

**Mentoring Programs for Novice Teachers in Kazakhstani Mainstream Schools:  
Experiences and Attitudes of Main Stakeholders**

Nazerke Karimova

Submitted in partial fulfillment of the requirements for the degree of  
Master of Science  
in Educational Leadership

Nazarbayev University Graduate School of Education

June, 2020

Word Count: 19283 words

### CITI Training Certificate



Completion Date 27-Aug-2019  
Expiration Date 26-Aug-2022  
Record ID 31901943

This is to certify that:

**Nazerke Karimova**

Has completed the following CITI Program course:

**Social & Behavioral Research - Basic/Refresher** (Curriculum Group)  
**Social & Behavioral Research - Basic/Refresher** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

**Nazarbayev University**



Verify at [www.citiprogram.org/verify/?w1e1b95fc-bb57-4cc8-93d7-0ddbb138d739-31901943](http://www.citiprogram.org/verify/?w1e1b95fc-bb57-4cc8-93d7-0ddbb138d739-31901943)

### **Acknowledgments**

I would like to express my gratitude to the whole NU academic staff, who taught and guided me all the way along. A separate thanks to my professor Elaine Sharplin, the knowledge you have shared with us simplified my way to complete the research. Despite the COVID-19 situation, you were always online on the other side of the monitor, supporting and guiding me.

Also, to my beloved family, thanks for your eternal support in all my beginnings and continuations. I do always feel your love and trust in me and I do always value it.

Finally, to all teachers, who never stop to teach, who dedicate themselves for the behalf of others, who inspire, lighten up and expand little souls, who guide and make this world better from day to day.

### **Abstract**

Kazakhstan faces teacher shortages and teacher attrition, despite government efforts to increase the prestige of the teaching profession. High teacher attrition rates for novice teachers are attributed to the lack of support available, which can be addressed by the provision of mentoring programs. However, there is a lack of knowledge about mentoring programs for novice teachers in the context of Kazakhstan. The purpose of this study is to explore the components of mentoring programs for novice teachers through the main stakeholders' experiences and attitudes in Kazakhstani mainstream schools.

This qualitative study used semi-structured individual and focus group interviews to collect data from 21 participants at two sites. Sites and participants were recruited using purposeful sampling and the collected data were analyzed using thematic analysis. The study presents the mentoring programs purposes, organization, structure, and main stakeholders' relationships derived from the experiences and attitudes of three types of participants: school administrators responsible for a mentoring program, mentors, and novice teachers as mentees.

The findings revealed that mentoring offers professional guidance to mentees who are actively involved in the process. There are formal and informal mentoring types co-existing in schools which use a variety of mentoring approaches. Mentors were allocated based on years of teaching experience and evidence of continuous professional development. No training was provided for the role. The content of the mentoring programs was flexible to meet the needs of mentees, but with a common focus on teaching and bureaucratic issues. Mentors provided feedback rather than assessment of mentees. The study makes recommendations for policymakers and school administrators about the addition of formal mentor training and the content of mentoring programs.

*Keywords:* mentoring program, mentoring novice teachers, mentors, Kazakhstan

### Аңдатпа

Қазақстан мұғалім мамандығының беделін арттыру жөніндегі үкіметтің күш-жігеріне қарамастан, мұғалімдердің жетіспеуіне және олардың сарқылуына тап болып отыр. Жаңадан бастаған мұғалімдердің кәсіптен кетуінің жоғары көрсеткіштері тәлімгерлік бағдарламасын ұсыну арқылы шешілуі мүмкін қол жетімді қолдаудың жоқтығымен түсіндіріледі. Алайда, Қазақстан контекстінде жас мұғалімдерге арналған тәлімгерлік бағдарламалары туралы білімнің жетіспеушілігі бар. Бұл зерттеудің мақсаты жас мұғалімдерге арналған тәлімгерлік бағдарламалардың компоненттерін Қазақстандағы жалпы білім беретін мектептердегі негізгі мүдделі тараптардың тәжірибесі мен көзқарастары арқылы зерттеу болып табылады.

Бұл сапалы зерттеуде екі мектепте 21 қатысушыдан деректерді жинау үшін жартылай құрылымды жеке және фокус-топтық сұхбат қолданылды. Мектептер мен қатысушылар мақсатты іріктеуді қолдану арқылы теріліп, ал жиналған мәліметтер тақырыптық талдауды қолдану арқылы талданды. Зерттеуде тәлімгерлік бағдарламалардың мақсаттары, қатысушылардың үш түрінің - тәлімгерлік бағдарламасына жауап беретін мектеп әкімшілігі, тәлімгерлер және жаңадан келген мұғалімдер - тәжірибесі мен қарым-қатынасына негізделген негізгі мүдделі тараптардың ұйымдастырылуы, құрылымы және қарым-қатынасы көрсетілген.

Нәтижелер тәлімгерлік процеске белсенді қатысатын жас мұғалімдерге кәсіби бағыт-бағдар беретінін көрсетті. Тәлімгерліктің әртүрлі тәсілдерін қолданатын мектептерде тәлімгерліктің қатар жүретін ресми және бейресми түрлері бар. Тәлім берушілер көп жылдық оқыту тәжірибесі мен үздіксіз кәсіби дамудың дәлелі негізінде үлестірілді. Бұл рөл үшін ешқандай оқыту жүргізілмеген. Тәлімгерлік бағдарламаларының мазмұны тәлімгерлердің қажеттіліктерін қанағаттандыруға икемді болды, бірақ оқыту мен бюрократиялық мәселелерге көп көңіл бөлінді. Тәлімгерлер

жас мамандарға баға емес, кері байланыс берді. Зерттеуде саясаткерлер мен мектеп әкімшілеріне тәлімгерлерді ресми дайындауды қосу және тәлімгерлік бағдарламасының мазмұны туралы ұсыныстар беріледі.

*Түйін сөздер:* тәлімгерлік бағдарламасы, жас мұғалімдердің тәлімгерлері, тәлімгерлер, Қазақстан

### Аннотация

Казахстан сталкивается с нехваткой учителей и их истощением, несмотря на усилия правительства по повышению престижа профессии учителя. Высокие показатели выбытия начинающих учителей из профессии объясняются отсутствием доступной поддержки, которая может быть решена путем предоставления программ наставничества. Однако существует недостаток знаний о программах наставничества для начинающих учителей в контексте Казахстана. Целью данного исследования является изучение компонентов программ наставничества для начинающих учителей через опыт и отношение основных заинтересованных сторон в казахстанских общеобразовательных школах.

В этом качественном исследовании использовались полуструктурированные индивидуальные и фокус-групповые интервью для сбора данных от 21 участника на двух участках. Участки и участники были набраны с использованием целенаправленной выборки, а собранные данные были проанализированы с использованием тематического анализа. В исследовании представлены цели программ наставничества, организация, структура и взаимоотношения основных заинтересованных сторон, основанные на опыте и отношениях трех типов участников: администраторов школ, ответственных за программу наставничества, наставников и начинающих учителей в качестве подопечных.

Результаты показали, что наставничество предлагает профессиональное руководство подопечным, которые активно участвуют в процессе. Существуют формальные и неформальные типы наставничества, сосуществующие в школах, которые используют различные подходы наставничества. Наставники были распределены на основании многолетнего опыта преподавания и свидетельств непрерывного профессионального развития. Для этой роли обучение не проводилось.

Содержание программ наставничества было гибким для удовлетворения потребностей подопечных, но с общим акцентом на преподавание и бюрократические проблемы.

Наставники предоставили обратную связь, а не оценку подопечных. В исследовании даются рекомендации для политиков и администраторов школ о добавлении формальной подготовки наставников и содержании программ наставничества.

*Ключевые слова:* программа наставничества, наставничество начинающих учителей, наставники, Казахстан

## Table of Contents

Author Agreement.....	i
Declaration.....	ii
Ethical Approval.....	iii
CITI Training Certificate.....	iv
Acknowledgments.....	v
Abstract.....	vi
Table of Contents.....	xi
List of Tables.....	xiv
List of Figures.....	xv
Chapter 1: Introduction.....	1
1.1. Introduction.....	1
1.2. Problem Statement.....	1
1.3. Purpose of the Study.....	3
1.4. Research Questions:.....	3
1.5. Significance of the Study.....	4
1.6. Outline of the Thesis.....	5
Chapter 2: Literature Review.....	6
2.1. Introduction.....	6
2.2. The Purpose of Mentoring Programs.....	6
2.2.1. The school administration role.....	7
2.2.2. Type of support.....	7
2.3. The Organization of Mentoring Programs.....	9
2.3.1. Types of mentoring programs.....	9
2.3.1.1. Mentor-mentee relationships.....	10
2.3.2. Approaches of mentoring programs.....	11
2.3.3. Mentor qualifications.....	12
2.3.3.1. Mentor motivation.....	13
2.4. The Structure of Mentoring Programs.....	14
2.4.1. The duration of mentoring.....	14
2.4.2. The frequency of mentoring.....	15
2.4.3. The content of mentoring.....	16
2.4.4. The assessment of mentees.....	18
2.5. Conceptual Framework.....	19

2.6. Conclusion.....	21
Chapter 3: Methodology.....	23
3.1. Introduction .....	23
3.2. Research Design .....	23
3.3. Role of the Researcher .....	24
3.4. Research Sites.....	25
3.5. Participants .....	25
3.6. Data Collection .....	26
3.7. Data Collection Procedure .....	27
3.8. Data Analysis.....	28
3.9. Ethical Issues .....	28
3.10. Measures of Research Quality.....	30
3.11. Conclusion.....	30
Chapter 4: Findings and Discussions .....	31
4.1. Introduction .....	31
4.2. Description of Sites and Participants .....	31
4.3. Main Stakeholders' Understanding of the Purpose of Mentoring Programs for Novice Teachers .....	32
4.3.1. Mentoring as professional guidance where a novice teacher is a self-learner.....	33
4.3.2. Mentor motivation based on intrinsic and extrinsic motives.....	35
4.4. Organization and Structure of Mentoring Programs for Novice Teachers .....	38
4.4.1. Co-existence of formal and informal mentoring types with multiple mentoring approaches.....	39
4.4.2. Mentor qualification based on teaching expertise and certificates of professional development.....	43
4.4.3. One year of mentoring program for novice teachers with active and passive periods.....	47
4.4.4. Flexible mentoring content based on novice teacher needs.....	50
4.4.5. Feedback as a form of mentee assessment.....	52
4.5. Main Stakeholders' Relationships .....	55
4.5.1. School administration-mentors relationships.....	55
4.5.2. School administration-mentees relationships.....	56
4.5.3. Mentor-mentee relationships.....	57
4.6. Creating Effective Mentoring Programs for Novice Teachers in Kazakhstani Mainstream Schools .....	59
4.6.1. Mentor.....	60

4.6.2. School support for novice teachers. ....	61
4.6.3. Mentoring program structure. ....	62
4.7. Conclusion.....	63
Chapter 5: Conclusion.....	64
5.1. Introduction .....	64
5.2. The Summary of the Main Findings .....	64
5.2.1. How do stakeholders understand a mentoring program for novice teachers? .....	64
5.2.2. How do stakeholders describe organization and structure of a mentoring program for novice teachers? .....	65
5.2.3. What are the relationships of stakeholders involved in a mentoring program for novice teachers?.....	65
5.3. Recommendations.....	66
5.3.1. Mentoring content with clear objectives and timelines. ....	66
5.3.2. Mentor selection criteria and mentor preparation. ....	66
5.4. Limitations of Study, Implications for Further Research and Contribution of the Study .....	67
5.5. Conclusion.....	68
References .....	69
Appendices .....	77
Appendix A: Letter of Invitation to School Principals .....	77
Appendix B: Informed Consent for Focus Group Interview Participants.....	79
Appendix C: Informed Consent for Individual Interview Participants .....	85
Appendix D: Focus Group Interview Questions for Mentees .....	89
Appendix E: Focus Group Interview Questions for Mentors.....	91
Appendix F: Individual Interview Questions for School Administrators .....	93
Appendix G: Data Analysis Audit Trail.....	95

**List of Tables**

Table 1. Wood and Stanulis' (2009) quality induction program components .....	19
Table 2. Participants and sites .....	32

### List of Figures

Figure 1. A conceptual framework of this study adopted from Wood and Stanulis' (2009) quality induction program components.....	20
Figure 2. Mentoring programs for novice teachers in School 1 and School 2 .....	39
Figure 3. Mentoring program in Kazakhstani mainstream schools derived from this study. .	60

## **Chapter 1: Introduction**

### **1.1. Introduction**

In many countries, since the late 1980s, there has been growing attention to the impact of mentoring programs with almost all studies affirming a positive influence on the reduction of teacher attrition (DeAngelis, Wall, & Che, 2013), increased teacher retention (Parker, 2010), reduced teacher shortages and teacher turnover (Ingersoll, 2001). These studies have explored various types of mentoring programs and the components which directly affect the effectiveness of the program and satisfaction of the practitioners.

This chapter will present the problem statement of the study, the purpose of the research, the research questions, the significance of the study, and an outline of the thesis.

### **1.2. Problem Statement**

Teacher shortages present a challenging issue for many countries (Ingersoll, 2001) and teacher outflow is recognized as an international problem (Organisation for Economic Co-operation and Development (OECD), 2005). Each year there is a growing demand for teachers in Kazakhstani schools. In 2014, the teacher deficit was 2994 which was higher by 918 compared to 2013 (Ministry of Education and Science of the Republic of Kazakhstan & National Academy of Education named after I. Altynsarin [MoES RK & NAE], 2015). In 2018, there were 5267 teacher vacancies which increased by 315 teachers over the previous year (Ministry of Education and Science of the Republic of Kazakhstan & JSC “Information and Analytical Center” [MoES RK & JSC IAC], 2019). Despite students enrolling in teacher education courses, graduates do not enter schools because of the low prestige of the profession (MoES RK & NAE, 2015). Thus, the number of retired teachers working in schools is increasing (OECD, 2005). Furthermore, most of the newly enrolled teachers leave their profession shortly after they are engaged in the process. In Kazakhstan, novice teachers

comprised about 40% of the teachers who left schools in 2018 (MoES RK & JSC IAC, 2019).

The beginning period of the profession for novice teachers is considered as the most challenging and one of the reasons for leaving the profession is a lack of support during this time (Clark, 2012; Ingersoll & Smith, 2004; Wayne, Youngs, & Fleischman, 2005).

According to Ingersoll and Strong (2011) skills and knowledge taken from preservice preparation seems insufficient to succeed in a job and the OECD (2018) reports the need for an increase in the quality of Kazakhstani preservice preparation. Consequently, new teachers require additional help through, mentoring programs.

The Kazakhstan education system's concept of mentoring is a legacy from the Soviet Union; however, mentoring is not common in all schools. The implementation of mentoring depends on the initiative of the school administration to assign a veteran teacher as a mentor for a novice teacher (Kadyrova, 2017). Based on the Ministry of Education and Science (MoES), a mentoring program for novice teachers should include the following phases: adaptation, self-learning, self-reflecting and self-evaluating (OECD, 2014).

A review of the literature reveals that mentoring can have a variety of components such as mentoring type (Desimone et al. 2012; Johnson & Birkeland, 2003; Nottingham, Mazerolle, & Barrett, 2017), approach (Bynum, 2015; Du & Wang, 2017; Roff, 2012), duration (Carver & Feiman-Nemser, 2009; Wayne et al., 2005), intensity (Brannon et al., 2009; Polikoff, Desimone, Porter, & Hochberg, 2015), content (Good & Bennett, 2006; Kadji-Beltran, Zachariou, Liarakou, & Flogaitis, 2014), and nature of the relationships (Hadi & Rudiyanto, 2017; Hudson, 2016) which can shape each mentoring program. Moreover, these components seem to affect the effectiveness of the mentoring program and satisfaction of the participants.

According to the OECD (2014) report, there is a lack of available information about mentoring for novice teachers in Kazakhstan. In particular, little is known about organizational and structural characteristics of mentoring in schools. Moreover, there is a lack of clarity about the provision of appropriate mentors which directly affects the quality of the mentoring process (Kajs et al., 2002; Polikoff et al., 2001). Exploring existing mentoring programs for novice teachers in Kazakhstani schools will be an initial step in addressing the issue of teacher shortages, by focusing on the development of novice teachers through mentoring. Additional knowledge about the characteristics of mentoring and its components may close the gap in knowledge about Kazakhstani mentoring by providing information about effective components and identifying ways to improve mentoring programs for Kazakhstani novice teachers.

### **1.3. Purpose of the Study**

The purpose of this qualitative study is to explore the components of mentoring programs for novice teachers through the main stakeholders' experiences and attitudes in Kazakhstani mainstream schools. In this study, the main stakeholders are considered to be novice teachers, assigned mentors, and school administrators responsible for the mentoring program. A mentoring program will be defined as a support system for newly employed teachers provided by the school administration, where experienced teachers are assigned to assist the induction and professional development of a novice teacher. Novice teachers will be defined as teachers with no more than three years of teaching experience (Paula & Grinfelde, 2018).

### **1.4. Research Questions:**

The main research question for this study is: What are the experiences and attitudes of the main stakeholders towards mentoring programs for novice teachers in Kazakhstani mainstream schools?

The research will be guided by the following sub-questions:

1. How do stakeholders understand the purpose of mentoring program for novice teachers?
2. How do stakeholders describe the organization and structure of a mentoring program for novice teachers?
3. What are the relationships of main stakeholders involved in a mentoring program for novice teachers?

### **1.5. Significance of the Study**

Locally, this study is beneficial for the school members such as administrators, mentors and novice teachers as they will gain knowledge about the various components of mentoring and will be able to improve their mentoring programs by considering the effective components. Understanding of the mentoring program components will facilitate reshaping of mentoring programs where school administrators reconsider mentoring types and approaches, mentor-mentee matching, and mentor selection. Mentors and mentees may reconsider mentoring content, meeting frequency, and mentor-mentee relationship.

