

NEW TEACHER INDUCTION GUIDELINES FOR THE ORIENTATION PROGRAMME



basic education

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FOREWORD

The Teacher Development Summit was held in 2009 with a primary goal of highlighting and addressing the challenges of teacher education and development, especially those experienced by teachers. The Summit brought together all the stakeholders from across the teacher education and development sector in South Africa including teacher unions; the South African Council for Educators (SACE); the Education, Training and Development Practices sector Education and Training Authority (ETDP-SETA); the national Department of Education, which is the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET), the Higher Education South Africa (HESA) and the Education Deans' Forum (EDF). It is from this process that the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (211- 2025) or “the Plan” was born.

The primary outcome of the Plan is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching. It addresses the career of a teacher from recruitment to continuing professional teacher development, and highlights the induction into the profession as one key phase of the teacher education continuum.

The New Teacher Induction: Guidelines for the Orientation Programme addresses the critical period of entry into the profession when the new teachers arrive at schools offering Grade R to Grade 12. This includes classroom teachers; school leaders and managers (the School Management Team) namely the principal, the deputy principal and the heads of departments. Teacher orientation is an information sharing part of the broader induction of new teachers that is meant to ensure that newly appointed and promoted teachers experience a smooth entry into their new school setting in particular, and the schooling system in general.

The Guidelines are just but a minimum resource base for districts and schools. Circuit managers and principals are encouraged to go beyond these guidelines in addressing their contexts as they welcome and orientate new teachers. An effective teacher is perhaps the most important factor in producing consistently high levels of learner achievement.

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1. BACKGROUND AND INTRODUCTION

The purpose of a quality teacher orientation programme is to enable new teachers and principals to adjust to, and become familiar with, the school at which they have been appointed, the community in which it is situated, and the broader education system in which they will be functioning; and to settle into their new responsibilities as quickly as possible. Research on problems faced by new teachers shows that they experience frustration and feelings of failure as a result of, amongst others, feelings of isolation; a poor understanding of what is expected of them; a heavy workload and extra assignments that they are unprepared to handle; and lack of support or assistance from experienced teachers or supervisors¹. Research also shows that an inspired and informed teacher is one of the most important factors influencing student achievement, and that –

- teachers are influenced more strongly by their first school posting than by their teacher education pre-service training;
- the first year of a teacher’s career is predictive of how successful the rest of his or her career will be; and
- if new teachers and principals receive the necessary support during their first year of employment, they are far less likely to leave the profession as a result of disgruntlement.

While the need for well-qualified, highly competent teachers has never been greater in South Africa than it is today, there is also general agreement that a good principal is a key requisite for any school to develop into a school of excellence and remain at the cutting edge of innovative education practice. The reality, unfortunately, is that many parts of our schooling system provide inadequate and/or uneven systems of support to newly appointed teachers and principals. It is therefore critical that we attend to the issue of how we receive our teachers at all public schools. The focus is on principals *and* teachers because, persistently, school leadership is described as second only to classroom instruction in influencing learner attainment².

Some of the greatest challenges experienced by novice teachers are classroom management, lesson planning and the motivation of learners; dealing with the individual differences among learners; assessing learners’ work; relations with parents; and a disparity between teachers’ idealistic expectations and the classroom reality. These challenges exist mainly because schools do not provide adequate guidance and support during a new teacher’s first year of employment.

A 21st-century principal’s primary responsibility is instructional leadership. The quality of leadership provided by principals has a direct bearing on successful curriculum delivery. Principals are also responsible for setting a school vision, planning the instruction that will be offered at the school, managing the buildings and human resources requirements of the school, and evaluating and developing teachers’ abilities.

Ideally, the whole of the first year of a new teacher’s employment should be regarded as an induction period, during which time he or she should receive as much assistance as possible in all aspects of his or her job. However, it is particularly important that, in the first few weeks of employment, the new teacher should receive intensive support and assistance to enable him or her to acclimatise to the new working environment. In these Guidelines, this intensive support is referred to as the orientation programme.

