "responsibility" possible. *English Journal,* 98(2):40-45.

Gardner, L.Y. 2016. Principals' perceptions about the elements of mentoring support that most impact the development of a new principal's leadership capacity. Unpublished PhD dissertation. Greenville, NC, East Carolina University.

Glanz, J. 2006. *Instructional leadership.* Thousand Oaks, CA: Corwin Press.

Goldbart, J. & Hustler, D. 2005. Ethnography. In B. Somekh & C. Lewin (eds.). *Research methods in the social sciences.* London: SAGE Publications Ltd, 16-23.

Goodnow, J.J. 1990. *The socialization of cognition: What's involved?* In J. W. Stigler, R. A. Shweder & G. Herdt (eds.). *Cultural psychology: Essays on comparative human development* (pp. 259-286). Cambridge University Press.

Grant, C.S. 2015. Mentoring: Empowering your success. In P.A. Pritchard & C.S. Grant (eds.). *Success strategies from women in STEM: A portable mentor* (pp. 63-96). Waltham, MA: Elsevier.

Gurr, D., Drysdale, L. & Mulford, B. 2005. Successful principal leadership: Australian case studies. *Journal of Educational Administration*, 43(6):539-551.

Harvey, J., Holland, H. & Cummins, H. 2013. *The school principal as leader: Guiding schools to better teaching and learning.* New York, NY: The Wallace Foundation.

Henning, E. 2005. *Finding your way in qualitative research*. Pretoria: Van Schaik.

Hitchcock, G. & Hughes, D. 1995. *Research and the teacher*. Second edition. London: Routledge.

Hord, S. & Hirsh, S. 2008. Making the promise a reality. In A. Blankstein, P. Houston & R. Cole (eds.). *Sustaining professional learning communities* (pp. 23-40). Thousand Oaks, California: Corwin Press.

Huang, H. 2002. Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology*, 33(1):27-37.

Hudson, P.B. 2013. How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7):70-84.

Hughes, L.W. & Ubben, G.C. 1994. *The elementary principal's handbook: A guide to effective action*. Fourth edition. Needham Heights, MA: Allyn & Bacon.

Illeris, K. 2004. *Adult education and adult learning*. Malabar, FL: Krieger.

Isenberg, S. 2007. *Applying andragogical principles to internet learning*. Youngstown, NY: Cambria Press.

Jones, M.K. & Larwin, K.H. 2015. Does mentoring make a difference: An investigation of a mentoring programs's impact on first year building principal's practices and self-efficacy. *Perspectives: A Journal of Research and Opinion about Educational Service Agencies*, 21(2):1-27.

Jonson, K.F. 2008. *Being an effective mentor: How to help beginning teachers succeed*. San Francisco, CA: Corwin Press.

Joubert, J. 2009. *Multi-grade schools in South Africa: Overview of a baseline study conducted in 2009 by the Centre for Multi-Grade Education, Cape Peninsula University of Technology*. Wellington: Available from http://www.pmg.org.za/files/docx/100728multigrade.doc.

Kaplan, B. & Maxwell, J. 2005. Qualitative research methods for evaluating computer information systems. In J. Anderson, C. Aydin & S. May (eds.). *Evaluating health care information systems: Methods and applications* (pp. 45-68). Thousand Oaks, CA: SAGE Publications Ltd.

Kapur, M. 2015. The preparatory effects of problem solving versus problem posing on learning from instruction. *Learning and Instruction,* 39:23-31.

Kiousis, S. & Kontakos, A. 2006. School culture and legislative framework of the Greek educational system. In *Proceedings of the 5th Panhellenic Conference of Greek Pedagogy and Educational Research*. Thessaloniki: Pedagogic Society of Greece.

Knowles, M. 1984. *The adult learner: A neglected species.* Third edition. Houston, TX: Gulf.

Kolb, D.A. 1984. *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall.

Kythreiotis, A., Dimitriou, D. & Antoniou, P. 2010. *The development of the culture and the climate of the school*. Retrieved from http://www.moec.gov.cy/dde/anaptyxi_veltiosi_scholeiou/tomeis/anaptyxi_koul touras_klimatos.pdf [Accessed 11 August 2019].

