

Mentorship as a Viable Tool for Quality Management in Education: A Careful Scrutiny into Early-Career Teachers' Narratives in Selected South African Learning Ecosystems

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Abstract

Establishing a well-ordered transition from higher education institutions of learning in terms of mentorship relationships (mentor-mentee) to ground realities of a classroom and whole school development in the basic education level remains a challenge for newly appointed teachers in a country like South Africa. This is especially in rural areas. Backwoods are characterized by a lack/unavailability of resources such as adequate learning spaces, computer and science laboratories and (continuous) professional teacher development initiatives (CPTD). Mentorship plays a significant role in preparing the next generation of basic education teachers/leaders in the ever-evolving education scene. It prepares them to be conscious of the day-to-day issues that affect both the classroom and whole school context in changing times. Through the Education Labour Relations Council (2003), the Integrated Quality Management Systems (IQMS) was introduced in South Africa as a means of developing and tracking teachers' professional development initiatives towards the improvement of their practices and educational outcomes. Therefore, these trends make it clear that the CPTD system is a significant endeavor that needs to be carefully monitored, especially in the ever-changing educational space. Thus, this paper seeks to make such contributions by arguing that mentorship can serve as a viable tool for quality management in education.

Keywords: Mentorship, Quality Management, Education, Memory Drawing, Memory-Work, Teacher Learning, South Africa