These Guidelines are intended for use by schools and district offices when they conduct information sharing sessions with new teachers and principals. The information sharing sessions form part of the orientation programme and are meant to assist in ensuring that newly appointed and promoted teachers will experience a smooth entry into their new school setting in particular, and the schooling system in general. Districts and schools are expected to

implement the orientation programme within the first two weeks of the month in which a new teacher or principal arrives at a school.

Although schools should make use of every opportunity to support newly appointed teachers during their first year of employment, the support should not end there: schools should ensure that, in the years beyond orientation and induction, teachers receive the necessary encouragement and are utilised to their full potential. This should minimise the chances of frustration, burnout and underperformance.

The period beyond orientation – that is, induction and beyond – will be dealt with at a later stage. A proposed comprehensive induction and mentoring programme for newly appointed teachers and principals is being developed and will be introduced into the schooling system as soon as it has been completed.

2. GOALS AND OBJECTIVES OF TEACHER ORIENTATION

The main purpose of the orientation is –

- ✓ to integrate newly appointed teachers into the new school and the profession;
- ✓ to acquaint such teachers with their new roles and responsibilities in the shortest time possible in order to minimise disruptions at the school;
- ✓ to build the confidence of such teachers; and
- ✓ to ensure learning and teaching effectiveness and productivity.

Investing time in the orientation of new teachers will help to clarify their professional expectations and convey the message that they work in an organisation that values individuals.

3. SHORT OVERVIEW OF THE SOUTH AFRICAN SCHOOLING SYSTEM, AND LEGISLATIVE FRAMEWORK FOR THESE GUIDELINES

Based on the legislation listed later on in this section, the Department of Basic Education (DBE) and the provincial education departments (PEDs) share responsibility for education in the General Education and Training (GET) Band and the Further Education and Training (FET) Band, which cover the following grade levels:

- a) General Education and Training
 - Grades R and 1-3 (the Foundation Phase)
 - Grades 4-6 (the Intermediate Phase)
 - Grades 7-9 (the Senior Phase)
- b) Further Education and Training
 - Grades 10-12 (the FET Phase)

The South African schooling system recognises only two types of schools: primary schools, which offer grades R-7, and high schools, which offer grades 8-12. It has become a mandatory requirement that all schools should be configured in the same way across the nine provinces.

Other characteristics of the education system that define our context, and important factors in learning – such as inclusivity, language and gender issues – are addressed specifically to ensure harmony across the system and enhanced learner achievement. National and provincial legislation, and school-level policies, regulate schooling, enhance the smooth functioning of public schools, and address diverse issues across the system, the provinces and the schools. All new teachers and new principals must be made aware of the education laws, regulations and policies listed below, which must also be explained to such teachers and principals. Among these legislative and policy instruments, there will be issues that pertain specifically to teachers and teaching, and those that apply specifically to school management and leadership, and to principals. The orientation programmes of the two categories of new employees – teachers, and principals – should cover all the necessary aspects for each category.

- a) The Constitution of the Republic of South Africa, 1996
- b) The National Education Policy Act, 1996 (Act No. 27 of 1996)
- c) The South African Schools Act, 1996 (Act No. 84 of 1996) (SASA)
- d) The South African Council for Educators Act, 2000 (Act No. 31 of 2000)
- e) National Curriculum Statement Grades R-12 (NCS Grades R-12)
- f) The Curriculum and Assessment Policy Statements (CAPS)
- g) The Skills Development Act, 1998 (Act No. 97 of 1998)
- h) The Employment of Educators Act, 1998 (Act No. 76 of 1998)
- i) The Personnel Administrative Measures (G.N. 222 of 1999 published in *Government Gazette* No. 19767 dated 18 February 1999)
- j) The Labour Relations Act, 1995 (Act No. 66 of 1995)
- k) The Employment Equity Act, 1998 (Act No. 55 of 1998)
- l) The South African Council for Educators Act, 2000 (Act No. 31 of 2000)
- m) The National Qualifications Framework Act, 2008 (Act No. 67 of 2008)
- n) The Policy on the Minimum Requirements for Teacher Education Qualifications (2015)
- o) The National Policy Framework on Teacher Education and Development in South Africa (2006)
- p) The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 (2009)
- q) The Policy on the Organisation, Roles and Responsibilities of Education Districts (DBE, 2013), (GN 300 of 2013, GG No. 36324, 3 April 2013)
- r) The Policy on Screening, Identification, Assessment and Support, 2014 (SIAS)
- s) The Public Finance Management Act, 1999 (Act No. 1 of 1999)
- t) Provincial regulations