Lave, J. & Wenger, E. 1991. *Situated learning: Legitimate peripheral participation.* Cambridge: Cambridge University Press.

Lave, J. 1982. A comparative approach to educational forms and learning processes. *Anthropology and Education Quarterly*, 13(2):181-187.

Laviolette, K. 1997. *A framework for a formal mentoring program*. Queen's University IRC archive document. Retrieved from https://irc.queensu.ca/sites/default/files/articles/l-laviolette-a-framework-for-a-formal-mentoring-program.pdf [Accessed 12 April 2019].

Legotlo, M.W. 2001. Management development needs of school principals in the Atamelang District of the North West province. In J. van der Vyver (ed.). *Education for all: Opportunities and challenges* (pp. 523-540). Johannesburg: Southern African Society for Education.

Lichtman, M. 2010. *Qualitative research in education: A user's guide.* Second edition. Los Angeles, CA: SAGE Publications Ltd.

Lieberman, A. & Miller, L. 2008. *Teachers in professional communities: Improving teaching and learning.* New York: Teachers College Press.

Lunenburg, F.C. 2010a. Schools as open systems. *Journal of Schooling*, 1(1):1-5.

Lunenburg, F.C. 2010b. The principal and the school: What do principals do? *National Forum of Education Administration and Supervision Journal*, 27(4):1-13.

Maforah, T. & Schulze, S. 2011. The job satisfaction of principals of previously disadvantaged schools: New light on an old issue. *South African Journal of Education*, 32:227-239. doi: 10.15700/saje. v32n3a571.

Mafuwane, B. & Pitsoe, V. 2014. Circuit managers as agents of school development and support: A conceptual analysis. *Mediterranean Journal of Social Sciences*, 5(9):439-445.

Maile, S. 2012. The making of South African school principals: An empirical perspective. *International Conference on Education and Management Innovation*, 30:205-209.

Handy, D. 1990. *25 Years Ago Today, Nelson Mandela Delivered an Electrifying Speech in Boston to Thousands*. Retrieved from https://www.wbur.org/news/2015/06/23/nelson-mandela-madison-park-boston [Accessed 13 November 2020].

Markides, C. 2000. *All the right moves: A guide to crafting breakthrough strategy.* Boston, MA: Harvard Business School Press.

Martella, R., Nelson, R., Morgan, R. & Marchand-Martella, R. 2013. *Understanding and interpreting educational research.* New York, NY: The Guilford Press.

Martin, G., Wright, W., Danzig, A., Flanary, R. & Brown, F. 2005. *School leader internship: Developing, monitoring and evaluating your leadership experience.* Second edition. Larchmont, NY: Routledge.

Martin, M. 2005. Reflection in teacher education: How can it be supported? *Educational Action Research*, 13(4):525-542.

Marzano, R., Waters, T. & McNulty, B. 2005. *School leadership that works from research to results.* Alexandria, VA: ASCD.

Mathibe, I. 2007. The professional development of school principals. *South African Journal of Education*, 27(3):523-540.

Matusov, E., Bell, N. & Rogoff, B. 1994. Reviewed work (s): Situated Learning: Legitimate Peripheral Participation by Jean Lave; Etienne Wenger. *American Ethnologist*, 21(4):918-919. doi: 10.1525/ae.1994.21.4.02a00340.

McEwan, E.K. 1998. *Seven steps to effective instructional leadership.* Thousand Oaks, CA: SAGE Publications Ltd.

McGregor, S. & Murnane, J. 2010. Paradigm, methodology and method: Intellectual integrity in scholarship. *International Journal of Consumer Studies*, 34(4):419-427.

McLaughlin, M. & Talbert, J.E. 2006. *Building school-based teacher learning communities: Professional strategies to improve student achievement.* New York, NY: Teachers College Press.

McMillan, J.H. & Schumacher, S. 2014. *Research in education: Evidence-based inquiry.* Seventh edition. Harlow: Pearson International.

