

In Search for Professional Development: Rural Novice Teachers' Experiences of Induction and Mentorship

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Abstract

In teacher education, the induction and mentorship of beginning/novice teachers remains an important endeavor as it fosters consciousness, development, and growth. Moreover, during this crucial process, beginning/novice teachers are presented with an opportunity to learn how schools as primary sites for teaching and learning, including the communities in which they are located function. Furthermore, the understanding that induction and mentorship into an unfamiliar place involve not only learning documented knowledge but also considering the comprehension that responds to the needs of beginners has highlighted the significance of induction and mentorship as a special project that continuously supports the facilitation of critical engagement to enhance development and growth in novice/beginning teachers. Therefore, these justifications present a clear picture of the essentiality of the teaching profession to ensure that beginning/novice teachers are presented the room for learning and growth. Thus, this paper seeks to partake in such a discussion by arguing that the continuous induction and mentorship of beginning/novice teachers can serve as a critical element in cementing their progression and advancement within the teaching profession in search for meaningful learning and quality education.

Keywords: Professional Development, Rural, Novice Teachers, Induction and Mentorship, Teacher Learning