4. WHO CAN BE DESCRIBED AS A 'NEW TEACHER'?

4.1 NEW TEACHERS

The following persons are regarded as new teachers who are targeted for orientation:

- (a) graduates who have completed their professional qualifications (at REQV 14) at higher education institutions and who will be appointed at a South African public school for the first time; or
- (b) foreign teachers who are new to the profession; or
- (c) foreign teachers who have served as teachers in their country of origin; or
- (d) South Africans who have obtained their teaching qualifications in other countries; or
- (e) teachers who are returning to the profession after not having taught for five years or more.

Orientation should be provided to teachers who are employed at South African public schools and who have –

- qualified at REQV 14, with a B Ed or an academic degree and a PGCE, and who are new to the teaching profession;
- qualified at REQV 14, with an NQF level 5 ECD qualification and an additional REQV 13 , NQF level 6 Diploma in Grade R Teaching qualification;
- qualified at REQV 14 equivalent in a foreign country and who may, or may not, have taught in their country of origin; and
- qualified at REQV 14 and are returning to the profession after not having taught for five years or more.

This includes all categories of teachers and all post levels of teaching, including teacher interns, teacher assistants, contracted teachers, etc., who are responsible for teaching and learning at public schools.

4.2 NEW PRINCIPALS

New principals are teachers who have just been promoted to a principal's or deputy principal's position and are about to assume duty in their new post. These teachers will be professionally qualified at REQV 13 or higher and will have experience of teaching and/or management and leadership at a school at the level of deputy principal or HOD. The experience of these teachers may differ greatly, depending on the schools at which they previously served and the levels of their previous posts.

It often happens that a new principal experiences challenges relating to a so-called “grade level mismatch”. This is when, for instance, a primary school teacher is appointed as the principal of a high school, or vice versa. Although the principles of managing a school are the same for all schools and all grades, the school landscape and the language that the principal should use are not. For instance, at a primary school, the principal will have to speak in simpler language than he may have been accustomed to using when he was a teacher at a high school. For this reason, new principals must be alerted to the need to get to know the level that is appropriate for their new post and to adapt their leadership style accordingly.

5. WHEN SHOULD THE ORIENTATION PROGRAMME BE CONDUCTED?

Orientation for new teachers should be provided before they take up their new posts or very soon after the start of their employment. For example, the first sessions could be held on the days on which teachers have to be at school before the schools reopen for learners; and, once the term has started, at certain times during the school day; and during the afternoons. Since not all new teachers are placed in posts, and enter into the profession, at the same time every year, teacher orientation should be available throughout the year. Schools are required to develop their own practices for delivering orientation, and may choose to continue to offer orientation at certain intervals and on invitation.

6. HOW SHOULD THE ORIENTATION PROGRAMME BE CONDUCTED?

The orientation programme should lay the foundation for the broader induction of teachers by providing all the necessary information on school policies and procedures, and related information on the district, the province, and the education system as a whole. It should provide an opportunity to acquaint new teachers with their new environment, which includes people and resources. It should provide a snapshot of all the support services that are available to new teachers – whether they are beginners, or are continuing their teaching career in managerial posts, or have come from other countries to join the South African schooling system.

The components of the orientation programme should be offered in a format appropriate to the needs and experiences of participating teachers. For instance, there should be information sharing sessions, workshop-facilitated sessions, group sessions and one-on-one sessions, online platforms, teleconferences, and videoconferences, depending on the resources available.