McMillan, J.H. & Schumacher, S. 2001. *Research in education: Evidence-based inquiry.* New York, NJ: Pearson Education.

Megginson, D., Clutterbuck, D., Garvey, B., Stokes, P. & Garrett-Harris, R. 2006. *Mentoring in action: A practical guide for managers.* Second edition. London: Kogan Page.

Merriam, M. 1998. *Case studies research in education: A qualitative approach.* San Francisco, CA: Jossey-Bass.

Merriam, S.B. 2001. Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, 89:3-14.

Mestry, R. 2017. Empowering principals to lead and manage public schools effectively in the 21st century. *South African Journal of Education*, 37(1):1-11.

Metros, S. & Yang, C. 2006. The importance of mentors. In C. Golden (ed.). *Cultivating careers: Professional development for campus IT*. EDUCAUSE, 5.1-5.13 Retrieved from http://www.educause.edu/research-publications/books/cultivatingcareers-professional-development-campus-it/chapter-5-importance-mentors [Accessed 12 April 2019].

Meyer, K. & Fourie, L. 2004. *Mentoring and coaching: Tools and techniques for implementation*. Randburg: Knowres.

Misra, G. & Prakash, A. 2012. Kenneth J. Gergen and social constructionism. *Psychological Studies*. National Academy of Psychology (NAOP), India, 57(2):121-125.

Montgomery, B.L. 2017. Mapping a mentoring roadmap and developing a supportive network for strategic career advancement. *SAGE Open Journals*. April-June 2017:1-13.

Morton-Cooper, A. & Palmer, A. 1993. *Mentoring and preceptorship*. Oxford: Blackwell Scientific.

Mouton, J. 2006. *How to succeed in your master's and doctoral studies A South African guide and resource book*. Pretoria: Van Schaik.

Msila, V. 2012. Mentoring and school leadership: Experiences from South Africa. *Journal of Social Journal of Social Sciences*, 32(1):47-57.

Mthiyane, S., Bhengu, T.T. & Bayeni, S.D. 2014. The causes of school decline: Voices of school principals and circuit managers in KwaZulu-Natal, South Africa. *Journal of Social Sciences*, 41(2):295-304.

Myers, M.D. 2008. Qualitative research in information systems. *MIS Quarterly* 21(2):241-242.

National Mentoring Partnership. 2011. *How to build a successful mentoring program using the elements of effective practice*. Alexandria, VA: MENTOR.

National Treasury. 2010. Public Finance Management Act No. 1 of 1999. *Government Gazette*, 33059. Pretoria.

National Treasury. 2017. *Public finance management mentorship implementation guideline*. Retrieved from http://www.treasury.gov.za/publications/other/scm/Public%20Finance%20Mentorship%20Implementation%20Guideline.pdf [Accessed 16 October 2019].

Newby, P. 2010. *Research methods for education*. Essex: Person Education.

Nickelsen, J. & Strike, T. 2011. *Mentoring the educational leader: A practical framework for success.* Blue Ridge Summit, PA. MD: Rowman & Littlefield.

O'Leary, Z. 2014. *The essential guide to doing your research project*. Second edition. Thousand Oaks, CA: SAGE Publications Ltd.

Pask, R. & Joy, B. 2007. *Mentoring-coaching: A guide for education professionals.* New York, NY: McGraw-Hill Education.

Patton, M.Q. 1999. *Qualitative evaluation and research methods*. Thousand Oaks, CA: SAGE Publications Ltd.

Pauly, J. 1991. A beginner's guide to doing qualitative research in mass communication. Journalism. Monographs (No. 125). Association for Education in Journalism and Mass Communication.

Punch, K. 2005. *Introduction to social research: Quantitative and qualitative approaches.* London: SAGE Publications Ltd.

Queensland Health Home and Community Care/Medical Aids Subsidy Scheme (HACC/MASS) Continence Project. (2011). A mentoring framework for Queensland continence clinicians and those with a special interest in continence. Second edition. [Information Guide]. Retrieved from https://www.health.qld.gov.au/__data/assets/pdf_file/0039/438699/mentorframework.pdf.