The research topic is significant for policymakers as it can address Kazakhstan's goal of “attracting, developing, and retaining teachers” (OECD, 2014, p. 164). An in-depth understanding and description of mentoring programs from main stakeholders’ perspectives can reveal valuable knowledge for Kazakhstani policymakers to improve current mentoring program. The results of this study present a framework of mentoring components in Kazakhstani mainstream schools within the framework of existing scholarly literature. This framework can be used to consider effective and missed components of a mentoring program for novice teachers. Improved mentor programs can reduce attrition of young teachers that in turn may improve the retention of novice teachers in Kazakhstani schools.

Globally, this study results will contribute to the existing body of knowledge about mentoring programs for novice teachers. In particular, the study is valuable in terms of filling the gaps in the literature about mentoring programs for novice teachers in Kazakhstani mainstream schools.

### **1.6. Outline of the Thesis**

This thesis consists of five chapters. The first chapter (Introduction) presents the problem statement, the purpose of the study, the research questions and the significance of the research.

The second chapter (Literature Review) provides a review of previous studies related to mentoring programs for novice teachers. It includes three main sections, where the purpose of mentoring programs, the organization of mentoring programs, and the structure of mentoring programs are widely discussed. Further, it presents the conceptual framework of this study adopted from Wood and Stanulis' (2009) quality induction program which shows the main components of mentoring.

The third chapter (Methodology) describes the position and role of the researcher, research design, sites and participant recruitment, data collection procedure, data analysis, ethical issues, and measures of research quality.

The fourth chapter (Findings and Discussions) presents the main findings of the study through themes supported with participant data. These findings are discussed according to conceptual framework and literature review of this study.

The final chapter (Conclusion) includes a summary of the main findings of the study, recommendations, limitations of the study and implications for further research, and summary of the entire thesis.

## **Chapter 2: Literature Review**

### **2.1. Introduction**

The purpose of this study is to explore the purpose, organization, structure, and relationships within mentoring programs for novice teachers through the main stakeholders' experiences and attitudes in Kazakhstani mainstream schools. This chapter presents a review of the literature relevant to this study in four sections. The first section reviews studies regarding mentoring program goals for novice teachers. The second section identifies organizational aspects of mentoring programs for novice teachers. The following section reviews studies concerning structural characteristics of mentoring programs for novice teachers. The fourth section reviews literature related to relationships in mentoring programs for novice teachers. Finally, the conceptual framework of this study is presented.

### **2.2. The Purpose of Mentoring Programs**

There are broad definitions of mentoring. Petrovska, Sivevska, Popeska, and Runceva (2018) define mentoring as an interactive process with two levels of people involved in the process. The workplace purposefully appoints an expert colleague to provide support in achieving the goals of the workplace. Further, Sullivan (2014) defines mentoring as a process where “an older and more experienced mentor ... helps shape and guide the career of a younger and less experienced individual known as the mentee” (p.72).

Mentoring processes can differ in complexity, based on the purpose of the program. The simplest forms of mentoring are a type of induction, introducing the novice teacher to the school culture, including staff and curriculum, in order to welcome newcomers (Bland, Church, & Luo, 2014; Brannon et al., 2009). Complex processes focus on educating novice teachers to enhance personal and professional development (Iancu-Haddad & Oplatka, 2009).

**2.2.1. The school administration role.** From the perspective of the school, as an organisation, mentoring that assists with the induction of new graduates can assist their socialisation into the organisation. According to Warsame and Valles (2018), providing school support can close the gaps from the pre-service preparation. Support can be initiated by the school administrators by providing them with mentors to avoid teacher attrition (Ingersoll, 2011).

School administrators are responsible for controlling the mentoring process by setting the goals, timelines, and indicators of success (Du & Wang, 2017). Brock and Hope (1999) believe that a school administrator has to be equally active as a mentor in the mentoring process. They emphasize a school administrator's role in embedding novice teachers to the school culture and Hope (1999) notes that the frequent interactions of a school administrator provides professional development for novice teachers in many ways (as cited in Lambeth, 2012). Mentees value the involvement of the school administration in the process, increasing novice teachers' confidence and reinforcing their significance as professionals in the school (Tillman, 2005). Nevertheless, Ganser (2002) believes that school administrators have to concede authority to the mentor in the mentoring process. He suggests avoiding interference to the mentoring process, thus supporting the role of mentor and respecting a mentor-mentee relationship.

**2.2.2. Type of support.** All definitions of mentoring stress its purpose in the provision of support for novice teachers. However, studies reveal that different types of support are significant to the novice teacher. Authors differently name support types, but overall two categories have emerged from the literature. The first type is work related support, called career, professional, or pedagogical support. The second type is concerned with a novice teacher's well-being, called emotional or psychosocial support.

Kram (1985) classifies mentoring functions into career and psychosocial support. Career support addresses professional and instructional needs in order for a novice teacher to perform a job (as cited in Israel, Kamman, McCray, & Sindelar, 2014). Gilles, Carrillo, Wang, Stegall, and Bumgarner's (2013) study of mentees' perception on mentoring provides specific teaching functions of mentoring and categorizes it as pedagogical support. In particular, it includes "teaching strategies, management strategies, team teaching, observation, demonstration and/or modeling, helpful feedback about teaching, and guidance with assessment" (p. 82). Similarly, Schatz-Oppenheimer's (2017) study on mentors presents a mentor function category labelled as professional support. She defines it as support inside the classroom where the focus is on "practices, needs and problems encountered during teaching" (p. 283).

Emotional support is equally important for novice teachers (Greiman, 2017; Israel et al., 2014; Parker, 2010; Schatz-Oppenheimer, 2017). Gilles et al. (2013) describe mentors' emotional support for mentees as including "acceptance, confidence, dialogue, being listened to" and creating a trustful environment" (p. 81) which is similar to Kram's (1985) psychosocial support.

Kram (1985) states that psychosocial support increases a novice teacher's job efficiency (as cited in Iancu-Haddad & Oplatka, 2009). Gilles et al. (2013) prioritize emotional support stating that it serves as a "gateway; it forms the foundation for other kinds of support" (p. 84). Researchers believe that emotional support promotes the trust of mentees to the mentors, where they are positive and willing to follow their mentors. Schatz-Oppenheimer (2017) states that emotional support includes explanations to the novice teacher about the significance of the profession. Parker (2010) states that mentees who have a high degree of emotional support are more likely to remain in their position, compared with mentees receiving less emotional support. Mentors note that emotional support is a complex

issue requiring time (Iancu-Haddad & Oplatka, 2009; Schatz-Oppenheimer, 2017). Greiman (2017) reports that the mentee satisfaction level increases with the level of support provided, both in the professional and psychosocial domains.

### **2.3. The Organization of Mentoring Programs**

The organization of mentoring programs comprises functions before implementing the mentoring program for novice teachers. Program organization includes deciding on the mentoring type, the mentoring approach, and the criteria for mentor selection.

**2.3.1. Types of mentoring programs.** The literature presents two types of mentoring: formal and informal. Formal mentoring refers to officially assigned mentors by the school administration to assist novice teachers (Johnson & Birkeland, 2003, as cited in Desimone et al., 2012; Smith & Ingersoll, 2004). Formal mentoring occurs in an organized way, where goals and expectations are established with specific guidelines and both the mentor and mentee are aware of their responsibilities (Nottingham et al., 2017). Formal mentoring works best in enhancing professional development while Parker's (2017) research shows that mentees demand informal mentoring relationships where they receive more emotional support.

The main consideration in formal mentoring is the matching of mentor with mentee and one of the methods in getting maximum effect from mentoring is matching mentor and mentee by the same subject (Desimone et al., 2012; Gagen & Bowie, 2005). According to Parker (2010), mentees having mentors in the same building with the same subject are less likely to abandon their occupation. In contrast, DeAngelis et al. (2013) claim that having a mentor with the same teaching discipline does not have a direct effect on novice teachers career intentions.

According to Johnson and Birkeland (2003), informal mentoring occurs when the novice teacher personally selects a mentor to ask for help without anyone's designation (as

cited in Desimone et al., 2012). Informal mentoring is less structured and more spontaneous, where there is a lack of scheduled meetings, goals, and expectations. Despite these features, studies suggest informal mentoring has benefits (Du & Wang, 2007; Ragins & Cotton, 1999). For instance, Du and Wang's (2017) study points out that informal mentoring covers "both career and psychosocial functions" (p. 325). Correspondingly, Ragins and Cotton's (1999) study supports it, adding that novice teachers with informal mentors are more satisfied than novice teachers with formal mentors. Furthermore, they describe the disadvantages of formal mentoring as being short-term where mentoring occurs only for an assigned period, with less mutual understanding and comfort in the mentor-mentee relationship, and less motivation as both mentor and mentees have not personally selected their desired partners.

Mentees informally select mentors based on their skills, knowledge, and personality (Cox, 2005) often aligned to similarities with their personality. According to Gagen and Bowie (2005), one of the most effective types of matching between mentor and mentee should be based on personality. However, Clutterbuck's (1998) similarity and difference model based on personality and experience suggests that the maximum similarity of personality and the maximum similarity of experience lead to minimum learning (as cited in Cox, 2005, p. 407).

Du and Wang (2017) recommend a hybrid model of mentoring, beginning with informal mentoring and making it formal. Desimone et al. (2012) suggest informal mentoring as part of a support system which will close the gaps of formal mentoring. In addition, Bynum (2015) states that informal mentoring can be used when formal mentoring is not possible. He introduces collaborative and peer mentoring as types of informal mentoring.

**2.3.1.1. Mentor-mentee relationships.** Relationships between mentors and mentees have an impact on the effectiveness of the mentoring (Hadi & Rudiyanto, 2017) and in promoting the mentoring process (Hudson, 2016). Hadi and Rudiyanto (2017) believe there

are two types of mentor-mentee relationships, which are congenial and collegial, and both are necessary for successful mentoring. According to Barth (2006), a relationship built on personal issues is called congenial while a professional relationship is collegial. Barth (2016) notes difficulties in achieving a congenial relationship between mentor and mentee (as cited in Hadi & Rudiyanto, 2017). Hadi and Rudiyanto (2017) explain that mentors tend to be formal in order to be professional and assume this will gain them more respect for their professionalism.

Hudson's (2016) study presents a model of forming mentor-mentee relationships which consists of three concentric circles. In this model, professionalism is represented at the outer layer, along with enthusiasm, expectations, and sharing information. The core attributes include respect and trust where mentor-mentee interactions occur in "a supportive, friendly and personally non-judgmental environment" (pp. 39-40). The middle layer comprises supportive, sharing practices and resources, and collaborative problem solving. Despite indicating professionalism as a secondary issue, it is a necessary element in reaching the mentoring outcomes.

**2.3.2. Approaches of mentoring programs.** The initial concept of mentoring was developed as an individual approach, where one mentor is assigned to one mentee. However, recently alternative models have been developed.

Parker (2010) and Roff (2012) state that mentoring should be individualised to effectively support novice teachers in the first year. Nevertheless, Salleh and Tan (2013) argue that a mentoring approach has to be aligned with the culture of the receivers and should consider their context in order to be effective. Their study suggests the effectiveness of group mentoring, where multiple mentees are present. Based on Salleh and Tan's (2013) findings, an individual mentoring approach cannot be practical in a collectivistic culture like China, as they learn and work better as a group and they apply group mentoring, whereas group

mentoring cannot be suitable for individualistic cultures. Furthermore, group mentoring can provide a broader forum for novice teachers to discuss and share experiences (Good & Bennett, 2006).

Multiple mentors may be more effective than a single mentor. According to Bynum (2015), collaborative mentoring can comprise several mentors assigned to one mentee. Mentees have flexibility and diversity in receiving support while mentors also reduce their workload by sharing the responsibility. Based on Higgins and Kram (2001), multiple mentors provide a mentee with developmental networks that improve knowledge and skills through various perspectives and expertise (as cited in Xu & Payne, 2013). In the case of a single mentor, one mentor has to satisfy all the needs of the mentee.

**2.3.3. Mentor qualifications.** There are various criteria for selecting mentors to a mentoring program. Kajs (2002) claims that mentors are mainly appointed based on teaching expertise and less attention is given to mentor personality, management and mentoring methods in relation to the novice teacher. Kajs (2002) suggests considering criteria developed by Zimpher and Rieger (2001) as minimum requirements for mentors. According to Zimpher and Rieger's (2001), prospective mentors: "(1) are seen as experts by peers; (2) have demonstrated the ability to analyze their own teaching using a reflective process; and (3) are willing to handle the many responsibilities associated with the mentoring role" (as cited in Kajs, 2002, pp. 60-61).

Polikoff et al. (2015) present another way of assigning mentors where the focus is on mentor's "pedagogical knowledge, content knowledge, and ability to mentor adults". They justify these criteria, by stating the significance of "pedagogical knowledge" in improving mentees' best teaching methods, "content knowledge" based on the frequent needs of mentees about the teaching subject, and "ability to mentor adults" affecting the success of the mentoring (p. 80). Consideration of these mentor criteria are believed to be necessary so that

mentors are ready for the position and produce better results in the mentoring process (Kajs, 2002; Polikoff, 2001).

Mentor preparation is significant in introducing the mentor role (Gagen & Bowie, 2005) and supporting mentors to be successful (Zimpher & Rieger, 2001). Some mentoring programs offer special mentor training while others do not provide it. Many programs assign experienced teachers as mentors without prior training. According to Gagen and Bowie (2005), mentors acknowledge the requirement of training in order to better address the needs of novice teachers. They emphasize the need to renew their pedagogy and learn modern methods. Mentors mentioned the need for support and guidance in feeling comfortable and competent during the process (Kadji-Beltran et al., 2014). Mentors performed better when they knew what was expected from them (Gagen & Bowie, 2005). Garza, Ovando, and Ramirez (2008) summarise the expectations novice teachers have of mentor-mentee relationship: “development of a close professional working bond, teaching-centered instructional leadership, guidance to navigate the administrative bureaucracy, and clear communication between both parties” (p. 15). In addition, they want mentors to be “willing, caring, ethical” (p. 17). The willingness of mentors is directly related to their motives for becoming a mentor.

**2.3.3.1. Mentor motivation.** Prior studies classify different types of motives for mentors. Woolfolk (2004) presents two main types of work motives: extrinsic and intrinsic. Intrinsic motivation is based on the person's tendency “to seek for challenges, interest, and personal growth in the job”, while extrinsic motives include “rewards and punishment such as salary, financial incentives, promotion, and so forth” (as cited in Iancu-Haddad & Oplatka, 2009, p. 49). Furthermore, Iancu-Hadda and Oplatka (2009) found both motives in mentors, including altruistic motives where mentors desire to benefit mentees without any personal gain.

Ginkel, Verloop, and Denessen (2016) classify mentor motives as other-focused and self-focused which is similar with Jansen, van Vuuren, and de Jong's (2014) protege-based and self-focused motives. Other-focused motives are based on the mentee and close to the altruistic motives in sharing and helping others in creating professionals. Self-focused motives are based on the mentor and similar to the intrinsic motives focusing on self-development.

Along with self-focused and protege-focused motives, Janssen et al. (2014) discovered three other types of motives. Organization-focused motives - aiming to benefit the workplace, relationship-focused motives - seeking for mutual benefit, and unfocused motives where mentors expressed their actions "without prior intentions to perform this behavior" (p. 271).

## **2.4. The Structure of Mentoring Programs**

Mentoring program structure refers to the organisational details of the mentoring program for novice teachers. Program structure includes the duration of mentoring, the intensity of the program, the content, and assessment processes of novice teachers.

**2.4.1. The duration of mentoring.** Program duration is considered a significant element affecting the effectiveness of mentoring (Kadji-Beltran et al., 2014) and influencing the level of satisfaction in mentors and mentees (Greiman, 2007). The mentoring period for novice teachers varies depending on the purpose of the program. For instance, as an induction to the school environment it can last one day. Alternatively, it can be extended to weeks, months, and years (Wayne et al., 2005).

Carver and Feiman-Nemser's (2009) study analysed three different mentoring programs in the United States, providing knowledge on the different length of mentoring programs and their purpose. They present one year and two year mentoring programs for novice teachers. According to Carver and Feiman-Nemser (2009), mentoring programs

organized for one year are focused on “on-site support and guidance” for first year novice teachers (p. 309). One-year mentoring provides initial preparation where support is daily and assistance-based to develop novice teachers’ content and pedagogical knowledge inside the classroom.

Some programs continue their support throughout the second year of novice teaching, stating the significance of additional time for focusing on professional development. It is suggested to extend a mentor-mentee relationship for at least two years (The Texas Teacher Mentoring Advisory Committee, 2015 as cited in Warsame & Valles, 2018). According to Carver and Feiman-Nemser (2009), the second year of mentoring is more about attendance of novice teachers to various workshops and lectures to continue their professional development.

**2.4.2. The frequency of mentoring.** Allocated time for collaboration of mentor and mentee has an impact on the success of the mentoring program (Kadji-Beltran et al., 2014). Womack-Wynne et al. 's (2011) research, which focused on the teacher’s perception of first-year in the profession and mentoring, claim that the amount of time for collaboration is essential for job satisfaction and the future development of novice teachers. The significance of the meeting frequency and its influence can be seen by the practitioners' complaints about lack of time for collaboration (Carol, Trigos, Yang, Jenny, & Barri, 2013; Iancu-Haddad & Oplatka, 2009; Roff, 2012). Carol et al. 's (2013) survey and Roff's (2012) case study on mentees perceptions about a mentoring program revealed the unavailability of the mentors and insufficient time spent with mentors as weak points of the program stated by mentees.

According to Carol et al. (2013), the busyness of mentors with other school duties made mentors unavailable in critical situations for novice teachers. Similarly, Iancu-Hadda and Oplatka (2009) and Kadji-Beltran et al. (2014) study results reveal mentors’ concerns

over lack of time for arranging regular meetings with their mentees. There is already an excessive workload in the teaching profession, so becoming a mentor means adding another responsibility. Some of the programs try to reduce the workload by excluding mentors from homeroom duties, giving time to the mentor for observing and reflecting on the teaching of mentees (Carver & Feiman-Nemser, 2009), while others do not consider it.