7. ORIENTATION LEADERSHIP AND SUPERVISION

7.1. WHAT IS THE ROLE OF THE SCHOOL MANAGEMENT TEAM AND THE PRINCIPAL?

School management teams (SMTs) and, especially, principals are required to support novice teachers from the moment when they arrive at their new school. This includes providing on-site orientation and resource support; managing the school environment, that is, ensuring that it is conducive to teaching and learning; building relationships between the SMT and teachers; providing instructional leadership; and facilitating a supportive school context. To give effect to these roles, the principal is expected to –

- facilitate the introduction and welcoming of new teachers to the school;
- offer on-site orientation on relevant policies and their purpose, as well as implementation procedures and available resources for implementation;
- assign teachers to subject areas and grade levels for which they are qualified;
- secure classroom placements that optimise the new teacher's chances of success;
- ensure that learners with behavioural and learning difficulties are allocated equitably to the various classes across the grade;

- protect new teachers' time by limiting extra duties and responsibilities;
- provide the necessary resources and supplies;
- assign in-school mentors (if not already assigned);
- clearly articulate the school's expectations of the teacher;
- set high expectations for learning and teaching and make them clear to all staff;
- streamline state and district paperwork; and
- maintain a disciplined school environment.

In his research, Cohen (2010) found that, when schools assigned lighter teaching loads and fewer extra-curricular duties to new teachers, those teachers reported that they had had the opportunity to “learn to teach”.

7.2. WHAT IS THE ROLE OF THE CIRCUIT MANAGER?

A district's main contact point with schools is the circuit office. The circuit office is the management unit of a district that is demarcated by the Member of the Executive Council for Education and is responsible for schools in its geographic area. It is headed by a circuit manager (CM) (although the nomenclature may differ from province to province). The purpose of a CM in the system is to support school principals, SMTs and school governing bodies (SGBs) in the management, administration and governance of schools; to monitor these aspects at schools; and to render appropriate support where necessary. The CM should do at least the following as his or her contribution to the orientation of a new principal:

Facilitate the welcoming of the new principal and his or her introduction to the SGB, the school and the district.

- Offer on-site orientation on relevant policies and their purpose.
- Help the new principal to understand the new school setting and the school organogram, the district, and the cluster.
- Clearly articulate his or her expectations of the new principal in regard to school management, administration and governance.
- Assign a mentoring support team. This could include a twinning school and could be led and supervised by the CM himself or herself.
- Set high and clear expectations for the school.
- Define instructional leadership and break it down into the following categories:
 - Shaping a vision of academic success, based on high standards, for learners.
 - Creating a climate conducive to learning in order for safety, cooperation and increased collaboration to prevail.
 - Cultivating leadership in others and encourage ownership to enhance participation in realising the school vision.
 - Supporting improved instruction for teachers to teach, and learners to learn, at their best.
 - Managing people, data and processes to enhance learner attainment.

8. WHAT TOPICS SHOULD THE ORIENTATION PROGRAMME COVER?

Provinces, districts and schools differ. It is therefore expected that the orientation programmes developed to introduce new teachers and new principals to their new schools and settings may differ. The points provided below can guide districts and schools as they develop their orientation programmes for their professional employees. While new teachers need information and skills relating to teaching effectiveness and efficiency, new principals need information relating to managing and leading schools with amplified accountability. Each aspect is important for every public school in the country.

8.1 SCHOOL SAFETY

Violence and crime impact negatively on learners' right to basic education. When school safety parameters are not upheld at a school, learners cannot concentrate on their work and their performance levels drop until, in too many cases, they eventually drop out of school. All public schools are drug-free and dangerous-object-free zones. The Constitution spells out all the basic human rights that should be enjoyed by both learners and teachers in a school setting. Rights, however, come with matching responsibilities.

A number of laws (with their regulations), policies and guidelines have been put in place to ensure that schools are safe for all. In these instruments, the roles and responsibilities of the school and its staff are spelt out. Principals and teachers need to know about school safety measures and their own responsibility in ensuring that learners and other staff members are safe.

The following legislative and policy instruments relate to safety at schools:

- Regulations for Safety Measures at Public Schools, published in terms of the SASA (GN 1040 of 2001 as amended by GN R1128 in GG 29376 of 10 November 2006)
- Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, published in terms of the SASA (Gen N 776 in GG 18900 of 15 May 1998)
- The Code of Professional Ethics of the South African Council for Educators (which can be found on their website http://www.sace.org.za/Legal_Affairs_and_Ethics/jit_default_21.The_Code_of_Professional_Ethics.html)
- The code of conduct for teachers (that each school is expected to compile and apply).
- Learner Rights and Responsibilities

The following additional issues relate to safety at schools:

- Access points to the school (gates and doors) and the buildings (keys, codes, alarms, emergency and panic buttons and evacuation)
- Parking and allocation thereof
- Weapons
- Drugs, search and seizure rules (see section 8A of SASA)
- Fire management system

- School visits – guidelines and procedures for receiving visitors
- Bullying

School safety is a function of both school governors and school managers. Governors are responsible for the policy structure, and managers enforce it and ensure that it is complied with.