Quong, T. & Walker, A. 2010. Seven principles of strategic leadership. *International Studies in Educational Administration*, 38(1):22-34.

Rankin, W. 2015. *Summit preps school leaders to advance Vision 20/20: Meetings with state lawmakers open unprecedented dialogue.* Illinois Association of School Boards. Retrieved from http://archives.iasb.com/bulletin/nb0315.pdf [Accessed 16 October 2019].

Reddy, L., Fabiano, G., Dudek, C. & Hsu, L. 2013. Development and construct validity of the classroom strategies scale-observer form. *School Psychology Quarterly*, 28:317-341.

Robinson, J. 2010. Mentoring and coaching for school leaders: A qualitative study of adaptive expertise for school administrators. PhD dissertation. University of Phoenix. Retrieved from https://www.principals.ca/en/professional-learning/resources/Documents/Mentoring-and-Coaching-School-Leaders---Dr-Joanne-Robinson.pdf [Accessed 22 November 2019].

Rolnick, A.J. 2004. Federal Reserve governor and noted macroeconomist on inflation targeting, asset bubbles, the Great Depression and other topics. *Interview with Ben S. Bernanke*. Federal Reserve Bank of Minneapolis. Retrieved from https://www.minneapolisfed.org/article/2004/interview-with-ben-s-bernanke [Accessed 15 November 2020].

Saunders, M., Lewis, P. & Thornhill, A. 2003. *Research methods for business students.* Third edition. Harlow: Pearson Education.

Shulman, L. 1987. Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1):1-23. doi: 10.17763/haer.57.1.j463w79r56455 411.

Sigurðardóttir, A. 2010. Professional learning community in relation to school effectiveness. *Scandinavian Journal of Educational Research*, 54:395-412.

Simon, H.A. 1996. *The sciences of the artificial*. Third edition. Cambridge, MA: The MIT Press.

Smith, L., McAllister, L. & Crawford, C. 2001. Mentoring benefits and issues for public health nurses. *Public Health Nursing*, 18(2):101-107.

Smith, M. K. 1999. *The social/situational orientation to learning*, *The encyclopedia of pedagogy and informal education*. [https://infed.org/mobi/the-socialsituational-orientation-to-learning/. Retrieved: 11 June 2019].

South African Government. 1998. The Skills Development Act 97 of 1998. *Government Gazette*, 401(19420). Cape Town.

South African Parliament. 1996. Statutes of the Republic of South Africa - Constitutional Law, Constitution of the Republic of South Africa, No 108 of 1996, Section 204.

Spencer, C. (Updated: Tribe, K.) 2004. *Mentoring made easy: a practical guide.* 3rd edition. Sydney: NSW Government Publication.

SREB (Southern Regional Education Board). 2010. *Good principals aren't born - they're mentored: Are we investing enough to get the school leaders we need?* Atlanta GA.

Stake, R. 1995. *The art of case study research.* London: SAGE Publications Ltd.

Starr, J. 2016. *The mentoring manual.* Edinburgh: Pearson Education.

Stats SA (Statistics South Africa). 2007. *South African Statistics, 2007.* Retrieved from http://www.statssa.gov.za/publications/SAStatistics/SAStatistics2007.pdf [Accessed 16 November 2019].

Stergios, T., Dimitrios, B., Efstathios, V., George, A., Labros, S., Sofia, P. & Athanasios, P. 2017. Educational leadership and school culture: The role of the school leader. Paper presented at the 3rd International Conference for the Promotion of Educational Innovation, Larissa, October 13-15, 2017.

Stoll, L. & Louis, K.S. (eds.). 2007. *Professional learning communities: divergence, depth and dilemmas.* London: Open University Press.

Strike, K.T. & Nickelsen, J.R. 2011. *Mentoring the educational leader: a practical framework for success.* Plymouth, MD: Rowman & Littlefield Education.

Sturman, A. 1999. Case study methods. In J.P. Keeves & G. Lakomski (eds.). *Issues in educational research* (pp. 103-112). Oxford: Elsevier Science.

