

On Being and Becoming a Culturally Responsive Beginner Teacher in the Absence of Comprehensive Induction and Mentorship Programmes: An Autoethnographic Inquiry

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Abstract

Classrooms are increasingly diversifying due to factors such as globalization and migration, societal shifts, and inclusive policies. This brings students with a broad spectrum of diversities into learning spaces, including variations in socio-economic backgrounds, race, gender, (dis)ability, and sexual orientation. Given this magnitude, it becomes challenging to address the needs of all students, especially in the absence of comprehensive induction and mentorship programmes. Using reflective journaling, letter writing and memory drawings as data generation methods and framed within autoethnography as a methodological choice; and grounded in self-directed learning (Burksaitiene et al., 2021; Knowles, 1980), this chapter argues, through its research findings, that comprehensive induction and mentorship programmes are instrumental in preparing beginner teachers to actively engage in reflective practice and implement culturally responsive practices into the curriculum, thereby highlighting awareness of diversity, inclusivity, and equity. This study recommends that by focusing on the personal-professional growth of beginner teachers, inclusive learning environments and the promotion of inclusivity and social justice within educational spaces can be cultivated.

Keywords: Autoethnographic Inquiry; Beginner Teachers; Culturally Responsive Teaching; Induction; Mentorship; Teacher Education.