8.2 COMMUNICATION

Communication and the establishment of relationships are collective processes within and outside the school. Teaching and learning is the core business of education. All communication at the school is centred on the support of this noble cause. New teachers and principals need to have the information listed below to strengthen communication in the school and with stakeholders:

- The school's addresses (physical and postal)
- Phone numbers (of the school, the SGB, the district, the PED, and the DBE)
- The school's website and how to access it (the address)
- The school's email address and fax number
- Details about the school's messenger system
- Details about the school's telephone policy
- Intercom announcements
- The national, provincial, district and school calendars
- Communication with parents and parents' contact details, and the process that should be followed when parents have to be contacted
- Departmental circulars

8.3 SCHOOL ATTENDANCE

The interaction between teachers and learners is the most influential factor determining successful learner performance. It is critical that both learners and teachers should be at school every day and on time. It is even more critical that teachers should always be available to provide quality teaching and learning. Teachers should be up to date in curriculum coverage. They should provide support to the learners in their care. High learner attendance indicates that learners are taking responsibility for their learning with the support of teachers, parents and/or guardians. However, it is understood that there are times when one has to be absent from school because of illness or other personal obligations.

The Department has produced myriad documents to regulate school attendance for both teachers and learners. All teachers are expected to manage their own attendance and to participate, within their areas of responsibility, in managing the attendance of learners. The overall management of school attendance is the responsibility of the principal. The following information has to be shared with new teachers in regard to school attendance:

- The school's learner attendance policy and procedures for the management of learner absences;
- The school's teacher attendance policy and procedures for the management of teacher absences;

- Procedures to be followed when staff members are absent and when a teacher substitute has to be obtained;
- The various types of leave and the relevant application forms and
- Procedures to be followed when teachers need to attend professional development events.

Briefly, the three key elements indicating poor attendance are: frequency of absence, patterns of absence, and reasons given for absence. It is the primary responsibility of every teacher to maintain a satisfactory attendance record. Good attendance is one of the key factors of learner attainment.

8.4 INCLUSIVE EDUCATION AND MEDICAL SUPPORT

Often, the learning process of learners at public schools is hampered by challenges that may be the result of ill health, disability and/or other socio-economic challenges. For example, a child may always be distracted, fidgety, drowsy and lacking in concentration because he or she comes from a child-headed family or there is just not enough food at home. This is referred to as “experiencing barriers to learning and development”. New teachers have to know and understand the legislation guiding this area of work at their school, within the broader context of the system, and how to deal with these situations as they happen in their classrooms. According to the SIAS, all teachers must be able to –

- gather information and identify learners who are at risk of suffering a learning breakdown and/or dropping out of school; and
- provide teacher-developed, classroom-based interventions to support the learners that they have identified.

In order to ensure that new teachers have the latest knowledge in regard to medical support responsibilities within the school and that they understand and can meet learner needs, the following may be dealt with during orientation:

- medical services offered at the school, and the procedures that should be followed when the services are required;
- the roles of the school nurse and other professional support staff;
- routine screenings;
- procedures that should be followed when learners need to be referred for treatment;
- special needs learners;
- the roles of district- and school-based support teams; and
- the inclusion programme.