Suulola, B. 2015. *How to be an insightful leader.* Benjamin Suulola Ministries. Retrieved from http://benjaminsuulola.com/how-to-be-an-insightful-leader/ [Accessed 14 November 2020].

The Scottish Social Services Council. 2015. *Scottish Social Services Council annual report and accounts 1 April 2014/31 March 2015*. Retrieved from http://www.sssc.uk.com/about-thesssc/multimedia-library/publications/37-about-the-sssc/38-annual-report/annualreport-2014-to-2015 [Accessed 14 April 2020].

Theofilidis, C. 2012. *School leadership and management: From bureaucracy to transformational leadership*. Athens: Grigoris.

Therianos, K. 2006. *School culture and professional development of teachers: Issues of a practical and real reflection*. Summaries of Suggestions in the Seminar Improving Learning at School: Address, Cooperation, Approach, Athens, 19 May. Retrieved from http://repository.edulll.gr/edulll/retrieve/2447/731.pdf [Accessed 16 August 2020].

Thomson, P. & Blackmore, J. 2006. Beyond the power of one: Redesigning the work of school principals. *Journal of Educational Change*, 7(3):161-177. doi: 10.1007/s10833-006-0003-6.

Tsivgiouras, S., Belias, D., Velissariou, E., Aspridis, G. & Sdrolias, L. 2017. *Educational leadership and school culture: The role of the school leader*. Paper presented at the 3rd International Conference on Promotion of Educational Innovation. Larissa. Retrieved from https://www.researchgate.net/publication/321769399 [Accessed 16 August 2020].

Ubben, G.C., Hughes, L.W. & Norris, C.J. 2004. *The principal: Creative leadership for excellence in schools.* Boston, MA: Allyn & Bacon.

Van der Voort, G. & Wood, L. 2016. An action-learning model to assist circuit teams to support school management teams towards whole-school development. *South African Journal of Education*, 36(4):1-1.1.

Van Deventer, I. & Kruger, A.G. 2003. *An educator's guide to school management skills.* Pretoria: Van Schaik.

Van Louw, T. & Waghid, Y. 2008. A deliberative democratic view of mentorship. *South African Journal of Higher Education*, 22(1):207-221.

Vygotsky, L.S. 1962. *Thought and language.* Cambridge, MA: The MIT Press.

Wang, F., Pollock, K. & Hauseman, C. 2016. School principals' job satisfaction: The effects of work intensification. *Canadian Journal of Educational Administration and Policy*, 185:73-90.

Wang, M., Chen, Y. & Khan, M. 2014. Mobile cloud learning for higher education: A case study of Moodle in the cloud. *The International Review of Research in Open and Distance Learning*, 15(2):254-267.

Washington, R. & Cox, E. 2016. How an evolution view of workplace mentoring relationships helps avoid negative experiences: The developmental relationship mentoring model in action. *Mentoring & Tutoring: Partnership in Learning*, 24:318-340.

WCED (Western Cape Education Department). 2020. EduInfoSearch - WCED – Information database. Retrieved from https://wcedemis.westerncape.gov.za/iworld/ [Accessed 12 June 2020].

Wegner, E., McDermott, R. & Snyder, W. 2002. *A guide to managing knowledge: Cultivating communities of practice.* Boston, MA: Harvard Business School Press.

Wenger, E. 1998. Communities of practice. Learning as a social system. *Systems Thinker*, 9(5):2-3.

Wenger, E. 2006. *Communities of practice: A brief introduction*. Etienne and Beverly Wenger-Trayner. Retrieved from http://www.ewenger.com/theory/communitiesofpractice/into/htm [Accessed 20 August 2019].

Whiston, S.C. & Sexton, T.L. 1998. A review of school counseling outcome research: Implications for practice. *Journal of Counseling Development*, 76:412-426.

Wiehahn, J. & Du Plessis, P. 2018. Professional development of newly appointed principals at public high schools in Gauteng: Is social justice served? *KOERS − Bulletin for Christian Scholarship*, 83(1):1-11. doi: 10.19108/KOERS.83.1.2336.