Strictly scheduled mentoring meetings during school hours can occur weekly or monthly. The advantage of this type of scheduled mentoring is that there is a time specifically given for mentoring while other work can be rescheduled. Brannon et al.'s, (2009) study points out that weekly meetings can become a "bit redundant and overwhelming", without clear purpose (p. 3). Mentees state that their needs can emerge in times when a meeting is not set and at other times there is no need for the meeting time. Monthly meetings focused on control of achievements and a list of specified topics to be discussed. Mentees found monthly meetings really helpful as the topics were around their needs (Brannon et al., 2009).

The frequency of mentoring plays a role in the satisfaction of mentees where trust is built through the time spent together between the mentor and mentee (Polikoff et al., 2015).

**2.4.3. The content of mentoring.** Adequately created and well-organized content for mentoring programs can lead mentees to successfully cope with the issues they face. Many studies investigated the main needs of novice teachers, in order to fulfil those needs and prepare them to handle issues (Brannon et al., 2009; Good & Bennett, 2005; Lambeth, 2012).

Novice teachers commonly emphasise the content of the subject, while they are inattentive to how students receive this knowledge (Gagen & Bowie, 2005). Kadji-Beltran et al. (2014) claim that subject knowledge and knowledge of its delivery are two main pillars of successful teaching. Hawkinson and Cannata (2009) emphasize both active learning and content in order to have maximum effect from the mentoring frequency (as cited in Polikoff et al., 2015, pp. 80-81.)

The content of mentoring programs has been classified according to a variety of categories. Darling-Hammond et al., (1999) classified teacher preparation topics into three main categories: “knowledge about learners and learner, knowledge about curriculum and teaching, and knowledge about context and foundations of education” (as cited in Lambeth, 2012, p. 8). Du & Wang (2017, p. 322) used the terms “pedagogical competence, procedural aspect of teaching, and linguistic content knowledge”.

Good and Bennett (2006) present more specific topics acknowledged as important by novice teachers: classroom management, lesson plan development, instructions to improve writing skills, teacher evaluation. These are similar to the topics noted by Gordon and Maxey (2000) who included professional duties such as managing, assessing, knowing and providing student needs, receiving teaching resources, utilizing effective approaches, and adapting to the teaching environment and role (as cited in Lambeth, 2012, p. 6).

In addition to professional knowledge, new teachers need to adapt to the school environment. Novice teachers need to discover the rules of the organization. Du and Wang (2017) call this the “tacit knowledge in a workplace” (p. 322). Their findings revealed that novice teachers have to delve into the workplace routines because rules can be stated in one way while the things have to be done in another way.

Novice teachers’ needs can vary based on their professional developmental stage so listening to novice teachers is important in order to respond to their needs. According to Bartell (2005), effective mentoring has to regard all the differences and requirements of novice teachers (as cited in Lambeth, 2012). Learning is built on daily circumstances and addressing the needs of mentees at these times is significant for mentees’ best understanding (Kadji-Beltran et al., 2014). It is suggested that mentoring content should be flexible to be effective and in accordance with novice teachers’ requirements (Lawy & Tedder, 2012).

**2.4.4. The assessment of mentees.** Some mentoring programs include assessment of novice teachers based on the teacher evaluation system used in the specific context. Carver and Feiman-Nemser (2009) presents three types of assessment embedded in a mentoring program for novice teachers. The first one is portfolio assessment where novice teachers “select a unit of instruction around an essential concept in their subject area, engage students in an exploration of that concept over several lessons, assess and reflect on students’ learning, and reflect on their own teaching” (p. 304).

Another type is formative assessment of novice teachers, where the focus is on teacher performance and students’ academic achievements. Mentees are not assessed in the first year of mentoring as both portfolio and formative assessment are completed in the second year of the mentoring program. The third type is ongoing assessment in a one year mentoring program following the teaching standards.

In many mentoring programs, no formal assessment of mentees occurs. Instead, the programs focus on providing only feedback to assist the development of the mentees. Feedback is one of the crucial elements of the mentoring program for novice teachers (Range, Duncan, & Hvidston, 2013; Rienbenbauer, Dreisiebner, & Stock, 2017). A mentor observes mentee lessons’ and assesses mentee performance. For instance, Range et al. (2013) present observations of novice teachers in three stages. “Pre-observation” includes lesson planning with clear objectives. Then, “observation” of mentees’ lessons for specific purposes such as classroom management and student interactions. Later in the “post-observation” the mentee gets “(a) reflective questioning, (b) constructive feedback, and (c) future growth” areas (pp. 49-51). In the Riebenbauer et al. (2017) study, mentors provide feedback for mentee “lesson planning, in-classroom work, as well as on their contribution to general school-activities and their teaching personality”. Mentees appreciate feedback received immediately after the lesson observation (p. 63).

**2.5. Conceptual Framework**

From the literature reviewed, a conceptual framework has been adopted from Wood and Stanulis’ (2009) fourth-wave induction program components. Although Wood and Stanulis’ model is specifically noted for induction, they refer to mentoring as a critical component and for this reason, their model provides a relevant framework for this study. Their study represents four different periods of induction programs which are called waves as it is “appropriate for describing the historical ebb and flow (initiation and culmination) of induction programs” (p. 2). They define quality teacher induction based on a “continuum of learning-to-teach” (Feiman-Nemser, 2001), “conception of comprehensive induction” (Britton, Paine, Pimm, & Raizen, 2003), and “quality mentoring framework” (Odell and Huling, 2000) (as cited in Wood & Stanulis, 2009, p. 3). Wood and Stanulis (2009) identified nine main components of quality teacher induction presented in Table 1.

*Table 1*

*Wood and Stanulis' (2009) quality induction program components*

#	Components	Sub-components
1	Educative mentors’ preparation and mentoring of novice teachers	Mentor selection Mentor incentives Matching novices and mentors Mentor preparation Mentor release or service delivery models
2	Reflective inquiry and teaching practices	
3	Systematic and structured observations	
4	Developmentally appropriate professional development	
5	Formative teacher assessment	
6	Administrators’ involvement in induction	Principal as novice teacher recruiter Facilitator of site-based mentor preparation and mentoring Novice teacher advocate Builder of a supportive school culture for novice teachers

7	A school culture supportive of novice teachers	Novice teacher orientation Sanctioned time Collegial interactions
8	Program evaluation and/or research on induction	
9	A shared vision of knowledge, teaching, and learning	

This study classified Wood and Stanulis (2009) components with sub-components into the three domains: (1) The mentor, (2) School support for novice teachers, and (3) The mentoring program structure. The way these components have been drawn together to provide a conceptual framework for this study is shown in Figure 1.

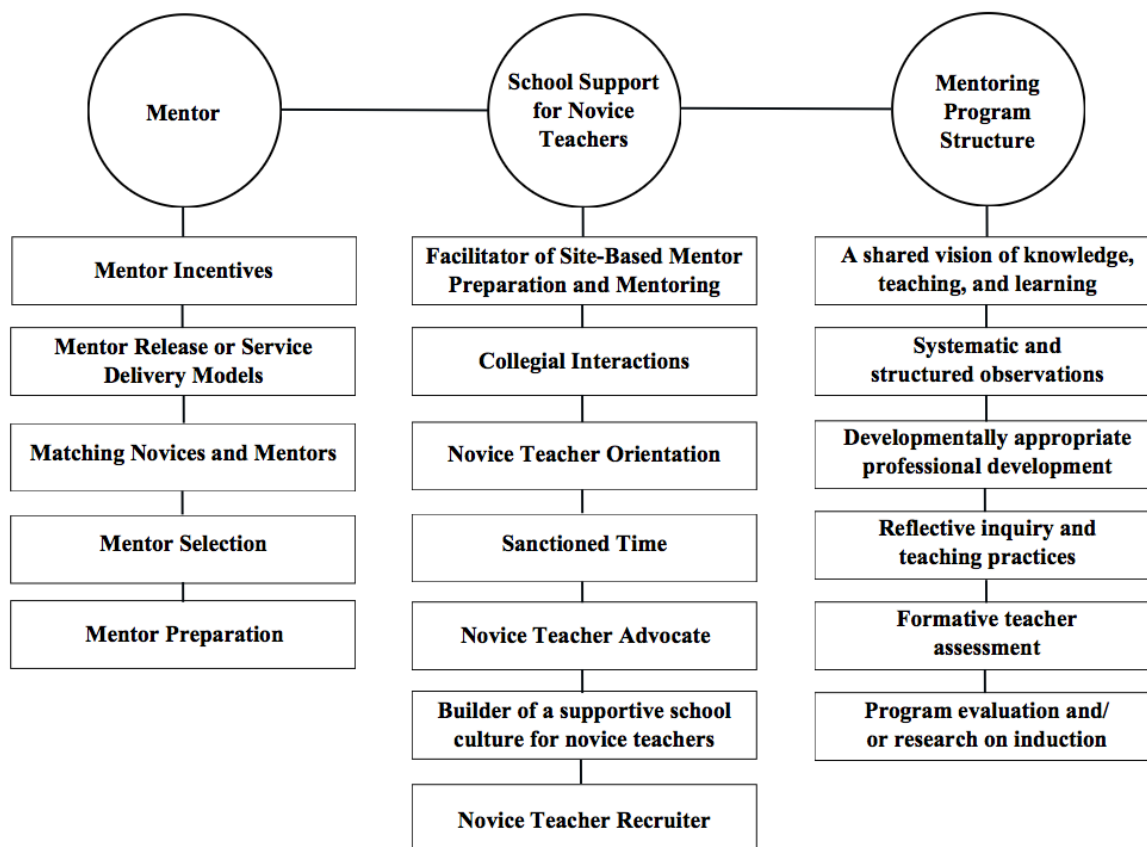


Figure 1. A conceptual framework of this study adopted from Wood and Stanulis' (2009)

quality induction program components.

The mentor domain comprises Wood and Stanulis' (2009) component of "Educative mentors' preparation and mentoring of novice teachers" which includes five sub-components: mentor incentives, mentor release or service delivery models, matching novices and mentors, mentor selection, mentor preparation.

Two program components of Wood and Stanulis (2009), "Administrators' involvement in induction" and "A school culture supportive of novice teachers", are joined as school support for novice teachers. "Administrators' involvement in induction" has sub-components of principal as novice teacher recruiter, facilitator of site-based mentor preparation and mentoring, novice teacher advocate, and builder of a supportive school culture for novice teachers. "A school culture supportive of novice teachers" includes novice teacher orientation, sanctioned time, and collegial interactions.

Six remaining components of Wood and Stanulis (2009) are combined as the structure of the mentoring program for novice teachers. Components in this domain are "A shared vision of knowledge, teaching, and learning", "Systematic and structured observations", "Developmentally appropriate professional development", "Reflective inquiry and teaching practices", "Formative teacher assessment", "Program evaluation and/ or research on induction".

The conceptual framework comprises the main components of the induction program and within these components mentoring programs will be explored in Kazakhstani mainstream schools.

## **2.6. Conclusion**

This chapter discussed the empirical literature related to various aspects of mentoring programs for novice teachers. Based on previous studies, it was revealed that there are different components of mentoring which shape a mentoring program and this study discusses mentoring components through purpose, organization, and structure of mentoring.

Under the heading of mentoring purpose, the role of school administrators in mentoring and types of support for novice teachers in a mentoring program were identified. The organization of mentoring programs comprised types and approaches of mentoring which lead to the consideration of mentor-mentee relationships. Another organizational characteristic was provision of mentors where mentor qualification and mentor preparation were discussed. Mentoring period, intensity, content, and assessment of mentees were components linked to the structure of mentoring programs for novice teachers. The chapter concluded with the conceptual framework of this study adopted from Wood and Stanulis' (2009) quality induction program.

These mentoring components were revealed in an international context where there is a gap in literature about mentoring programs in Kazakhstan. Thus, this study aims to explore the mentoring programs for novice teachers in Kazakhstan mainstream schools through considering various components stated in literature. The next chapter presents the methodology of the study.

## **Chapter 3: Methodology**

### **3.1. Introduction**

This chapter provides a rationale for the qualitative methodology of this study. The aim of the study was to explore mentoring programs for novice teachers through the main stakeholders' experiences and attitudes. The research questions of this study sought to describe, explore and discover the goals of people involved in mentoring programs and the characteristics of the organization and structure of mentoring programs through the main stakeholder's experiences and attitudes. A qualitative approach suits the nature of this study as it aims to develop a "deep understanding of the social setting or activity as viewed from the perspectives of participants" (Bloomberg & Volpe, 2012, p. 27). This chapter presents the design of the research study, the position and role of the researcher, the justification for the selection of the research sites and participant recruitment, the data collection procedure, the process of data analysis, ethical issues, and measures of research quality.

### **3.2. Research Design**

An identification of the research paradigm is significant for the researcher as it frames the research actions (Bhattacharjee, 2012; Glesne, 2011). The paradigm itself is defined by the researcher's assumptions of "how we see the world" (ontology) and "how we study the world" (epistemology) (Bhattacharjee, 2012, p.18). This qualitative study follows the interpretivist paradigm where the goal is to understand human ideas, actions, and interactions in the specific context (Glesne, 2011). Thus, the study seeks to understand mentoring programs for novice teachers in Kazakhstani mainstream schools through the experiences and attitudes of the main stakeholders who are novice teachers, mentors, and the school administration.

The researcher's epistemological assumptions are subjective, with an understanding that reality is "socially constructed and ever changing" (Bhattacharjee, 2012, p.19). Thus, this

study examines the different perspectives of stakeholders involved in mentoring programs for novice teachers because collaboratively they are the creators of the programs. Three groups of stakeholders are involved in the study. This makes the view “varied and multiple” and common for the interpretivist paradigm (Creswell, 2009, p. 8). Understanding several perspectives from the same context can reveal the thoughts and actions of these social groups (Glesne, 2011, p. 8). In the case of this study, the thoughts and actions of teachers (as mentors and mentees) and administrators involved in school-based mentoring programs are examined. Therefore, this research intended to understand mentoring programs for novice teachers through three different social groups’ experiences and attitudes: administrators of mentoring programs, the mentors and the mentees.

### **3.3. Role of the Researcher**

An interpretivist study emphasizes the importance of the interpretation of the researcher who actively interacts with participants. Consequently, this type of study requires consideration of the researcher's role in it (Creswell, 2009).

The researcher is an employee of the “USTAZ” Professional Learning Centre which is an educational organization aiming to enhance professional knowledge of teachers by conducting various courses. In this role, the teacher interacts with a variety of schools and teachers. The researcher’s position in the USTAZ” Professional Learning Centre assisted with access to relevant sites. The center has a collaboration agreement with ten mainstream schools of Nur-Sultan and the research sites were recruited within these ten schools being convenient in accessibility and availability. However, the researcher is not employed within any of the research sites, in order to prevent “backyard” research, which “compromises ... the researcher's ability to disclose information and raises difficult power issues” (Creswell, 2009, p. 177). The researcher has not experienced a mentoring program and is not in the

position of a novice teacher, mentor, or school administrator. This fact reduces chances of bias and potentially incomplete and compromised interpretation of the data.

The researcher's role involves interaction with previously unknown novice teachers, mentors, and school administrators about a mentoring program in two school organisations with which the researcher is familiar through her role in an external organisation.

### **3.4. Research Sites**

A purposeful sampling strategy was used in selecting schools having criteria such as being a mainstream school and having a mentoring program.

School site recruitment occurred firstly, by contacting the site gatekeepers who are the school principals (see Appendix A for letter of invitation to school principals). The principals were contacted via emails and phone calls. An appointment was made to introduce the study and gain consent to access the site and permission to recruit participants. The study aimed to include two mainstream schools from Nur-Sultan and the two schools first agreeing to be involved in the research were selected for the research sites.

### **3.5. Participants**

The target participants of the study are novice teachers, mentors, and school administrators. The purposeful sampling is relevant for this qualitative study, where participants are selected based on specific criteria in order to “get information-rich cases to study in depth and learn a great deal about the issue” (Patton, as cited in Glesne, 2011, p. 44). Thus, participants in each category were selected according to specific criteria. Novice teacher selection was based on teaching experience (no more than three years) and being a mentee with an assigned mentor. Teacher mentor needed to have an assigned mentee within their first three years of teaching. School administrators had to be responsible for the mentoring program inside the school. For the mentor and mentee participants, a maximal variation sampling strategy was used to consider different potential influencing factors such

as: gender, teaching subject, and for mentors, years of teaching experience (Creswell, 2012).

This participant selection strategy was helpful in exploring the multiple perspectives of stakeholders across a substantial range of participants.

To recruit participants, the school principals were asked to organize a meeting with teachers or allow the researcher to participate in a regular school meeting, where the researcher could present the whole school with research information. Volunteers were asked to contact the researcher if they were interested in participating in the study. The study sought to conduct individual and focus group interviews. Individual interviews were conducted with school administrators, while focus group interviews were done with mentees and mentors separately. The researcher presented volunteers with a research information sheet and a consent form (see Appendix B for informed consent for focus group interview participants and Appendix C for individual interview participants). In total, 21 participants were selected for this study: nine novice teachers, ten mentors, and two school administrators.

### **3.6. Data Collection**

The data were collected in two ways: the first one by conducting focus group interviews separately with mentors and mentees (see Appendix D for focus group interview questions for mentees and Appendix E for focus group interview questions for mentors). The second one was by individual interviews with school administrators (see Appendix F for individual interview questions for school administrators). For interpretivist research which adopts a subjective approach, it is significant to talk with individuals who have broad knowledge and experience about the research issue. Thus, this study used a focus group and individual semi-structured interviews to “explore in detail the experiences, motives, and opinions of others and learn to see the world from perspectives other than researchers” (Rubin & Rubin, 2012, p. 3).