8.5 RESOURCES

Resources at school level range widely, from learning and teaching support to physical resources: buildings, the science laboratory, the school library, furniture, etc. Resources are provided by the Department and the PEDs to support learning and teaching. This implies that the principal is responsible for managing the register of all the school’s assets. Because resources are always limited or constrained, their optimal utilisation and proper management is critical. New teachers need to know what resources are available at the school and to be guided on the management and utilisation thereof. While it is critical for new teachers to know about all the physical resources

of the school – in other words, what is available, where it is, and how it is managed and should be utilised – the learning and teaching support material (LTSM) and stationery, including the teaching subject CAPS documents, are the most important resources when it comes to teachers’ effectiveness in the job. The CAPS documents provide a more structured approach to curriculum implementation and teaching. The CAPS, textbooks and other LTSM are central to lesson planning, teaching and assessment at schools. The following are only some of the resources that are, or should be, available at a school:

- The school buildings, classrooms, corridors, hall, etc.
- LTSM (textbooks, workbooks, etc.)
- Stationery
- Photocopiers and photocopy paper
- School library, services and staff
- Science laboratory and its utilisation
- Gym
- Computer lab

A variety of other facilities, such as a gym, an auditorium or school hall, conference rooms, and computer labs could under certain circumstances be reserved and booked, and new teachers should be made aware of the procedures to follow in such a case.

It is during the school tour with new teachers that the school infrastructure and other resources may be visited and seen. New teachers may further explore these at a later stage, as relevance dictates.

8.6 PROFESSIONALISM

Teaching may easily be defined as a skill that is based on abstract knowledge. It requires education and training, which is usually associated with a university; it requires certification, which is based on competency testing; it is formally organised; it adheres to a code of conduct; and it entails altruistic service. This means that teaching is a profession and, like all professions, it has particular mores and a particular code of ethics. Therefore, new teachers need to be informed of the concept of teaching as a profession, so that they will know and understand the following as they start their new career:

- The process of professional registration at the South African Council for Educators.
- The Code of Professional Ethics of the South African Council for Educators, which is mentioned under 8.1.
- The correct arrival and departure times.
- The correct dress code.
- Principles that apply in relation to leaving the premises during school hours, and the procedures that have to be followed if a teacher needs to leave the premises during school hours.
- The concept of teacher induction and mentoring (this applies to new principals and new teachers).
- Continuing Professional Teacher Development (commonly referred to as “CPTD”) and the expectations in regard thereto.

- The principles of phase and grade teaching, subject committees and teams, and team assignments.
- The concept of professional learning communities (commonly referred to as “PLCs”) and subject committees.
- The principles of instructional management and leadership.

8.7 THE CURRICULUM

In its National Development Plan: Vision for 2030 (NDP), the National Planning Commission envisages schools that provide all learners with an excellent education, especially in literacy, mathematics and science. It is important to remember that we currently have a list of priority subjects, or high-enrolment subjects, in the FET Band (grades 10-12) that need much support for improved learner achievement and pass rates by 2025. These subjects are Accounting, Agricultural Science, Business Studies, Economics, English First Additional Language, Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Science. For the high percentage of learners who enrol for these subjects, a strong foundation has to be laid from Grade R through Foundation Phase to Senior Phase. This implies that even new teachers cannot afford to make a slow start in their teaching career – they have to contribute to the production of well-rounded learners from their first day in their new job. Mathematics and English have been identified as a focus for laying a strong foundation and supporting enhanced learner attainment across all subjects: Mathematics is a thinking subject, and English is an access subject.

The NDP acknowledges that teachers are central to education and cautions that teaching can be regarded as a highly valued profession only if teachers have a good knowledge and understanding of the subjects they teach. The NDP emphasises the importance of having high-quality teachers of mathematics and science. Essentially, all new teachers should be assisted in mastering the art of using the content of their specialisation subjects and the pedagogy in line with the NCS. In this regard, the following documents are also of particular importance:

- i) The Curriculum Assessment and Policy Statements;
- ii) the National Protocol for Assessment; and
- iii) the National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grades R-12.

These key curriculum documents are supported by the following education policies and other documents:

- The Minister’s Delivery Agreement: The Outcome of Basic Education
- The National Development Plan 2030
- The Action Plan to 2019: Towards the Realisation of Schooling 2030
- The Annual Performance Plan (APP)
- The School Improvement Plan 2030
- The School Assessment Policy
- District Plans
- The National Strategy for Learner Attainment (commonly referred to as the “NSLA”)

The following core issues are at the centre of all curriculum-related discussions with new teachers:

- Curriculum mapping (content coverage, scope and sequence)
- Exemplar lesson plans, lesson planning and expectations
- Expectations in curriculum management, and pacing of learning
- School, grade and classroom assessment requirements, assessment types and forms, rubrics, and use of assessment feedback to support teaching
- District curriculum implementation support and development process, and resulting expectations for teachers
- Teaching teams or shared responsibilities across the school, the phase and the grade
- Introduction to texts and available supplemental materials – namely, the Workbooks, the ANA exemplars, the Mathematics and Literacy Strategy and the Mathematics, Science and Technology (MST) Strategy.