Willig, C. 2001. *Introducing quality research in psychology: Adventures in theory and method.* Philadelphia, PA: Open University Press.

Yin, R.K. 2009. *Case study research: Design and methods*. Fourth edition. Thousand
 Oaks, CA: SAGE Publications Ltd.

Zemke, R. & Zemke, S. 1995. Adult learning: What do we know for sure? *Training
 Magazine*, 32(6):31-40.

Zepeda, S.J. 2011. *Professional development: What works?* Second edition.
 Larchmont, NY: Eye on Education.

APPENDIX A:

APPLICATION TO WESTERN CAPE EDUCATION DEPARTMENT

Western Cape Government

Education

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Note

- This application has been designed with students in mind.
- If a question does not apply to you indicate with a N/A
- The information is stored in our database to keep track of all studies that have been conducted on the WCED. It is therefore important to provide as much information as is possible

1 APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	**Mr.**
1.1.2	Surname	**Daniels**
1.1.3	Name (s)	**James Joseph**
1.1.4	Student Number (If applicable)	**208206183**

1.2 Contact Details		
1.2.1	Postal Address	**11 Melody Crescent Botrivier 7185**
1.2.2	Telephone number	**028 214 7363**
1.2.3	Cell number	**078 138 0016**

1.2.4	Fax number	**028 214 7400**
1.2.5	E-mail Address	**James.Daniels@westerncape.gov.za**
1.2.6	Year of registration	**2018**
1.2.7	Year of completion	**2020**

2   DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	Cape Peninsula University of Technology (CPUT)
2.1.2	Degree / Qualification registered for	Doctorate in Education
2.1.3	Faculty and Discipline / Area of study	Education
2.1.4	Name of Supervisor / Promoter / Project leader	Dr. Martin Combrinck
2.1.5	Telephone number of Supervisor / Promoter	083 787 3688
2.1.6	E-mail address of Supervisor / Promoter	COMBRINCKM@cput.ac.za

2.1.7	**Title of the study**
The development of a framework for principal mentoring in one education district in the Western Cape.	

2.1.8	**What is the research question, aim and objectives of the study?**
How can a framework for principal mentoring be developed in one education district in the Western Cape? The aim of this study is to develop a framework for principal mentoring in one education district in the Western Cape and the objectives are: 1. to establish the key aspects and components of such a framework for principal mentoring; 2. to explore the perceptions and experiences of the principals and circuit managers in the District with regard to the need and development of such a framework and 3. to establish how the perceptions and experiences of these principals and circuit managers can contribute to the development of such a framework.	

2.1.9	**Name (s) of education institutions (schools)**	226
	████████████████ █████████████████ ██████████████ ███████████ ██████████ ██████████████████ • ██ ████████████████████	

2.1.10	**Research period in education institutions (Schools)** **31 March 2020 – 18 September 2020**	
2.1.11	Start date	31 March 2020
2.1.12	End date	18 September 2020

APPENDIX B:
SUPERVISOR LETTER

Cape
Peninsula
University
of Technology

CPUT
Wellington Campus
28 January 2020

Dr Audrey Wyngaard
Directorate Research
WCED
Golden Acre 19
Cape Town

Dear Dr Wyngaard

I hereby confirm that I am the supervisor of Mr James Daniels for his doctoral studies at CPUT.

Kind regards

M Combrinck (Dr)
HOD
SP/FET Phase
Wellington Campus
CPUT

APPENDIX C:

APPROVAL FROM WESTERN CAPE EDUCATION DEPARTMENT

Western Cape Government

Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20200131-3896
ENQUIRIES: Dr A T Wyngaard

Mr James Daniels
11 Melody Crescent
Botrivier
7185

Dear Mr James Daniels

RESEARCH PROPOSAL: THE DEVELOPMENT OF A FRAMEWORK FOR PRINCIPAL MENTORING IN ONE EDUCATION DISTRICT IN THE WESTERN CAPE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:
1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **31 March 2020 till 18 September 2020**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 31 January 2020

APPENDIX D:

ETHICS INFORMED CONSENT FORM

You are invited to contact the researchers should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Statement	Tick the appropriate column	
	Yes	No
1. I understand the purpose of the research.	✓	
2. I understand what the research requires of me.	✓	
3. I volunteer to take part in the research.	✓	
4. I know that I can withdraw at any time.	✓	
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.	✓	
6. Comment:	none	none

Please sign the consent form. You will be given a copy of this form on request.