Focus group interviews were held separately for one group of mentors and one group of mentees in each school. In total four focus group sessions were conducted. The groups were homogeneous in terms of position to allow a “free-flowing and relaxed conversation”. Moreover, focus group interviews facilitate discussions, where participants can express their multiple perspectives on the mentoring program freely (Glesne, 2011, p. 131). The focus group sessions were held in schools and conducted in the Kazakh language. Each focus group lasted about one hour and a half. All participants gave permission for the recording of the session.

School administrators were interviewed individually to avoid authority influence on other groups of participants. They are responsible for mentoring programs and have higher positions than mentors and mentees. By conducting in-depth interviews, main stakeholders revealed their experiences and attitudes towards mentoring programs. It was significant to explore their views on the issue, as well as their interpretations, to answer the research questions. In-depth interviewing helps the researcher to control the type of received information, by asking specific questions and specifying personal information i usually allows to get some important details (Creswell, 2012).

### **3.7. Data Collection Procedure**

After receiving ethical approval from the Graduate School of Education Ethics Review Committee, the researcher established contacts with site gatekeepers - school principals. The informed consent form of the research was introduced to the school principals and permission to conduct the research was confirmed. School principals were asked to facilitate a meeting with teachers to disseminate the research information sheet and to enable volunteers to contact the researcher. Volunteers were introduced to the informed consent form and an appropriate time, place and language for the interviews were discussed and agreed upon. The day before the interview, the researcher contacted the participants to

remind them about the interview and they were asked to send the signed consent form.

Interviews were conducted at a time, location, and language convenient for the participants.

The researcher conducted the interviews after establishing an open rapport with the participants. The researcher used an interview protocol to make notes during the interview and thanked the respondents at the end of the interview.

### **3.8. Data Analysis**

Data analysis followed the steps of Rubin and Rubin (2012) which are: transcribing, coding, sorting, summarizing, integrating, and generating. All the recorded interviews were transcribed and then translated into English. All transcripts were de-identified to ensure the confidentiality of the participants. The data was thoroughly read to get a “general sense of the information” (Cresswell, 2012, p. 185). Based on the conceptual framework, developed from the literature review, the main aspects of mentoring such as program purpose, organization, structure, and mentor-mentee relationship were used to develop priori codes used in the coding process.

Transcripts were coded with the researcher searching for themes and patterns in the data (Glesne, 2011, p. 187). Thus, codes were sorted into categories and major themes were revealed. Then, coded data was organized based on schools and within the school according to the three different groups. The data was displayed in a summary table where constant case comparison was used to see the differences and similarities in the two schools’ mentoring program and in the participants of the mentoring program. Themes were analyzed and framed according to the research questions. An inductive approach allowed for a thorough investigation into separate data and the subsequent generation of a large and consolidated picture (Creswell, 2012, p. 238). An audit trail is presented through a sample of a coded transcript, a list of used codes, a data display, and themes in Appendix G.

### **3.9. Ethical Issues**

The study was conducted in accordance with the ethical standards and processes of Nazarbayev University. In particular, this study protected “the rights of participants to privacy, to reflect on and mitigate deceptive aspects of research, and to consider issues of reciprocity” (Glesne, 2011, p. 172). However, participants' anonymity and even confidentiality cannot be completely preserved due to the choice of data collection instruments. Participation in this study was on a voluntary basis and participants were provided with informed consent form. The level of confidentiality was explained to individuals and focus group participants. Issues of confidentiality were explained to the participants on the informed consent sheet.

By nature, confidentiality cannot be guaranteed in a focus group. Participants were required to respect other focus group members' privacy, by not disclosing any content discussed during the study. Focus group interviews were conducted in places, so that other people outside the group could not identify them as being in the group or a participant.

As the three types of main stakeholders are linked to each other and there could be issues of power and authority in the relationships, it was essential to preserve confidentiality between the groups of participants. Participants were given pseudonyms to protect their identities. No identifying information is included in this thesis. The collected data was securely stored in a password protected computer. Five years after finishing the study, the researcher will destroy the recorded interviews, emails, consent forms, all notes and information about the participants.

Participants experienced only minimal risks, such as the loss of time from the interviews. To address this issue, interviews were conducted at the most convenient time for the interviewees. The researcher informed all participants about their rights not to answer any questions they are not comfortable with and about their rights to withdraw at any time during the interview or the study, without any penalty and harm.

### **3.10. Measures of Research Quality**

This study was designed to ensure that it addressed issues of quality in qualitative research. Evaluation of qualitative research is based on a researcher's evidence, on how description and analysis align with reality of the case or participants (Bloomberg & Volpe, 2012). Trustworthiness of this research is considered by credibility, dependability, and transferability criteria. Credibility was ensured by recording and taking notes throughout the research process. Furthermore, by gaining information from various representatives, it enhances the robustness of the final conclusions about the mentoring process. Referring to dependability, data collection and data analysis procedures are interpreted thoroughly and in detail in this study and are available for review in the audit trail presented in Appendix G. The context of the research sites and the background of participants is presented in rich description in order to allow transferability.

### **3.11. Conclusion**

This chapter presented and justified the methodology of the study. The study utilized a qualitative interpretivist paradigm in exploring the components of mentoring programs in Kazakhstani mainstream schools through the main stakeholders' experiences and attitudes. Two schools were selected by a purposeful selection process, where three groups of participants were recruited by a maximal variation purposeful selection, with a total of 21 participants. Semi-structured individual and focus group interviews were the main tools for the data collection. Thematic analysis was used in the process of data coding and categorizing into themes. Finally, ethical considerations and measures of the research quality were presented. The next chapter presents the findings with discussion.

## **Chapter 4: Findings and Discussions**

### **4.1. Introduction**

This chapter presents the findings of this research study on the experiences and attitudes of the main stakeholders towards a mentoring program for novice teachers in two mainstream schools of Kazakhstan. The findings will be presented and then discussed in relation to the literature and the research questions. Analysis of data from three groups of stakeholders revealed four themes related to the following research questions: (1) How do stakeholders understand the purpose of mentoring programs for novice teachers? (2) How do stakeholders describe the organization and structure of a mentoring program for novice teachers? (3) What are the relationships of main stakeholders involved in a mentoring program for novice teachers? In this chapter the findings from 21 participants at two sites are presented.

Wood and Stanulis' (2009) induction program components were used as a conceptual framework for this study. The findings of the study are grouped into the three following themes: (1) Main stakeholders' understanding of a mentoring program for novice teachers; (2) Organization and structure of a mentoring program for novice teachers; (3) Main stakeholders' relationships. Each theme presents and discusses Wood and Stanulis (2009) relevant components. This study classified nine induction program components of Wood and Stanulis (2009) into three domains based on their relationship: (1) Mentor, (2) School support for novice teachers, and (3) Mentoring program structure. Results of revealed mentoring components of this study are presented within these domains at the end of this chapter.

### **4.2. Description of Sites and Participants**

A summary of the participants is presented in Table 1. Participants consisted of ten mentors, nine mentees and two school administrators. The data were collected from two mainstream schools. Selected quotations from responses of participants are used as evidence

to support the findings. Participants’ responses will be identified by their role in the mentoring program and an assigned number. Sites will be referred to as School 1 and School 2.

*Table 2*  
*Participants and sites*

Participant type	School 1	School 2
School Administrator	School Administrator 1	School Administrator 2
Mentors	Mentor 1 Mentor 2 Mentor 3 Mentor 4	Mentor 5 Mentor 6 Mentor 7 Mentor 8 Mentor 9 Mentor 10
Mentees	Mentee 1 Mentee 2 Mentee 3 Mentee 4	Mentee 5 Mentee 6 Mentee 7 Mentee 8 Mentee 9

Both sites are located in Nur-Sultan and considered as mainstream schools. Seven of novice teachers were in the first year of teaching and two of them in the second year of teaching profession. One out of nine novice teachers were male while eight of them females. All mentors were females having more than 18 years of teaching experience. Both school administrators are in the position of vice principal of scientific methodological department who responsible for mentoring programs for novice teachers.

**4.3. Main Stakeholders’ Understanding of the Purpose of Mentoring Programs for Novice Teachers**

In order to explore participants’ understanding of mentoring, it is necessary to look at how they define mentoring processes. Thus, two sub-themes emerged: (1) Mentoring as

professional guidance where a novice teacher has to be a self-learner and (2) Mentors intrinsic and extrinsic motives.

**4.3.1. Mentoring as professional guidance where a novice teacher is a self-learner.** Overall participants define mentoring using words such as “helping”, “teaching”, “sharing” and “guiding” novice teachers. There is a clear alignment between mentors and mentees in characterizing mentoring as a guiding process. For example, Mentor 3 mentions: “In helping mentees, for example in lesson planning, we do not directly say what he or she has to do” while Mentor 9 says: “They [mentees] have to try and [be] eager to learn by themselves”. Thus, mentors avoid being prescriptive by seeking the mentee's opinions or actions to promote self-learning. Mentees also point out that they do not perceive mentoring as receiving prepared things, where mentors do the mentees’ jobs as Mentee 2 says: “Mentors should only guide us, while we have to work further individually” and Mentee 7 states: “It is not appropriate to expect everything from school, novice teacher[s] have to work themselves”. They acknowledge that mentors have to provide only guidance, while the responsibility for the work is with the mentees.

The guidance and help provided for novice teachers is specifically administrative and pedagogical. For example, participants commented:

Sometimes regarding documentations which are unfamiliar for us. For example, when we first saw an annual plan it was a problem to create it. (Mentee 6)

...you came to the new place, and you don't know many things as an example of reports which you are doing for the first time, and in those conditions you ask the mentor. (Mentee 4)

First of all, they encounter problems when they have to create annual and daily lesson plans, they have problems with scheduling, how to divide lesson hours into terms, or

where to put lesson hours when there are holidays. And in these cases, mentors have to help novice teachers. (Mentor 7)

Furthermore, student work and assessment were added by School Administrator 1: “classroom management like organizing students into the lesson, reports, assessments like formative or summative. All these will be guided by the mentor”. Overall, all participants view mentoring as focussed on help in a professional or pedagogical area.

Only one participant identified mentoring for emotional help:

At the beginning, the young specialist needs psychological support before approaching the teaching methods... returning with another status. It means they are coming with another perspective/vision so they first need psychological support. We have to motivate them by saying that “You make the right choice of profession which is great and you can do it” and then they will earn confidence so novice teachers are like students. (Mentor 4)

Within the conceptual framework of this study, this sub-theme explores “A shared vision of knowledge, teaching, and learning” component. Arends and Rigazio-DiGilio (2000) highlights the mentor-mentee mutual understanding about the mentoring process (as cited in Wood & Stanulis, 2009, p. 14). This study explored mentor-mentee mutual understanding of mentoring as professional guidance where a novice teacher has to be a self-learner.

In this study, mentoring is defined as professional guidance for the mentee which is consistent with Sullivan's (2014) mentor function as “helps shape and guide the career” of mentee (p. 72). According to Iancu-Haddad and Oplatka (2009) and Sivevska et al. (2018) the mentoring is an interactive process of two levelled teachers, which is similar to the way mentoring has been perceived in this study. Mentoring programs provide professional assistance, as this study’s participants reported receiving guidance in pedagogical areas such

as lesson and curriculum planning, assessment, and providing reports (Gilles et al., 2013; Schatz-Oppenheimer, 2017).

Unlike other mentoring studies which have emphasized the significance of providing emotional support for novice teachers (Gilles et al., 2013; Greiman, 2017; Israel et al., 2014; Parker, 2010; Schatz-Oppenheimer, 2017), this study did not identify emotional support as a significant component of mentoring of novice teachers. Interestingly, in this study only one mentor mentioned emotional support while mentees did not reveal dissatisfaction about the lack of emotional support. This can be related to the mentees' understanding of mentoring as professional guidance where mentee requirements are from mentors only in professional areas.

**4.3.2. Mentor motivation based on intrinsic and extrinsic motives.** Acceptance of the mentor position was voluntary in both schools. Mentors reported intrinsic motivations for taking the position. Specifically, mentors noted the personal and professional satisfaction of the role:

We gladly take this position because of trust. Even so, we are just happy to help someone else by providing guidance to them. (Mentor 4)

I accept being a mentor with pleasure and we assume it as a great responsibility. (Mentor 1)

Sometimes they [mentee] do things that you helped so greatly and you feel very pleased and happy. (Mentor 9)

These quotes demonstrate the positive feelings of mentors where they characterize mentoring as a source of satisfaction.

Other frequently cited benefits include mentor's learning from mentees. Mentor 1 notes: "Novice teachers always come with new things and I want to learn those new things from them". Mentor 9 says: "Sometimes we learn from novice teachers as they are modern".

This represents two-way learning where mentors gain modern perspectives from mentees. Mentees are also aware of this two-way learning. Mentee 6 notes: “Some teachers ask to teach new things, stating that we are young” and from Mentee 4: “They consider [us] as a new generation and new perspectives and we use modern methods”. All stakeholders mentioned the assistance provided by the mentees to the mentors in digital literacy. For instance, Mentor 10 declares: “We have difficulties in computer programs while they can do it very quickly” and Mentee 8 states: “we can give positive energy, new things like teaching of new computer technologies”. In addition, School Administrator 1 highlights: “Novices good at technology usage and they have a lot of great ideas”. Overall, mentors receive advantages from the mentoring process, through learning from the mentees, especially with digital technology.

Along with intrinsic motives, some participants reported altruistic motives, especially their concern for mentees. Mentor 7 replies: “Because they are novices I help to avoid that their weaknesses can be seen in front of the students”. This shows the mentor’s concern for the professional identity of the teacher where she wants to avoid damaging the reputation of the mentee. Likewise, Mentor 3 claims: “We will help them because they came to our school and we also passed from that stage as being a novice teacher”. In this case, there is a sense of common goal in having the same workplace and a sense of empathy in passing through the same period.

There is a lack of extrinsic motivation, especially in the form of financial incentives for mentors, as is highlighted by the following participants:

Some teachers refuse to be a mentor because of additional work without payment.

(School Administrator 2)

So far there has been no additional salary for being a mentor. (Mentor 7)

There are no incentives for mentors, it is considered as additional social work.

(Mentor 1)

Therefore, extrinsic financial rewards are not motivational factors for the mentors. In fact, the lack of any financial reward may be a disincentive for mentors. Nevertheless, there are other extrinsic motivators to recognise the mentors' services. School Administrator 1 says: "we give to the mentors additional days off on holidays with the saving of salary". School Administrator 2 mentions: "we give additional days off in holidays and honour letters in celebrations". This was supported by Mentor 6 who states: "but on holidays they give some days off". In other words, mentors' extrinsic motives comprised rewards in providing extra holidays and honour certificates.

Mentor motives cover two components of the mentor domain in the conceptual framework: "Mentor incentives" as a compensation for their function and "Mentor release or service delivery model" as a given time for their function (Wood & Stanulis, 2009). In this study, mentor incentives comprise additional day-offs in holidays and appreciation letters from the school administration while Young (2007) suggests financial incentives to enhance mentor participation (as cited in Wood & Stanulis, 2009, p. 6). Another incentive for mentors can be stated as mentor's learning from mentee. Learning contemporary practices and new uses of technology can be compensation for a mentor's function. Regarding mentor release or service delivery model, there is no special time for mentors to perform their functions as it is complementary to the main job. Thus, in this study the identified model is the "no release time" where mentors perform mentoring "additional to the full-time teaching" (Wood & Stanulis, 2009, p.8).

Given the voluntary position of mentors in this study, it is important to understand what drives mentors to take the position. All three types of motives described in prior studies were evident in this study (Iancu-Hadda & Oplatka, 2009; Woolfolk, 2004). Despite having

some forms of extrinsic motives, mentors' main motives were intrinsic and altruistic.

Intrinsic motives included mentor's interest and personal growth in the program which is similar to Woolfolk's (2004) example of intrinsic motives. For instance, mentors reported benefits of the program as mentees teach them technology issues. Furthermore, mentors claim their help without any personal motives where they just help because they work in the same school or because of having passed through this same period in the profession. This is similar to Iancu-Hadda and Oplatka's (2009) study describing altruistic motives as "altruistic desire to help a new teacher as a result of their own experiences as novices" (p. 59).

In conclusion, mentoring is about the provision of guidance which must be acted on by the novice teachers as self-learners. Mentors have access to a limited range of extrinsic incentives, like additional holidays and certificates. However, mentors are driven more by the intrinsic motives of personal learning and altruistic motives of helping novice teachers.

#### **4.4. Organization and Structure of Mentoring Programs for Novice Teachers**

This section presents the findings about the organizational and structural characteristics of the mentoring program for novice teachers evident in two different schools. Figure 2 presents major differences and similarities in the organization and structure of the mentoring program for novice teachers in each school. Both schools implement a formal mentoring program type where a school officially assigns mentors for the novice teachers. Nevertheless, the schools differ in their mentoring approach and mentor-mentee matching. School 1 practices an individual approach, assigning one mentor for one novice teacher and mentor-mentee matching based on the same teaching subject. School 2 uses a group approach: there is a special platform of novice teachers and mentors are assigned to the group based on teaching-oriented topics. Along with a formal mentoring type, both schools comprise an informal mentoring type as novice teachers perceive other teachers as their mentors as well. This in turn, leads to multiple mentoring approaches where there are more

mentors for novice teachers.