8.8 CLASSROOM MANAGEMENT ISSUES

Classroom management is one of the biggest challenges experienced by novice teachers in their first year of teaching. Classrooms are managed within the broader context of the school management and governance. For classroom management to succeed, the principal must ensure that new teachers clearly understand this context. Learner behaviour problems have a significant impact on teaching, to the extent that new teachers may abandon the instructional strategies that they learned in favour of the safe and steady diet of lectures and textbooks. One or more disruptive learners may seriously affect the interaction of the teacher with the remainder of the class.

New teachers need to be informed about how to uphold discipline in their classrooms on the basis of the school code of conduct and guidelines and procedures, and in line with the broader behaviour principles of the school. School management principles have to be made very clear to the school as a whole and to the learners in their individual classrooms. At classroom level, teachers have a responsibility to plan their work and to ensure that the learners are engaged and challenged by the work they do. The importance of properly planned lessons cannot be overstated when it comes to managing learner behaviour in a classroom. The following list of attributes that support classroom management could be addressed during the orientation of new teachers:

- Lesson planning
- Discipline in the school as a whole and in individual classrooms
- Learner representatives: elections, management and responsibilities
- Movement of learners into, inside of and out of classrooms, and around the school in general
- Management of break times
- Learner assembly
- Procedures and expectations for sharing and support among colleagues and teachers: what grade teachers can do for one another

9. ROLE EXPECTATIONS OF THE PRINCIPAL

The principal of a school has a wide range of management and leadership roles to fulfil. The circuit manager must articulate the role expectations to the new principal at orientation and should keep returning to them as development points during induction and mentoring. Based on the South African Standard for Principalship (SASP), the following are the role expectations of a principal:

- Leading a learning school;
- shaping the direction and development of the school;
- managing quality and securing accountability;
- developing and empowering self and others and managing staff wellness;
- managing the school as an organisation;
- working for and with the community;
- managing human resources in the school; and
- managing and advocating extra-curricular activities.

Apart from the above, a principal is expected to keep a global outlook as he or she remains context specific in managing change for improvement in his or her school: setting clear goals; developing an ethical and values-based school; and understanding the change process.

10. CONCLUSION

As a small part and just the beginning of the broader and comprehensive induction and mentoring programme, teacher orientation is not a gimmick for fixing all the problems of teaching and leadership and management at schools. Instead, it is meant to lay the foundation for something more desirable: effective teachers, a strong teaching force, good school leadership, a vital profession, and optimum learning and teaching for learners at our schools, which should, eventually, influence learning outcomes.

How new teachers are received at schools will determine the level of their perception of the profession, their motivation, and their future in teaching. When new teachers have all the necessary information, are prepared and confident to present their first lesson on the first day of school and know what is expected of them, they are well on their way to impacting learner outcomes. Teacher orientation is a decisive step of the sector to ensure that new teachers also contribute to the sector's pursuit of education quality.

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ANNEXURE 1: ORIENTATION PROGRAMME FOR NEW TEACHERS

Day 1 of 2 (Compressed)