⟨signature⟩ S.B. MATwe	2020/05/05
Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.	James Joseph	Daniels	0781380016

Contact person: James Daniels	
Contact number: 0781380016	Email: jamesdaniels010@gmail.com

APPENDIX E:
CPUT APPROVAL LETTER

Cape Peninsula
University of Technology

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. **Applicant and project details (Applicant to complete this section of the certificate and submit with application as a <u>Word</u> document)**

Name(s) of applicant(s):	J Daniels		
Project/study Title:	The development of a framework for principal mentorship in one district in the Western Cape		
Is this a staff research project, i.e. not for degree purposes?	N/A		
If for degree purposes the degree is indicated:	D.Ed		
If for degree purposes, the proposal has been approved by the FRC	N/A		
Funding sources:	N/A		

2. **Remarks by Education Faculty Ethics Committee:**

Ethics clearance is valid until 31ˢᵗ December 2024		
Approved: X	Referred back:	Approved subject to adaptations:
Chairperson Name: Dr Candice Livingston Chairperson Signature:		Date: 28-4-2020
Approval Certificate/Reference: EFEC 4-2/2020		

EFEC Form V3_updated 2016

APPENDIX F:
INTERVIEW SCHEDULE (1)

SEMI-STRUCTURED INDIVIDUAL INTERVIEW PROTOCOL (PRINCIPALS)

I greatly appreciate that you have been willing to take the time and speak with me today. Your input is much appreciated and I am really looking forward to learn more about any mentoring you received since the acceptance of the post of principal That is why I am asking you to tell me about your experience this far as a principal.

1. To start, what part of your job gives you satisfaction?
2. And, what part of your job is challenging?
3. What preparation did you have for the post?
4. What is your understanding of the concept of mentoring?
5. Were you exposed to any mentoring before or after being appointed as principal? From whom?
6. (If they answer YES): How did this mentoring you received impact on your practices as principal?
7. (If they answer NO): How did this impact on your practices as principal?
8. How competent you feel to manage all the aspects in your job description without having received mentoring/training/preparation for your job as principal?
9. How do envisage that mentoring could have assisted you to manage these aspects better?
10. Do you think that mentoring for you will assist you with creating an ethos and value system and a professional culture amongst teachers at your school? If YES, how?
11. What do you think should be the main elements of mentoring of a principal?
12. Who in your district would be the mentors in a mentoring framework?
13. What would be the role of a mentor in a mentoring relationship? What are your expectations?
14. What would be the role of a mentee in a mentoring relationship?
15. What do you think will be the outcome(s) of such mentoring framework for you?
16. If you were to create a mentorship 'framework' for principals today, how would you envision it to be?

APPENDIX G:
INTERVIEW SCHEDULE (2)

SEMI-STRUCTURED INDIVIDUAL INTERVIEW PROTOCOL
(CIRCUIT MANAGERS)

I greatly appreciate that you have been willing to take the time and speak with me today. Your input is much appreciated and I am really looking forward to learn more about your experience as circuit manager working with schools and principals

1. To start, what part of your job gives you satisfaction?
2. And, what part of your job is challenging?
3. In your experience, how ready are principals when they enter the post of principal?
4. What would you say are the areas principals struggle with?
5. How do you address these issue(s) you mention?
6. The district does not have any formal mentoring framework for principals in its operational plans, how do you explain that?
7. Do you think a principal mentoring framework as a professional development strategy is a need for principals? Why?
8. How do you envisage such a mentoring framework would look like? What would be the main elements?
9. Who do you think would be the main role-players in such a mentoring framework in this district?
10. Who would be the mentors?
11. What would be the areas that will be addressed in such a framework in your district?