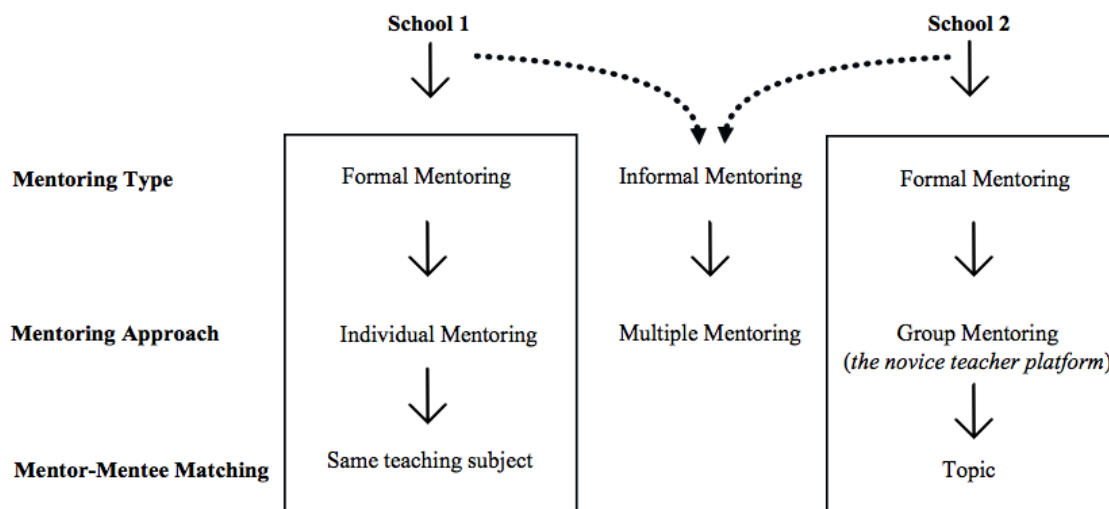


Figure 2. Mentoring programs for novice teachers in School 1 and School 2

These findings are presented and then discussed within the five sub-themes: (1) Co-existence of a formal and informal mentoring type with a multiple mentoring approach, (2) Mentor qualifications based on teaching expertise and certificates of professional development, (3) One year of mentoring program for novice teachers with active and passive periods, (4) Flexible mentoring content based on novice teacher needs, and (5) Feedback as a form of mentee assessment.

**4.4.1. Co-existence of formal and informal mentoring types with multiple mentoring approaches.** Both schools practice formal mentoring where the school administration officially assigns mentors to novice teachers. However, within the formal type of mentoring, the schools differ in their mentoring approach.

School 1 provides novice teachers with mentors using an individual approach as mentioned by the School Administrator 1: “We appoint mentors for the novice teacher as soon as they fill e-portfolios. We call a mentor and introduce [mentor] to the mentee”. In this approach, each novice teacher gets a personal mentor to work with individually. School 1 considers the same teaching subjects in matching mentors with mentees. From the

perspective of School Administrator 1, matching mentor-mentee based on the same teaching subject is necessary in helping novice teachers as she notes: “Of course [we match by the same teaching subject], we look at the profession. Because how a mathematician can oversee a biologist?”. Nevertheless, mentors argue that having the same subject does not affect the process as Mentor 2 from School 1 reports: “It is not necessary to have the same subject mentor as teaching approaches are the same everywhere”. Similarly mentees of School 1 support the insignificance of the subject matching as Mentee 1 says: “While conducting open lesson I asked another teacher who has a different teaching subject”, while Mentee 3 states: “I ask teachers who are personally close to me. No matter if we have the same teaching subject or not”. The opinion that subject matching is not necessary is consistent with stakeholders at School 2 where mentors are assigned based on topics.

School 2 contrasts with School 1, by having a group mentoring approach instead of an individual assignment of mentors. School 2 uses a mentoring program within the *Novice Teacher Platform* - a platform created by the school administration as a support place for novice teachers where they professionally collaborate and communicate with each other for organized events.

Novice teachers are supported by mentors assigned according to specific topics:

We have teachers who passed various courses so school administration allocates them by topics. For example, one teacher responsible for effective teaching methods, another one for assessment, third one for lesson planning and so on. We organized an event where mentors were introduced to the novice teachers and we said that depending on the questions [based on topics] they can ask these mentors. (School Administrator 2)

In other words, the novice teacher platform contains about 10 mentors who are identified by their expertise in relation to specified by topics. Thus, mentees have access to multiple mentors where they can interact with any mentor of their choice based on their needs.

Apart from a formal mentoring program, informal mentoring also occurs in both schools. Almost all mentees stated that they have additional teachers whom they regularly approach even if they are not officially their mentors. Mentee 4 says: “I teach English language and here [English department] we have about 20 teachers. I can go to any of them and they always help me and never refuse”, while Mentee 5 says: “there are also teachers who are close to us, older teachers, experienced. Surely we are asking those teachers as well”. Having informal mentors seems to foster mentee development:

I also have more than one mentor. There is a teacher who is named as a mentor and looks at me, but I do not only take from that teacher, you should not look at the experience of only one person for development. (Mentee 2)

In the same way, mentors believe that having multiple mentors is an effective way of developing novice teachers. For instance, Mentor 4 says: “We also suggest novices to attend other teachers’ lessons and get something useful”, whereas Mentor 10 says: “We suggest to participate in other experienced teachers’ lessons so every subject every teacher can give valuable things”. Thus, mentors encourage a multiple mentoring approach which leads mentees to interact with other teachers and form an informal mentoring type.

The formal mentoring is facilitated by the school administrators, linking to the role of “Facilitator of site-based mentor preparation and mentoring”. Besides, Wood’s (2005) “site-based formal and informal ways in which novice teachers can interact with each other” is similar to the *Novice Teacher Platform* (as cited in Wood & Stanulis, 2009, p. 11). One of the components in the mentor domain is to consider “Matching novices and mentors” in creating an effective mentoring program. Schools differ in the mentor-mentee matching. In School 1,

mentor-mentee pairing is based on the same teaching subject, whereas in School 2 it is based on topics. The mentoring approach identified a component of school support for novice teachers where a multiple mentoring approach is seen as “Collegial interactions”.

Previous studies on organization of mentoring programs for novice teachers categorize mentoring as formal or informal (Johnson & Birkeland, 2003, as cited in Desimone, 2012; Nottingham et al., 2017; Smith & Ingersoll, 2004). This study’s results align with these findings as both schools have formal and informal mentoring. Participants reported that they formally assign mentors to help novice teachers and introduce them to the mentees where both are aware of their responsibilities. This is consistent with the description of formal mentoring by Nottingham et al. (2017). In addition, participants claim to receive support from other teachers and consider them also as mentors, which is consistent with an informal mentoring type mentioned in Johnson and Birkeland (2003, as cited in Desimone, 2012). In this case, novice teachers select teachers as their mentors personally without someone's assignment. Studies state that informal mentoring is beneficial in terms of covering both pedagogical and emotional support (Du & Wang, 2017) and mentee satisfaction of the program (Ragins & Cotton, 1999). Participants highlighted that they feel free to select close people to them as informal mentors. This is important for the provision of emotional support with mentees choosing informal mentors based on personality (Cox, 2005).

Prior studies of formal mentoring support matching of mentor and mentee based on the same teaching subject (Desimone et al., 2012; Parker, 2010). The results of the current study are partially consistent with these studies as only one school considers matching mentor-mentee by the same subject. Interestingly, another school lacks subject matching alternatively allocating mentors based on educational topics. This can be related to the focus of the school on teaching practice rather than subject content of the novice teachers.

Another organizational characteristic relates to the mentor-mentee approach. School 1 noted an individual approach where the mentor individually works with the mentee. This result is consistent with Parker (2010) and Roff (2012) where they note that the individual approach is effective in helping novices. School 2 reported the use of a novice teacher platform which is similar to the group mentoring approach noted in prior studies (Good & Bennett, 2006; Salleh & Tan, 2013). According to Good and Bennett (2006) group mentoring is useful in terms of creating a friendly and open community for novice teachers.

If individual and group mentoring approaches are used in the formal type of mentoring, informal mentoring enables access to multiple mentor. As mentioned earlier, mentees obtain support from more than the assigned mentor. Interestingly, formal mentors direct their mentees to other teachers for help with specific issues. This finding aligns with Higgins and Kran's (2001) study where mentors believe that multiple mentoring provides mentees with various perspectives and expertise (as cited in Xu & Payne, 2013).

To summarize, both schools have formal mentoring type applied through different approaches: the mentor-mentee individual approach in School 1 and group of mentees approach in School 2. However, there is also the existence of informal mentoring in both schools where novice teachers select other teachers as their mentors as well. Informal mentoring provides multiple mentoring approaches which seems effective in meeting the needs of mentees. Informal mentoring may close the gaps of formal mentoring (Desimone et al., 2012) or occur when formal mentoring cannot work (Bynum, 2015). Thus, the existence of informal mentoring may lead to the modifications in formal mentoring like reconsideration of mentor-mentee matching based on other aspects like personality match.

**4.4.2. Mentor qualification based on teaching expertise and certificates of professional development.** School administrators in both sites select mentors for the mentoring program based on specific criteria. For instance, School Administrator 1 claims:

“Mentors have to be qualified, knowledgeable, experienced...Teaching experience should be at least 15-20 years...we look at attendance of levelled courses, completion certificates from the Center for Pedagogical Excellence”. In school one, the length of teaching experience is considered one of the main criteria for selecting mentors, where knowledge is linked to the length of teaching experience. Another criterion is holding certificates for courses. School Administrator 2 says: “We allocate mentors based on their experience and what kind of courses they attended and in which topics they are capable”. This reveals the importance of attending professional development courses which are linked to the expertise of teachers. Mentors also mention these criteria and the ability of mentors to share. Mentor 2 responds that a: “mentor is a great teacher, who has great experiences in different fields, who studied different courses and does courses for others”. Schools believe in the length of teaching experience and evidence of additional professional development as the basis for mentor selection.

There is no prior mentor training for the program in either school and mentor perspectives regarding the need of mentor training comprises two opinions. In School 1, one out of four, and in School 2, three out of six mentors supported the idea of mentor training. In particular, they perceive mentor training as an an opportunity for continuous learning:

we need training as there is a quote: live a century- learn a century. It is not that I know everything and you stop learning. We also have a lot of things to learn...If a person doesn't develop he cannot teach anything to anyone. (Mentor 6)

Mentors are aware of requirements in learning contemporary methods through professional development. Mentor 8 says: “Nowadays everything is modernizing, so we also have things to learn”. This can be explained by fast changes in the education system where old techniques cannot work or are replaced with modernized ones. Another example is:

I think I am not complete [enough qualified] to be a mentor. It seems that I have a lot to learn. I can teach first order necessary things but I do not think that I have reached such a level to be a mentor, even though I know the further study steps. I want to have training that teaches how to systematically solve various problems...if there is training that teaches everything systematically, I need those courses. (Mentor 3)

In this case, a mentor perceives mentor training as a systematic mentoring process where they know how to present or use their knowledge.

In contrast, the other half of mentors do not see the requirement for mentor training as they feel appropriately skilled and knowledgeable to guide novice teachers. Mentor 8 states: "I do not think I need a course as there is a day-to-day practice so I have experience that suits the level of novice teacher", while Mentor 2 says: "I have 40 years of teaching experience. I think I am ready to be a mentor". In this case, mentors believe that extensive teaching experience is sufficient to mentor novice teachers. In addition, mentors point to other professional development events that serve as training for mentors as Mentor 5 says: "We have this regular Nazarbayev Intellectual School training and workshops [professional development] where a lot of important issues are discussed". Mentors think that different educational seminars can serve as an alternative for mentor training.

This sub-theme responds to the two components of the mentor domain in the conceptual framework. The first is the "Mentor selection" which is a crucial part of the mentoring process (Wood & Stanulis, 2009). In this study, mentor selection is based on two main criteria which are length of teaching experience and evidence of continuous professional development. They can be linked to some of the criteria presented by Wood and Stanulis (2009). For instance, Moir and Gless (2001) state "a quality instruction practice of three or more years" linking to the length of teaching experiences and Norman and Feiman-Nemser (2005) state "commitment to ongoing personal and professional growth" linking to

the continuous professional development (as cited in Wood & Stanulis, 2009, p. 6). The second is the “Mentor preparation” where “mentors participate in professional development to help them develop a repertoire of knowledge and strategies to help novice teachers improve their practice” (Wood & Stanulis, 2009, p. 7). This study lacks special mentor training focused on mentoring novice teachers but other professional development courses perceived as an alternative for mentor preparation.

In this study, participants reported a lack of specialised professional learning to develop skills and knowledge associated with the process of mentoring. Those teachers supporting the idea of additional training were mainly focused on additional training related to pedagogical and content knowledge and skills, rather than the development of skills related to coaching, providing constructive feedback and addressing the needs of adult learners. Some participants supported the need for continuing professional development. Gaden and Bowie (2005) state that mentors need training to cover the needs of mentees in the best ways and learn modern teaching methods. This study’s mentors also stated learning of contemporary teaching techniques along with systematic teaching of mentees through mentor training.

Most of the mentors stated their readiness for being a mentor. They noted their confidence based on daily practice and many years of teaching experience. This result contradicts Kadji-Beltran et al. (2014) where mentors needed preparation to feel comfortable and competent in the mentoring process as this study’s participants felt competent based on their teaching experience alone.

To sum up, mentor selection is based on two main criteria: teaching experience and certificates of professional development. Regarding mentor preparation, some agreed on the necessity of it in terms of being up to date and life-long learning, while others disagreed, stating the sufficiency of gained experience and other training courses.

**4.4.3. One year of mentoring program for novice teachers with active and passive periods.** At both schools, teachers are considered as novices for the first three years, with the mentoring program provided for this period. School Administrator 2 (School 2) said: “Mentors are assigned for three years” and mentors corroborated this by stating: “three years mainly, maximum five years” (Mentors of School 1). However, the actual mentoring process, in practice appears to comprise the first year only. Mentee 2 claims: “We approached the mentor a lot in the first year....but now we are separate”. Mentee 6 acknowledges: “But compared with previous year [first year of mentoring], it is easier now [second year of mentoring] as we have everything [annual and lesson plans, reports]”. Furthermore, Mentor 4 states: “first year of mentoring where they [mentees] learn most of the things while in the second year it is rare to ask for help”. In fact, it is only in the first year that novice teachers actively interact with their mentees.

Even in the first year of mentoring there are active and passive periods which are recognised by the frequency of meeting between mentor and mentee. For instance, Mentee 7 asserts: “At the beginning [1st term] I approached a lot about planning, diary etc. But now [3rd term] maybe once in a week or even I do not approach”. Mentee 9 says: “at the beginning there were a lot of documentations so I asked my teacher. But now I have learned”. Further, Mentor 1 and Mentor 9 support this by responding similarly to how often they meet with the mentees stating: “Often at the beginning of the year they approach a lot”. Thus, in one year of mentoring, the first half comprises frequent interactions between mentor and mentee while the second half is limited.

The meeting frequency of mentors and mentees is based on the mentee’s needs. Mentee 3 says: “I approach a mentor when I have problems asking what I can do” whereas Mentee 5 states: “I approached when I had problems with filling an online diary”. Mentor 2 states that meetings occur according to: “the needs of the mentees. There may be

different days each time”. Mentor 8 affirms the spontaneity of meetings: “If novice teachers have questions they come to ask...there are other issues but we always find time for them [mentees]”. There are no scheduled meetings that demonstrate the flexibility of the process. Mentor 7 points out: “We agreed initially to ask when they need help”. According to Mentor 3: “Every time we meet, they ask something”.

The mentoring process appears to be facilitated by the proximity of mentors and mentees. Mentee 4 mentions: “I do not search and go to the mentor as we sit in the same classroom so she always helps me”. This shows that physical distance between mentor and mentee can play a role in the frequency of interaction. Moreover, Mentee 9 declares: “We ask teachers sitting with us in the same classroom or teachers near our classrooms”. This suggests the importance of locating the mentor and mentee in proximity to ensure frequent mentor-mentee interactions. Another feature affecting the frequency of interactions is having the same teaching classes. Mentor 2 states: “We work in parallel classes; I often work in parallel grades with mentees and we meet every day to discuss topics and teaching methods”. In this case, mentor and mentee unintentionally interact more as they discuss the common teaching topic. To put things differently, within the subject matching of the mentor-mentee, having the same teaching grades seems effective in ensuring mentor-mentee interaction.

Referring to the conceptual framework, “Novice teacher orientation” and “Sanctioned time” of the school support for novice teachers domain were identified within this sub-theme. Novice teacher orientation is considered as an introduction to the workplace where school’s “rituals, norms, and expectations” are explained to the novice teacher (Wood & Stanulis, 2009, p. 13). In this study, a mentoring program is provided for novice teachers is explored as novice teacher orientation, an induction into the profession. The actual period for the mentoring program comprises the first year for novice teachers. Another sub-component is sanctioned time for novice teachers in order to collaborate with mentors where they “plan,

reflect, on and develop instructional strategies” (Wood & Stanulis, 2009, p. 13). This study found a lack of strictly scheduled time for mentor-mentee interactions, and instead, prioritized being flexible in approaching the mentee needs.

The findings showed that the practical period of the mentoring program is one year, even though mentors are officially assigned for the first three years. This was consistent with mentoring periods mentioned in Feiman-Nemser’s (2009) study, where a one year mentoring program supplied novice teachers’ first order needs. The first order needs of participants in this study were planning, assessing, and filling reports. Unlike, Carver and Feiman-Nemser study (2009), in the second year of mentoring the participants of this study did not focus on professional development. This can suggest to consider professional development in terms of critical educational topics into the content of the mentoring program.

Despite the mentoring programs in this study being unstructured, mentees appeared satisfied with the level of interaction. This was unlike prior studies which identified novice teachers’ dissatisfaction with the availability of mentors (Carol et al., 2013; Iancu-Haddad & Oplatka, 2009; Rof, 2012). Moreover, Iancu-Hadda and Oplatka (2009) and Kadji-Beltran et al. (2014) state mentors’ worry about time scarcity for mentee collaboration. This study’s mentors did not mention the lack of time for interactions with mentee; they highlighted the priority in responding to them.

Having shared teaching grades and physical proximity between mentor and mentee have previously been noted as important factors. Parker (2010) offers mentor-mentee matching by locating in the same building and by the same teaching class. Moreover, Feiman-Nemser (2001) emphasizes the significance of matching a mentor-mentee with the same grade level. He acknowledges time limitations of pre-service preparation on focusing each teaching grade and states that the mentee gets “nuances of the grade level or subject

they have been hired to teach” through having a mentor with the same grade level (as cited in Clark, 2012, p. 198).