| Time | Topic | Responsibility |
|----------------------------|--|------------------------|
| 08:00 – 08:15 | Welcome and introductions | All |
| | Purpose of the orientation programme | Principal or Deputy |
| | Distribution of documents | SMT and administration |
| 08:15 – 09:00 | The Constitution of the Republic of South Africa, 1996 (Bill of Rights): | District official |
| | Broad perspective on Bill of Rights, the responsibility of the State and the right to education | |
| | The rights and responsibilities related to the Bill of Rights | |
| 09:00 – 09:30 | The Code of Conduct for Learners | SMT member |
| 09:30 – 09:00 | Teacher professionalism and the Code of Professional Ethics | Union representative |
| | Inclusion (Inclusive Education) | District Official |
| | Broad expectations of new teachers | District Official |
| 15 min. Tea break | | |
| 10:15 – 10:45 | The new teacher and his or her profile | Principal |
| 10:45 – 11:15 | Confirmation of classroom placements (assignment to subject areas and grade levels for which teachers are qualified) and introduction to supervisors | Principal |
| 11:15 – 12:15 | The curriculum and the learning and teaching responsibilities of a teacher | SMT or HOD |
| 12:15 – 13:00 | Assignment of mentors and support team | Principal |
| 30 min. Lunch break | | |
| 13:30 – 14:00 | Tour of school premises | All |
| 14:00 – 15:00 | Assignment of extra-curricular responsibilities | Principal |

Orientation Programme for New Teachers

Day 2 of 2 (Compressed)

| Time | Topic | Responsibility |
|----------------------------|--|----------------|
| 08:00 – 08:45 | Lesson planning and preparation | SMT |
| 08:45 – 09:00 | Discussion | All |
| 09:00 – 09:45 | Classroom management | SMT |
| 09:45 – 10:00 | Discussion | All |
| 15 min. Tea break | | |
| 10:15 – 11:00 | Assessment | SMT |
| 11:00 – 11:15 | Discussion | All |
| 11:15 – 12:00 | Supporting parents in education | SMT |
| 12:00 – 12:15 | Discussion | All |
| 12:15 – 13:00 | Breakaway sessions: departments and subjects | HOD |
| 30 min. Lunch break | | |
| 14:00 – 15:00 | Breakaway session: phases | SMT |
| 15:00 – 15:30 | Discussion of induction plans | Principal |

ANNEXURE 2: ORIENTATION PROGRAMME FOR NEW PRINCIPALS

Day 1 of 2 (Compressed)

| Time | Topic | Responsibility |
|--------------------------|---|---|
| 08:00 – 08:15 | Welcome and introductions Purpose of the orientation programme Distribution of documents | All Circuit manager and administration |
| 08:15 – 10:00 | The conditions of employment and service - Presentation and discussion of the thrust of the legal framework that governs the principal's work: Employment of Educators Act, 1998 (Act No. 76 of 1998) Broad expectations of principals – the SASP | Circuit manager |
| 10:00 – 11:00 | The South African Schools Act, 1996 (Act No. 84 of 1996) The Code of Conduct for Learners | District official |
| 15 min. Tea break | | |
| 11:15 – 12:00 | South African Council for Educators Act, 2000 (Act No. 31 of 2000) Teacher Professionalism and the Code of Professional Ethics | Union representative |
| 12:00 – 12:30 | Provincial, district- and school-level planning School-level policies | Circuit manager and the SGB |
| | The new principal and his or her profile | Circuit manager |
| 12:30 – 13:00 | The curriculum; learning and teaching responsibilities of the principal; and the principal as instructional leader | CES Curriculum |
| 30 min. Lunch | | |
| 13:45 – 14:00 | Assignment of mentors and support team | Circuit manager |
| 14:00 – 14:30 | Tour of school premises | All |
| 14:30 – 15:00 | Schedule of meetings | All |

Orientation Programme for New Principals

Day 2 of 2 (Compressed)

| Time | Topic | Responsibility |
|----------------------------|--|------------------------------|
| 08:00 – 08:45 | Planning and reporting | Circuit manager |
| 08:45 – 09:00 | Discussion | All |
| 09:00 – 09:45 | School management | Circuit Manager |
| 09:45 – 10:00 | Discussion | All |
| 15 min. Tea break | | |
| 10:15 – 11:00 | Instructional management and leadership | Circuit manager |
| 11:00 – 11:15 | Discussion | All |
| 11:15 – 12:00 | Managing relationships in a school community | Circuit manager |
| 12:00 – 12:15 | Discussion | All |
| 12:15 – 13:00 | Assessment and examinations: School level assessment and common examinations, ANA and/or NSC | Circuit Manager |
| 30 min. Lunch break | | |
| 14:00 – 15:00 | Inclusive Education | Circuit manager |
| 15:00 – 15:30 | Discussion of induction and mentoring plans | Teams led by circuit manager |

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