In summary, while the mentoring programs are officially provided for three years, only the first year of it comprises a practical process. The frequency of mentor-mentee interaction in the mentoring program depends on the mentee’s needs, with interactions characterized as being flexible. Two factors, having parallel teaching classes and close location between mentor and mentee, were identified as possible promoters of good mentor-mentee interactions.

**4.4.4. Flexible mentoring content based on novice teacher needs.** There is no specific content in the mentoring program in either schools. In School 2, mentors are assigned to specific topics and mentees seek the help of a mentor based on their need for assistance in the specified topic. As Mentors of School 2 state: “Everyone creates their own plans”. Moreover, mentors’ plans aligned with the novice teacher platform as School Administrator 2 noted: “There is a one year plan for the novice teacher platform. We have a leader of the platform who is a novice teacher and who controls and organizes the systematic work of the platform”.

Similarly, School 1 mentors create their plans individually as School Administrator 1 informs: “Mentor creates a plan which is approved by school administration and works with that plan”. Thus, the content of the program varies across the mentors. In the creation of content, mentees are involved as Mentor 2 says: “The plan is created with a novice teacher”. School 1 mentees’ responses revealed the focus of the content based on the mentor’s qualification, which is the same in School 2. As an example, Mentee 1 says: “My mentor focused on how to do research projects as she was very qualified in that area” while another Mentee 2 reports: “We work on different topics such as lesson study, research topics”.

Both schools' content of mentoring programs for novice teachers is mainly about pedagogical knowledge. Examples include:

When a novice teacher arrives in the fall, we will teach how to create annual and lesson plans, then we teach how to conduct open lessons, how to work with students, assessment methods, and then, by the end of the year, we teach how to evaluate and conclude their work. (Mentor 1)

They [mentors] do workshops, explain topics such as planning, assessment, filling journals and diaries, and lesson study. (Mentee 7)

There is a lack of teaching subject knowledge in the content of mentoring. In fact, only one participant, Mentor 2 noted: "Sometimes mentees need help in the content of higher grades. For example, in math there are difficult problems and you have to show and explain solution ways, that kind of work we also do". In this case, the mentor included subject knowledge into the content of the mentoring program.

While a whole school coordinated mentoring curriculum is not evident, the participants indicated that individuals were adopting a systematic process of working in both schools. For instance, Mentor 1 says: "There is a plan. Then the work goes systematically from small to complex, and it is based on the teacher's growth level". Mentee 4 states: "in the first term we will do this in the second term we will do these topics" and Mentee 8 claims: "We did a one year plan at the beginning of the year. There are also self-conducted events of novice teachers, but we are not working with the plan". Nevertheless, mentors argue that systematic planning does not work often as there are some unplanned issues arising. Mentor 3 points out: "We did not work only with a plan, there are many things out of the plan...issues that are not mentioned in any paper and not included in the plan but require a recommendation from someone". Mentor 9 supports Mentor 3 by saying: "We do not only

work with the strict plan. In which areas they need help we approach that problem”. These quotes represent that mentoring content is flexible and responsive to mentee’s needs.

**4.4.5. Feedback as a form of mentee assessment.** While school administrators have a role in the assessment of novice teachers, the assessment process is not a formalised component of the mentoring programs in either school. Both school administrators revealed a formal way of assessing novice teachers, independent of the mentoring program:

Every teacher's work can be seen by their students. There are big quarterly reports. At the end of a term, the level of education in that term is monitored, students are monitored, and then the quality of knowledge is visible. It is obvious whether the quality of a child's education is certified or not. (School Administrator 1)

Because every teacher's given education' quality is represented. Through the students term marks the teacher's education quality is revealed. (School Administrator 2)

Novice teachers indicated that they are aware of the assessment of their work. Mentee 6 states: “There is a rating of teachers based on their works done. For example, achievements of students, course attendance, conducting open lessons”. Mentee 4 says: “There is a quarter rating. In the collective meetings they show results, giving notifications if work is not done or oppositely praising if the results are good”. Analyzing mentee work through rating and monitoring are a formal way of assessment done by school administration, which is separate to the mentoring programs.

The activity undertaken by the mentors is best described as the provision of constructive feedback to facilitate continued professional learning. The feedback provided is not specifically linked to the formal assessment process of novice teachers, although some mentors use the language of assessment. For instance, Mentor 5 claims: “Of course they are assessed but not by marking. Only by suggestions” and Mentor 4 says: “We evaluate and compare inside ourselves, internally”. Mentor feedback mainly focuses on the strong and

weak points of the mentee's lessons. As Mentee 2 states: "They [mentors] observe your work like open lessons and make discussions and give suggestions" while Mentor 6 informs the way they are providing feedback: "This part was good but this part needs a modification". These quotes demonstrate that mentees are provided with feedback by mentors observing mentees open lessons where they analyze the lesson and provide recommendations.

Within the conceptual framework of this study, this sub-theme covers the four components in the domain of mentoring program structure. "Systematic and structured observations", "Developmentally appropriate professional development", and "Reflective inquiry and teaching practices" are related to the content of the mentoring program for novice teachers. Wood and Stanulis (2009) describe lesson observations followed by feedback from the mentor. Similarly, this study discovered mentors' observing lessons and providing feedback for novice teachers. Nevertheless, this kind of activity occurs rarely and is unplanned. Further, mentoring program topics were about planning, assessment, and documentation. These topics were around the classroom issues and there were no broader educational topics which show a lack of appropriate professional development. Besides, it represents the lack of reflective inquiry focusing only on classroom issues (Wood & Stanulis, 2009). Wood and Stanulis (2009) present "Formative teacher assessment" where mentors assess mentees based on specific criteria. For instance, observation feedback can be structured as "(a) how much a novice teacher focuses on specific students, (b) what students are off-task and for how long, or (c) what kind of classroom interruptions occur and how are they handled" (p. 10). Based on this study, mentors do not use formal assessment mechanisms, instead they provide suggestions by presenting the lesson's strong and weak points.

This study's results show the content of mentoring programs is individualised for each mentee, based on their needs. This result is consistent with Bartell (2005), characterizing

effective mentoring as covering the needs of mentees. This study's mentors highlighted difficulties in following strict plans as there are issues that can arise spontaneously. This view is supported by Kadji-Beltran et al. (2014), claiming that learning is situation-based, where the needs of mentees can occur unplanned and needs arise which need to be covered. Thus, this study's mentors use flexibility in the content of the program following the recommendations of Darling-Hammond et al. (1999) and Lawy and Tedder (2012) where they state that effective mentoring should be flexible which covers the needs of the novice teachers.

While other scholars have identified the learning in mentoring programs as linked to multiple fields of teaching such as teaching knowledge and subject knowledge (Kadji-Beltran et al., 2014) or "knowledge about learners and learner, knowledge about curriculum and teaching, and knowledge about context and foundations of education" (Darling-Hammond et al., 1999, as cited in Lambeth, 2012, p. 8), the participants in this study focused only on what can be called pedagogical and administrative knowledge. To be specific, most frequent topics were lesson planning, teaching methods, and documentation which are stated in Good and Bennett's (2006) study as important issues for novice teachers.

Mentors in this study reported providing feedback rather than mentee assessment. While school administrators described formal assessment mechanisms for novice teachers, these assessment procedures were independent of the mentoring programs. Riebenbauer et al. (2017) note mentor feedback as one of the key elements of a successful mentoring program. They note the usefulness of "direct feedback to the student teachers after each lesson" (p. 63). Similar to Riebenbauer et al. (2017) and Range et al.'s (2013) results, mentors provide feedback for conducted lessons of mentees. Range et al. (2013) present "constructive feedback" as one of the steps in lesson observation, where feedback can be "low-level telling phrasing and higher order questioning" (pp. 50-51). This study's mentors reported feedback

as suggestions showing strong and weak points of the lesson similar to feedback categories of Range et al. (2013). Nevertheless, this study lacks specific formative assessment as described by Carver and Feiman-Nemser (2009).

To sum up, there is no common content for mentoring programs as it is created by each mentor with the involvement of a mentee. The content is mainly based on teaching and documentation issues. The mentoring process is not organised by planned content, but is shaped by the needs of the mentees. Moreover, novice teacher assessment is not based on the mentoring process. Novice teachers are formally assessed by school administrators and provided with constructive feedback through observations of lessons by mentors.

#### **4.5. Main Stakeholders' Relationships**

This theme presents data on the relationships between the main stakeholders of the mentoring program. The emerging sub-themes are: (1) School administration-mentors relationships, (2) School administration-mentees relationships, and (3) Mentor-mentee relationships.

**4.5.1. School administration-mentors relationships.** Despite selecting mentors based on specific criteria, there is no control by the school administrators over the mentors. To demonstrate, School Administrator 1 responds to a lack of strict control over the mentoring program saying: “Nowadays it is required to work with trust. Trust between students and teachers, trust between mentor and mentee”. Thus, relationships between school administrators and mentors are built on trust and responsibility. Further, Mentor 1 claims: “Because of this trust we take it with high responsibility and there were no refusal cases [refuse from mentor position]” and Mentor 4 says: “school administration selects us by appreciating our work...school administration itself approves us and only then we gain the thoughts that we are able to be mentors”. Mentors appreciate trust from the school administration and thus, receive positions with high responsibility.

**4.5.2. School administration-mentees relationships.** A supportive relationship is established between the school administration and mentees of both schools:

We interview each young specialist and ask if they are receiving help, where you suffer and what questions you have. We say that the door to our office is open at any time, come and ask without embarrassment, even if it seems a trifle, it can be important. (School Administrator 1)

We pay attention to the novice teachers, what they are saying and what kind of problems they want to solve. (School Administrator 2)

Thus, school administrators consider the needs of novice teachers, to make them feel welcomed and significant. Similarly, mentees value the support of school administrators:

There are no complaints because school provides all the necessary conditions. For example, they support you when you go to the competition, considering all the things such as travel and food. It is a shame not to work when all conditions are made. (Mentee 2)

Open to our any idea, if you will tell [school administration] they support you. (Mentee 5)

Moreover, participants highlighted the school principal's role.

Our school principal loves and supports novice teachers. Principal pays great attention to them...by giving responsible work, noticing where they are interested and trying to open them, appointing mentors. (Mentee 10)

The principal calls us [mentees] and asks what problems we have in school. (Mentee 7)

This shows that support comes from the top where the school principal prioritizes the needs of novice teachers.

**4.5.3. Mentor-mentee relationships.** There are professional and personal relationships between the mentors and mentees. One of the most common descriptions of the relationship was maternal, with mentors being described as “mother” figures.

I am like a little daughter of my mentor. She bears my pranks. Her demeanor, her composure, I can learn a lot from her, she is not angry with anything. And she always smiles, no matter what. I respect and love her for that. That's probably why I'm acting like her daughter. (Mentee 2)

My mentee, on the contrary, treats me like a mother. Last year I was a mentor to her older sister. I had been ill for some time, so she visited me in the hospital, called and wrote messages every day to know my health condition. We have a great relationship whether it is teaching or personal issues. (Mentor 4)

In my case, I am the Head of the English subject department, so all the English novice teachers are like my children. (Mentor 8)

However, some participants reported their interactions only in a professional way. For instance, Mentor 7 claims: “My relationship is official as mentees communicate when they need help, help in work”. While mentees respond:

More officially because my mentor is elderly. For example, we young people can communicate with each other, but I am ashamed to talk closely with the mentor. We can talk about some things freely, but I will not be too free, I will keep an official style. (Mentee 4)

We approach someone who is like a friend. We rarely contact old mentors, only in case of work, mainly approach mentors who are almost like us, with little experience. (Mentee 5)

In this case, contrary to other participants, the age of the mentor influenced the professional nature of the relationship between mentees and mentors.

This theme revealed the administrator's two roles presented as "Novice teacher advocate" and "Builder of a supportive school culture for novice teachers" in the conceptual framework. The first role occurs when novice teachers perceive their principals as their advocates. How novice teachers describe their principals as advocates varies considerably, but it seems to be mainly positive (Wood & Stanulis, 2009). This study uses school administration personnel, including both principal and other administrators who are responsible for a mentoring program. This study mentions a positive school principal who considers novice teachers and provides conditions for their development. Thus, a school principal is considered a "novice teacher advocate". For the role of "Builder of a supportive school culture for novice teachers", findings revealed direct interactions with novice teachers and the school administration which is similar to Wood's (2005) description of the role of principals: "interacts regularly with novice teachers at the site" (as cited in Wood & Stanulis, 2009, p. 12).

Ingersoll (2001) notes the significance of school support for novice teachers and this study finds participants' describing school administrations as supportive. Brock and Hope (1999) state that a school administrator needs to be the main figure in the mentoring process. Prior studies specifically state the importance of the school principal role (Tillman, 2005; Youngs, 2007). Interaction of the school principal influences the novice teacher's professional development (Youngs (2007), self-belief and significance as a professional (Tillman, 2005). In the same way, participants reported the special attention of school principals to the novice teachers through meetings where problems and opinions of mentees were asked. Further, participants highlighted school principals' efforts to engage mentees through allocating work which is the point of Youngs' (2007) research about the professional growth of novice teachers. In addition, Tellman (2005) states mentee exceeding appreciation to the school principal than mentor, even if they are thankful to the mentor help.

Prior studies emphasize the mentor-mentee relationship in promoting effective mentoring (Hadi & Rudiyanto, 2017; Hudson, 2016). According to Hadi and Rudiyanto (2017), successful mentoring includes two types of mentor-mentee relationships, which are congenial and collegial. In this study, Hadi and Rudiyanto's (2017) both types of mentor-mentee relationship are found, where congenial is similar to personal and collegial as professional relationship. Barth (2016) states that establishing congenial relationships is the most difficult type. Although only one mentor articulated the value of personal support as part of the mentoring process, the participants descriptions of the relationships between mentors and mentees as internal, in fact suggests that personal support is being provided within the role. The description of the relationship as maternal suggests a component of care that goes beyond a professional focus. In this study, a mentor's age seems to influence the mentor-mentee relationship. Interestingly, participants following professional relationships stated the older age of their mentors as a barrier for close relationships, while participants following personal relationships described their mentors as their mothers.

The relationships in this study were characterised by high levels of trust and respect between people in all roles. The school administration ensures mentee support by providing them with special attention. Mentors and mentees communicate both professionally and personally.

#### **4.6. Creating Effective Mentoring Programs for Novice Teachers in Kazakhstani Mainstream Schools**

The findings from this study are now linked back to the nine induction program components identified by Wood and Stanulis (2009), which are classified into three domains: (1) Mentor, (2) School support for novice teachers, and (3) Mentoring program structure. The findings of this study are represented within this framework in Figure 3.

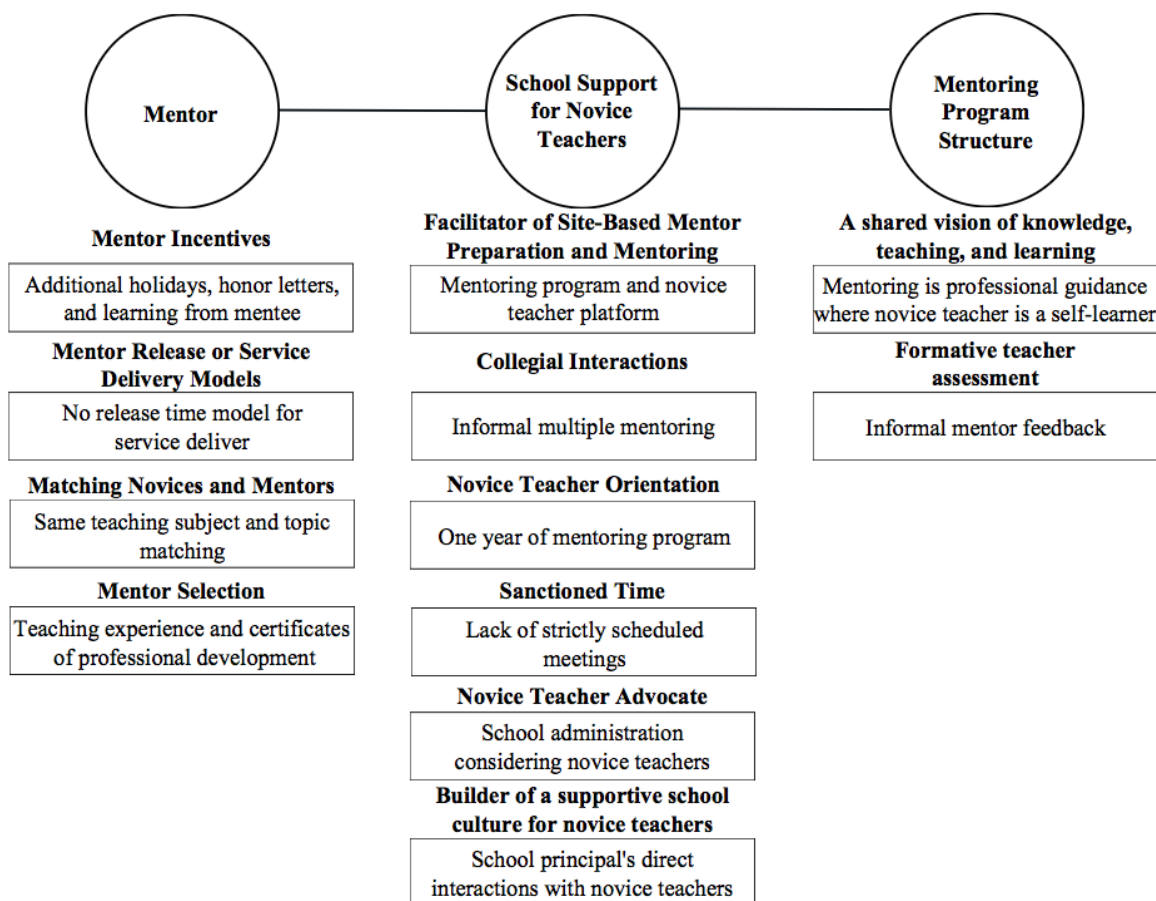


Figure 3. Mentoring program in Kazakhstani mainstream schools derived from this study.

**4.6.1. Mentor.** This domain represents mentor issues considered as significant by Wood and Stanulis (2009). Four of the mentor domain components are identified in some ways while mentor preparation is lacking totally. Mentor incentives were revealed in a form of additional days in holidays and appreciation letters from the school administration. Also, gaining knowledge from mentee in technology and modern issues were another form of mentor incentive. The mentor position is extra to the mentor's main teaching and this aligns with the “no release time model for service delivery”. In matching a mentor with a mentee the same teaching subject in School 1 and topic matching in School 2 are considered. Selection of mentors based on the teacher's length of teaching experience and continuous

professional development. There is a lack of mentor preparation which Wood and Stanulis (2009) emphasise. According to Schwille and Dynak (2000), mentor preparation comprises:

- (a) understanding new teachers' needs and development, (b) studying one's own teaching and mentoring practices, (c) participating in simulations of mentoring situations, and (d) working with other mentors to share and learn. (as cited in Wood & Stanulis, 2009, p. 7)

Thus, the mentor preparation component is removed from the mentoring program components for novice teachers in Kazakhstani mainstream schools.

**4.6.2. School support for novice teachers.** A school administration shows support for novice teachers in terms of providing a mentoring program, creating a communicative platform, and directly interacting with them. This responds to four out of three roles delivered by Wood and Stanulis (2009) administrator's support for novice teachers. Formally implementing a mentoring program for novice teachers and the novice teacher platform cover the roles played by school administration as facilitators of site-based mentor preparation and mentoring. In addition, the one year period of mentoring for novice teachers responds to the component of novice teacher orientation. There is no sanctioned time for the mentor-mentee interactions; mentor-mentee meetings are done in a flexible way. School administrators directly engage with novice teachers and consider their problems and opinions, thus they are advocates and builders of a supportive school culture for novice teachers. Along with formal mentoring, informal mentoring involves a multiple mentoring approach. This shows school culture as supportive where novice teachers have collegial interaction. This study is limited to identifying the role of "Principal as novice teacher recruiter" as this study lacks information about novice teacher employment procedure and it was excluded from the conceptual framework.

**4.6.3. Mentoring program structure.** This domain included six components of Wood and Stanulis (2009) where two of them were explored in this study. There is a consensus among participants in describing mentoring as a professional guidance for novice teachers. In particular, a novice teacher's role of being a self-learner in the mentoring process. This responds to the component of a shared vision of knowledge, teaching, and learning. The structure of the mentoring programs showed informally organised mentee lesson observations by mentors, where feedback is given in an informal way. So, there is a lack of systematic and structured observations. Nevertheless, constructive mentor feedback identified in facilitating continues professional learning, but not formal assessment process. Mentoring area was around classroom issues which contradicts the Wood and Stanulis (2009) understanding of developmentally appropriate professional development and reflective inquiry and teaching practices. Therefore, systematic and structured observations, developmentally appropriate professional development, and reflective inquiry and teaching practices were lacking in this study.

The last component is "Program evaluation and/ or research on induction". Wood and Stanulis (2009) believe in the necessity of this element as it "(a) keeps the program grounded in novice teachers' needs, (b) produces information on how well the program is functioning, and (c) identifies areas for program improvement" (p. 14). Notwithstanding, this study did not contain any information responding to this component, thus component is unexplored.

Overall there was a consistency in domains of the mentor and school support for novice teachers in the conceptual framework as most of the mentoring components were found in Kazakhstani mainstream schools. Results represent schools' awareness of providing support for novice teachers in a form of mentoring programs. There is a consideration of mentor issues such as mentor selection, mentor-mentee matching, and mentor incentives. However, mentor preparation is found as a significant element being missed in the schools.

Results regarding the domain of mentoring program structure, represents lack of most components. It is this area which school could address to improve their mentoring programs. Most of the missing components were related to the content of the mentoring program. Thus, results show to reconsidering the mentoring content for novice teachers in Kazakhstani mainstream schools.

#### **4.7. Conclusion**

This chapter presented the findings of the study revealed though the process of data analysis from individual and focus group interviews with 21 participants from two schools. The first part of this chapter introduced the main stakeholders' understanding of a mentoring programs through their definition of the mentoring process. The second part explored the organization and structure of mentoring programs. Mentoring program types, approach, duration, frequency, content, and assessment were described along with mentor qualification. The third part presented the relationships among the main stakeholders in the mentoring program. The last section presented these finding in relation to the conceptual framework of the study to conclude with a model that reflects the mentoring program components in Kazakhstani mainstreams schools. The final chapter will provide the conclusion of the study.

## **Chapter 5: Conclusion**

### **5.1. Introduction**

The purpose of this study was to explore a mentoring program for novice teachers in Kazakhstani mainstream schools through experiences and attitudes of main stakeholders. This research focused on mentoring programs' components through exploring mentoring programs purposes, organization, structure, and the relationships of stakeholders in mentoring programs for novice teachers. This chapter summarizes the thesis by addressing the guiding research questions of this study: (1) How do stakeholders understand the purpose of a mentoring program for novice teachers? (2) How do stakeholders describe the organization and structure of a mentoring program for novice teachers? (3) What are the relationships of main stakeholders involved in a mentoring program for novice teachers?

This chapter comprises four sections. The first section summarizes the main findings based on the guiding research questions. The second section presents recommendations for mentoring program stakeholders. The third section highlights the limitations of this study, implications for further research, and contribution of the study. The last section provides a summary of the whole thesis with an emphasis on the contribution of this study.

### **5.2. The Summary of the Main Findings**

**5.2.1. How do stakeholders understand a mentoring program for novice teachers?** The results of this study identified the purpose of mentoring programs as the professional support for novice teachers, which is consistent with the scholarly literature. In particular, participants described mentoring support as leading and guiding of novice teachers. There was a mutual understanding between mentor and mentee about mentoring as professional guidance and the position of novice teacher in the mentoring program where a novice teacher is required to be a self-educator. Besides, exploring mentor motives revealed mentors' benefit from the mentoring process. Participants reported mentors learning from

mentees in contemporary and technology issues. Thus, another purpose of mentoring can be the two-way learning process where there is an exchange between mentors and mentees.

**5.2.2. How do stakeholders describe organization and structure of a mentoring program for novice teachers?** Two types of mentoring were found in this study: formal and informal mentoring. Formal mentoring was implemented using individual mentor-mentee approaches and a group approach. There was consideration of mentor-mentee matching based on the same teaching discipline or allocating specific topics for mentors. Along with formal mentoring, informal mentoring occurs which enables a multiple mentoring approach. Schools' select mentors on the basis of teacher's teaching experience and evidence of continuous professional development. These criteria are believed to qualify teachers as mentors and schools do not consider special mentor preparation is needed.

The mentoring program structure is characterized as one year. Within this one year, participants reported active mentor-mentee interactions in the first half while being passive in the second half. Mentoring program content was flexible based on the needs of novice teachers, lacking a prescribed systematic process. Mentoring content was focused on classroom teaching and bureaucratic issues which was inconsistent with the existing empirical literature. Feedback for lesson observations was considered a valuable component of mentoring but did not constitute assessment by mentors.

**5.2.3. What are the relationships of stakeholders involved in a mentoring program for novice teachers?** Overall, positive relationships were established among the main stakeholders of these mentoring programs for novice teachers. Relationships between school administrators and mentors were built on trust and responsibility. School administrators feel confident about mentors, while mentors perceive mentoring as a valued responsibility. Participants highlighted the special attention of school administrators to novice teachers in terms of considering their needs, problems, and ensuring their socialization to the

school. Thus, supportive relationships were found among school administration and novice teachers. Mentor-mentee relationships were created in both personal and professional ways, despite emphasising the professional focus of the relationships. Some participants described mentor-mentee relationships more closely as mother-daughter relationships while others stated their communication was only based on work.

### **5.3. Recommendations**

The main recommendations derived from this study are related to the content of mentoring programs for novice teachers and the provision of qualified mentors.

**5.3.1. Mentoring content with clear objectives and timelines.** There is no general content of the mentoring program for novice teachers, instead each mentor creates his or her own plan. The mentoring process is characterized as flexible based on mentees' need in classroom teaching and with bureaucratic issues. Thus, this study revealed a lack of systematic and structured observations, planned, developmentally appropriate professional development, and reflective inquiry and teaching practices as advocated by Wood and Stanulis (2009). Policymakers should consider providing some additional structure to the content of mentoring programs by including core objectives and suggested developmental timelines. For instance, core objectives can be linked to the national teacher attestation where mentoring can prepare novice teachers. School administration can modify mentoring content by including school's objectives for mentoring programs. Mentoring content with specific objectives with timelines will ensure a systematic way of mentoring which will affect the mentoring period, frequency of mentor-mentee meeting, and mentoring outcomes.

**5.3.2. Mentor selection criteria and mentor preparation.** Mentors are selected based on their teaching experience and certificates of continuous professional development. However, teaching experience with professional development certificates cannot be the guarantee of a quality mentor. It is recommended to set some specific criteria for mentor

selection like interpersonal skills and a focus on quality rather than years of service in order to ensure the mentor quality.

This study did not identify Wood and Stanulis' (2009) mentor preparation component in mentoring program. Policymakers should organize special mentor training where models and theories of mentoring novice teachers are introduced. Mentor preparation will expand their professional awareness about the effects of mentoring for novice teachers. Mentors' strong theoretical knowledge about mentoring will lead to the systematic and methodological approach to the mentoring process, thus improving the mentoring outcomes.

#### **5.4. Limitations of Study, Implications for Further Research and Contribution of the Study**

Acknowledging the limitations of the study is significant for trustworthiness of the data (Glesne, 2011, p.214). There are some limitations of this study which further research can address in the future.

The study is limited in participants (21) and site (2) number due to the time provided for completion of the study. Therefore, results cannot be generalized to all other mainstream schools. However, the transferability of the results can be explored and the results may serve as a basis for exploring, comparing, improving mentoring programs in Kazakhstani schools.

The nature of the study, interpretivist qualitative research, enhances the researcher's role where data collected, analysed, and interpreted from the researcher's perspective. Despite that this study gave the meaning to the data analysis and interpretation of the results, as stated by Schram "interpretation is always negotiable and incomplete" (as cited in Glesne, 2011, p. 214). This study explored mentoring programs for novice teachers through the Wood and Stanulis (2009) quality induction components. Two of the components of mentoring in the conceptual framework, "Principal as novice teacher recruiter" and "Program evaluation and/or research on induction", were unexplored due to the lack of information in the data.

Despite these limitations, this research makes a valuable contribution to the knowledge of a mentoring program for novice teachers in Kazakhstani mainstream schools. This study provides data which can benefit various stakeholders of mentoring program. The data presents mentoring components found in Kazakhstani mainstreams schools. It describes functioning components as well as lacking components of mentoring programs for novice teachers which were revealed in accordance with scholarly literature.

For policymakers and school administration, results can be used in improving the mentoring program for novice teachers in order to support and retain novice teachers in the profession. They can refer to the components and reconsider mentoring content and mentor provision. For mentors and mentees, this study will help them to improve the mentoring knowledge where they make modifications in their practices.

### **5.5. Conclusion**

This thesis presented research on a mentoring program for novice teachers in Kazakhstani mainstream schools through experiences and attitudes of mains stakeholders. In six chapters, the thesis has covered the introduction of the study, review of previous literature, the applied methodology of the study, findings and its' discussion with relation to previous research. This study makes a contribution to the knowledge of a mentoring program for novice teachers in Kazakhstan. The findings have the potential to help the policymakers, researchers, school administrators, mentors, and novice teachers to make improvements in mentoring programs for novice teachers.

### References

- Andrews, B. D., & Quinn, R. J. (2005). The effects of mentoring on first-year teachers' perceptions of support received. *Clearing House*, 78, 110–117. Retrieved from <https://www.jstor.org/stable/30190032>
- Bhattacharjee, A. (2012). *Social science research: Principals, methods, and practices*. Florida, USA: Creative Commons Attribution-Non-Commercial-ShareAlike 3.0 Unported License
- Bland, P., Church, E., & Luo, M. (2014). Strategies for attracting and retaining teachers. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(1), 9-18. doi:10.5929/2014.4.1.2
- Bloomberg L., D., & Volpe, M. (2012). *Completing your qualitative dissertation: A road map from beginning to end* (2<sup>nd</sup> ed.). USA: SAGE
- Brannon, D., Fiene, J., Burke, L., Wehman, T., Jares, D., & Young, M. J. (2009). Meeting the needs of new teachers through mentoring, induction, and teacher support. *Academic Leadership*, 7(4), 1-7. Retrieved from <https://scholars.fhsu.edu/alj/vol7/iss4/22>
- Bynum, Y., P. (2015). The power of informal mentoring. *Education*, 136(1), 69-73. Retrieved from <https://ezproxy.nu.edu.kz:2358/login.aspx?direct=true&db=f5h&AN=109936555&site=eds-live>
- Carver, C. L., & Feiman-Nemser, S. (2009). Using policy to improve teacher induction: Critical elements and missing pieces. *Educational Policy*, 23(2), 295–328. doi: 10.1177/0895904807310036
- Clark, S. K. (2012). The plight of the novice teacher. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 85(5), 197–200.

- Cox, E. (2005). For better, for worse: the matching process in formal mentoring schemes. *Mentoring & Tutoring: Partnership in Learning*, 13(3), 403–414. doi: 10.1080/13611260500177484
- Creswell, J. W. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The impact of preservice preparation and early career support on novice teachers' career intentions and decisions. *Journal of Teacher Education*, 64(4), 338-355. doi:10.1177/0022487113488945
- Desimone, L. M., Hochberg, E. D., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2012). Formal and informal mentoring: Complementary, compensatory, or consistent? *Journal of Teacher Education*, 65(2), 88–110. doi:10.1177/0022487113511643
- Du, F., & Wang, Q. (2017). New teachers' perspectives of informal mentoring: Quality of mentoring and contributors. *Mentoring and Tutoring: Partnership in Learning*, 25(3), 309–328. doi: 10.1080/13611267.2017.1364841
- Gagen, L., & Bowie, S. (2005). Effective mentoring: A case for training mentors for novice teachers. *Journal of Physical Education, Recreation & Dance (JOPERD)*, 76(7), 40-45. doi: 10.1080/07303084.2005.10609312
- Ganser, T. (2002). Supporting New Teacher Mentor Programs: Strategies for Principals. *Diversity Mentoring Conference of the International Mentoring Association*. Fort Worth, Texas: ERIC. Retrieved from <https://files.eric.ed.gov/fulltext/ED466702.pdf>
- Garza, R., Ovando, M., & Ramirez Jr. A. (2008). Expectations of mentoring: novice teachers' voices. *School Leadership Review*, 3(3), 7–40. Retrieved from <https://scholarworks.sfasu.edu/slr/vol3/iss3/3>

- Gilles, C., Carrillo, L. T., Wang, Y., Stegall, J., & Bumgarner, B. (2013). "Working with my mentor is like having a second brain/hands/feet/eyes": Perceptions of Novice Teachers. *The English Journal*, 102(3), 78-86. Retrieved from [www.jstor.org/stable/23365377](http://www.jstor.org/stable/23365377)
- Ginkel, G., Verloop, N. & Denessen, E. (2016) Why mentor? Linking mentor teachers' motivations to their mentoring conceptions. *Teachers and Teaching*, 22(1), 101-116. doi: 10.1080/13540602.2015.1023031
- Glesne, C. (2011). *Becoming a qualitative researcher: An introduction*. Boston, USA: Pearson Education.
- Good, J., & Bennett, J. (2005). A community of first-year teachers: Collaboration between higher education and public schools to improve teacher retention. *New Educator*, 1(1), 45–54. doi: 10.1080/15476880590906110
- Greiman, B. C. (2007). Influence of mentoring on dyad satisfaction: Is there agreement between matched pairs of novice teachers and their formal mentors? *Journal of Career and Technical Education*, 23(1), 153–166. Retrieved from <https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ901317>
- Hadi, M. J., & Rudiyanto, M. (2017). Significance of mentor-mentee relationship and training for effective mentoring outcomes. Online Submission. Presented in 1st Annual International Conference on Islamic Education (AICIE-2017). Mataram-West Nusa Tenggara, Indonesia
- Hudson, P. (2016). Forming the mentor-mentee relationship. *Mentoring & Tutoring: Partnership in Learning*, 24(1), 30–43. doi: 10.1080/13611267.2016.1163637
- Iancu-Haddad, D., & Oplatka, I. (2009). Mentoring novice teachers: Motives, process, and outcomes from the mentor's point of view. *New Educator*, 5(1), 45–65. Retrieved from <https://eric.ed.gov/?id=EJ868913>

- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233. doi: 10.3102/0034654311403323
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin, 88*(638), 28-40. Retrieved from <http://ezproxy.nu.edu.kz:2101/10.1177/019263650408863803>
- Israel, M., Kamman, M. L., McCray, E. D., & Sindelar, P. T. (2014). Mentoring in action: The interplay among professional assistance, emotional support, and evaluation. *Exceptional Children, 1*(1), 45. doi: 10.1177/0014402914532231
- Janssen, S., van Vuuren, M., & de Jong, M. D. T. (n.d.). Motives to mentor: Self-focused, protégé-focused, relationship-focused, organization-focused, and unfocused motives. *Journal of Vocational Behavior, 85*(3), 266–275. Retrieved from <https://doi.org/10.1016/j.jvb.2014.08.002>
- Kadji-Beltran, C., Zachariou, A., Liarakou, G., & Flogaitis, E. (2014). Mentoring as a strategy for empowering education for sustainable development in schools. *Professional Development in Education, 40*(5), 717–739. doi: 10.1080/19415257.2013.835276
- Kadyrova, S. (2017). The role of the mentor in the first year of teaching. *NUGSE Research in Education 2*(1). 27-35. Retrieved from <http://ezproxy.nu.edu.kz:2296/handle/123456789/2413>
- Kajs, L. T. (2002). Framework for designing a mentoring program for novice teachers. *Mentoring & Tutoring: Partnership in Learning, 10*(1), 57-69. doi: 10.1080/13611260220133153

Lambeth, D. (2012). Effective practices and resources for support of beginning teachers.

*Academic Leadership*, 10(1), 1-15. Retrieved from

<https://scholars.fhsu.edu/alj/vol10/iss1/2>

Lawy, R., & Tedder, M. (2012). Beyond compliance: Teacher education practice in a performative framework. *Research Papers in Education*, 27(3), 303–318. doi:

10.1080/02671522.2010.535615

Ministry of Education and Science of the Republic of Kazakhstan & JSC “Information and Analytical Center”. [MoES RK & JSC IAC] (2019). *National report on the state and development of the education system of the Republic of Kazakhstan according to the results of 2018*. Nur-Sultan.

Ministry of Education and Science of the Republic of Kazakhstan & National Academy of Education named after I. Altynsarin. [MoES RK & NAE] (2015). *Analytical compilation on secondary education in Kazakhstan: State and prospects*. Astana.

Nottingham, S. L., Mazerolle, S. M., & Barrett, J. L. (2017). Effective characteristics of formal mentoring relationships: The national athletic trainers’ association foundation research mentor program. *Athletic Training Education Journal*, 12(4), 244–255. doi: 10.4085/1204244

OECD (Organisation for Economic Co-operation and Development). (2005). *Teachers matter: attracting, developing and retaining effective teachers*, OECD Publishing, Paris. Retrieved from <http://www.oecd.org/edu/teacherpolicy>

OECD. (2014). *Good policies for better teachers and school leadership in Kazakhstan. In reviews of national policies for Education: Secondary Education in Kazakhstan*. Paris: OECD Publishing. Retrieved from <http://dx.doi.org/10.1787/9789264205208-7-en>

- OECD (Organisation for Economic Co-operation and Development), (2018). *Education policy outlook: Kazakhstan*. Paris: OECD Publishing.
- Parker, M. A. (2010). Mentoring practices to keep teachers in school. *International Journal of Evidence Based Coaching & Mentoring*, 8(2), 111-123. Retrieved from <http://www.business.brookes.ac.uk/research/areas/coachingandmentoring/>
- Paula, L., & Gr̃infelde, A. (2018). The role of mentoring in professional socialization of novice teachers. *Problems of Education in the 21st Century*, 76(3), 364-379.
- Petrovska, S., Sivevska, D., Popeska, B., & Runceva, J. (2018). Mentoring in the teaching profession. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), 47-56. doi:10.5937/ijcrsee1802047P
- Polikoff, M. S., Desimone, L. M., Porter, A. C., & Hochberg, E. D. (2015). Mentor policy and the quality of mentoring. *The Elementary School Journal*, 116(1), 76-102. Retrieved from <https://www.jstor.org/stable/10.1086/683134>
- Ragins, B. R., & Cotton, J. L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, 84(4), 529–550. Retrieved from <http://ezproxy.nu.edu.kz:2496/ovidweb.cgi?T=JS&PAGE=fulltext&D=ovft&CSC=Y&NEWS=N&SEARCH=00004565-199908000-00005.an>
- Range, B., Duncan, H., & Hvidston, D. (2013). How faculty supervise and mentor pre-service teachers: Implications for principal supervision of novice teachers. *International Journal of Educational Leadership Preparation*, 8(2), 43–58. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1016279.pdf>
- Riebenbauer, E., Dreisiebner, G., & Stock, M. (2017). Providing feedback, orientation and opportunities for reflection as key elements for successful mentoring programs:

- Reviewing a program for future business education teachers. *Global Education Review*, 4(4), 54–69. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1168757.pdf>
- Roff, K., A. (2012). The story of mentoring novice teachers in New York. *Journal of Educational Research and Practice*, 2(1), 31-41. doi: 10.5590/JERAP.2012.02.1.03
- Rubin, H. J., & Rubin, I. S. (Eds.). (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, Calif: SAGE Publications
- Salleh, H., & Tan, C. (2013). Novice teachers learning from others: mentoring in Shanghai schools. *Australian Journal of Teacher Education*, 38(3), 151-165. Retrieved from <http://ro.ecu.edu.au/ajte/vol38/iss3/10>
- Schatz-Oppenheimer, O. (2017). Being a mentor: Novice teachers' mentors' conceptions of mentoring prior to training. *Professional Development in Education*, 43(2), 274-292. doi:10.1080/19415257.2016.1152591
- Sullivan, W. P. (2014). When mentors pass. *Reflections: Narratives of Professional Helping*, 20(1), 72–79. Retrieved from <https://ezproxy.nu.edu.kz:2197/eds/pdfviewer/pdfviewer?vid=1&sid=d60d034e-0045-4d95-8cda-08e50f2cfa86%40sdc-v-sessmgr01>
- Tillman, L. C. (2005). Mentoring new teachers: Implications for leadership practice in an urban school. *Educational Administration Quarterly*, 41(4), 609–629. doi: 10.1177/0013161X04274272
- Warsame, K., & Valles, J. (2018). An analysis of effective support structures for novice teachers. *Journal of Teacher Education and Educators*, 7(1), 17–42. Retrieved from <https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1207274>
- Wayne, A. J., Youngs, P., & Fleischman, S. (2005). Improving teacher induction. *Educational Leadership*, 62(8), 76–78. Retrieved from <http://www.ascd.org>.

- Womack-Wynne, C., Dees, E., Leech, D., LaPlant, J., Brockmeier, L., & Gibson, N. (2011). Teacher's perceptions of the first-year experience and mentoring. *International Journal of Educational Leadership Preparation*, 6(4), 1-11.
- Wood, A. L., & Stanulis, R. N. (2009). Quality teacher induction: "Fourth-Wave" (1997-2006) induction programs. *New Educator*, 5(1), 1-23.
- Xu, X., & Payne, S. C. (2014). Quantity, quality, and satisfaction with mentoring: What matters most? *Journal of Career Development*, 41(6), 507–525. doi: 10.1177/0894845313515946
- Zimpher, N. L., & Rieger, S. R. (1988). Mentoring teachers: What are the issues? *Theory into Practice*, 27(3), 175-182. Retrieved from <https://ezproxy.nu.edu.kz:2241/stable/1477188>

## **Appendices**

### **Appendix A: Letter of Invitation to School Principals**

Dear \_\_\_\_\_,

My name is Nazerke Karimova, and I am a Master Student in Educational Leadership: School Education at Nazarbayev University. I am conducting research on the field of education under the supervision of Elaine Sharplin – Professor of Graduate School of Education (GSE) at Nazarbayev University. The topic of my research thesis is “A Mentoring Program for Novice Teachers in Kazakhstani Mainstream Schools: Experiences and Attitudes of Main Stakeholders”.

Nazarbayev University Institutional Research Ethics Committee has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of the GSE.

#### **Aim of the Research**

The purpose of this study is to explore the components of mentoring program for novice teachers.

#### **Significance of the Research**

Study results will give valuable knowledge about mentoring programs that can be used in creating an improved mentoring structure, curriculum, and processes or improving the current mentoring program

All information collected will be treated in the strictest confidence and neither the school nor individual learners will be identifiable in any reports that are written. Participants may withdraw from the study at any time. The role of the school is voluntary and the School Principal may decide to withdraw the school’s participation at any time.

Attached for your information are copies of the consent form and interview questions.

Thank you for taking the time to read this information. If you would like more information about any aspect of this study, please contact me on the details below or my supervisor Elaine Sharplin, [elaine.sharplin@nu.edu.kz](mailto:elaine.sharplin@nu.edu.kz), +7777192 9961.

Best regards,

Nazerke Karimova, [nazerke.karimova@nu.edu.kz](mailto:nazerke.karimova@nu.edu.kz), +77470395952

### **Consent**

Please sign the consent giving your written approval for me to conduct my study in your school.

I \_\_\_\_\_

Give my voluntary consent to conduct this study at my school. I realize the educational purpose of this study. I understand that participation of the school and staff in the study is voluntary. I have read the NUGSE Ethics Approval, Information sheet in the Invitation letter and received answers to all my questions.

I am aware that if I am not comfortable with how the research is conducted, or if any problems arise with the research or the rights of participants, I can contact the Research Committee of the Graduate School of the Nazarbayev University at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

### **Principal:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Researcher:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix B: Informed Consent for Focus Group Interview Participants**

**Introduction.** You are being asked to take part in a research study entitled “A Mentoring Program for Novice Teachers in Kazakhstani Mainstream Schools: Experiences and Attitudes of Main Stakeholders”.

**Procedures.** The purpose of this study is to explore the goals, structure, and mentor-mentee relationship of mentoring program for novice teachers. I am seeking volunteers who are novice teacher having no more than three years of teaching experience and being mentored, AND teachers having experience of being mentors. You will be asked to participate in a focus group interviews with other mentees or other mentors. You WILL NOT be asked to discuss this topic with your mentor or mentee. Focus group interview will take approximately one or one and a half hours.

**Risk.** You are likely to experience only minimal risks such as the loss of time from conducting the focus group or individual interviews. However, you have the right to withdraw from participation in the research at any time, up until the finalization of the thesis.

**Benefits.** For you and the school, the anticipated benefits from participation in this study will be the ability of mentors and mentees to reflect on your experience, to identify effective practices in the mentoring program and make recommendations for improvements. Moreover, an in-depth understanding and description of mentoring programs can reveal valuable knowledge for policymakers in creating an improved mentoring structure, curriculum, and processes or improving the current mentoring program.

**Compensation.** No tangible compensation will be given to you. A copy of the research results will be available at the conclusion of the study (a digital copy of the final version of the study will be disseminated to participants by emails).

**Confidentiality & Privacy.** The nature of a focus group is such that confidentiality cannot be guaranteed. Participants will be required to respect the privacy and the confidentiality of other

focus group members by not disclosing any content discussed during the study. Focus group interviews will be conducted in locations so that persons outside the group cannot identify them as being in the group or as a participant. Participants will be given pseudonyms to protect their identities. No identifying information will be included in publications. Collected data will be stored in a password protected computer. After five years of finishing the study, the researcher will destroy the recorded interviews, emails, consent forms, all notes and the list of participants.

**Voluntary Nature of the Study.** Participation in this study is strictly voluntary, and if agreement to participate is given, it can be withdrawn at any time without prejudice, until the time of presentation of the thesis.

**Points of Contact.** It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

### **Statement of Consent**

I, \_\_\_\_\_, give my voluntary consent to participate in this study.

The researcher has clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time and without giving any reasons to withdraw my consent, and this will not have any negative consequences for myself.

I understand that the information collected during this study will be treated confidentially. I respect the privacy of other focus group members and I will not disclose any information discussed during the study with other people.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_, Give

my voluntary consent for the audio recording of the interview.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher:

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Қосымша В: Фокус-топтық сұхбатқа қатысушылардың ақпараттандырылған келісімі**

**Кіріспе.** Сізден «Қазақстанның негізгі мектептеріндегі жаңадан келген мұғалімдерге арналған тәлімгерлік бағдарламалар: негізгі мүдделі тараптардың тәжірибелері мен көзқарастары» атты зерттеу жұмысына қатысу сұралады.

**Процедуралар.** Бұл зерттеудің мақсаты - жаңадан келген мұғалімдерге арналған тәлімгерлік бағдарламаның мақсаттарын, құрылымын және тәлімгерлік қарым-қатынасын зерттеу. Мен үш жылдан артық емес оқытушылық тәжірибесі бар және тәлімгер болған және тәлімгер ретінде тәжірибесі бар мұғалімдерден тұратын еріктілерді іздеймін. Сізден басқа тәлімгерлермен немесе басқа тәлімгерлермен фокус-топтық сұхбатқа қатысу сұралады. Сізден осы тақырыпты тәлімгеріңізбен немесе жетекшіңізбен талқылау сұралмайды. Фокус-топтық сұхбат шамамен бір жарым сағатқа созылады.

**Қауіп.** Фокус-топ немесе жеке сұхбат жүргізуден уақытты жоғалту сияқты ең аз тәуекелдерге тап болуыңыз мүмкін. Алайда, сіз диссертацияны аяқтағанға дейін кез-келген уақытта зерттеуге қатысудан бас тартуға құқығыңыз бар.

**Артықшылықтары.** Сізге және мектепке осы зерттеуге қатысудан күтілетін артықшылықтар тәлімгерлер мен тәлімгерлердің сіздің тәжірибеңіз туралы ойлау, тәлімгерлік бағдарламасындағы тиімді тәжірибені анықтау және жетілдіруге ұсыныстар жасау қабілеті болады. Сонымен қатар, тәлімгерлік бағдарламаларды терең түсіну және сипаттау саясаткерлер үшін жетілдірілген тәлімгерлік құрылымды, оқу жоспарларын және процестерін құру немесе қазіргі тәлімгерлік бағдарламаны жақсарту бойынша құнды білімді ашады.

**Өтемақы.** Сізге ешқандай өтемақы берілмейді. Зерттеу нәтижелерінің көшірмелері зерттеу аяқталғаннан кейін қол жетімді болады (зерттеудің қорытынды нұсқасының цифрлық көшірмесі қатысушыларға электронды пошта арқылы таратылады).

**Құпиялылық.** Фокус-топтың сипаты құпиялылыққа кепілдік беру мүмкін емес.

Қатысушылардан зерттеу барысында талқыланған мазмұнды жарияламай, фокус-топтың басқа мүшелерінің жеке өмірі мен құпиялылығын сақтау талап етіледі. Фокус-топтық сұхбат топтан тыс адамдар оларды топта немесе қатысушы ретінде анықтай алмайтын жерлерде өткізіледі. Қатысушыларға жеке басын қорғау үшін жалған аталымдар беріледі. Сәйкестендіретін ақпарат жарияланымдарға енгізілмейді.

Жиналған деректер парольмен қорғалған компьютерде сақталады. Зерттеуді бес жыл аяқтағаннан кейін зерттеуші жазылған сұхбаттарды, электронды пошталарды, келісім нысандарын, барлық жазбалар мен қатысушылар тізімін жояды.

**Зерттеудің еріктілігі.** Осы зерттеуге қатысу қатаң түрде ерікті болып табылады, егер қатысуға келісім берілсе, диссертацияны ұсынылғанға дейін кез келген уақытта зиян келтірместен алып тасталуы мүмкін.

**Байланыс.** Егер осы жобаға қатысты қандай-да бір сұрақтар немесе ескертулер туындаса немесе зерттеуге байланысты жарақат алса, негізгі зерттеушіге хабарласу керек. Кез-келген басқа сұрақтар мен мәселелер бойынша Назарбаев Университетінің Институционалдық зерттеу этика комитетіне, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz) жүгінуге болады.

#### **Келісім туралы мәлімдеме**

Мен, \_\_\_\_\_,

осы зерттеуге қатысуға өзімнің келісімімді беремін.

Зерттеуші маған зерттеудің негізгі мәліметтері мен мақсаттарын және менің осы зерттеуге қатысуымның мәнін нақты түсіндірді.

Менің бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез келген уақытта және ешқандай себепсіз келісімді қайтарып ала аламын, және бұл өзім үшін ешқандай жағымсыз салдарлары болмайды.

Осы зерттеу барысында жиналған ақпараттың құпия түрде сақталатынын түсінемін.

Мен фокус-топтың басқа мүшелерінің құпиясын құрметтеймін және зерттеу барысында басқа адамдармен талқыланған ақпаратты жария етпеймін.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_ Мен,

\_\_\_\_\_.

сұхбаттың аудиожазбасына менің ерікті келісімді беріңіз.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_

Зерттеуші:

Қол қойылған \_\_\_\_\_ Күні \_\_\_\_\_

### **Appendix C: Informed Consent for Individual Interview Participants**

**Introduction.** You are being asked to take part in a research study entitled “A Mentoring Program for Novice Teachers in Kazakhstani Mainstream Schools: Experiences and Attitudes of Main Stakeholders”.

**Procedures.** The purpose of this study is to explore the goals, structure, and mentor-mentee relationship of mentoring program for novice teachers. I am seeking volunteers who are school administrators responsible for the mentoring program inside the school. Volunteers are asked to participate in the research process that will conduct one-to-one interviews. One-to-one interview will take approximately one hour.

**Risk.** You are likely to experience only minimal risks such as the loss of time from conducting the focus group or individual interviews. However, participants have the right to withdraw from participation in the research at any time, up until the finalization of the thesis.

**Benefits.** For you and the school, the anticipated benefits from participation in this study will be the ability of school administrators to reflect on their experience, to identify effective practices in your mentoring program and make recommendations for improvements. Moreover, an in-depth understanding and description of mentoring programs can reveal valuable knowledge for policymakers in creating an improved mentoring structure, curriculum, and processes or improving the current mentoring program.

**Compensation.** No tangible compensation will be given to you. A copy of the research results will be available at the conclusion of the study (a digital copy of the final version of the study will be disseminated to participants by emails).

**Confidentiality & Privacy.** Any information that is obtained during this study will be kept confidential to the researcher. Participants will be given pseudonyms to protect their identities. No identifying information, including the location of the school, will be included in publications. Collected data will be stored in a password protected computer. After five years

of finishing the study, the researcher will destroy the recorded interviews, emails, consent forms, all notes and the list of participants.

**Voluntary Nature of the Study.** Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice, until the time of presentation of the thesis.

**Points of Contact.** It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

**Statement of Consent**

I, \_\_\_\_\_, give my voluntary consent to participate in this study.

The researcher has clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time and without giving any reasons to withdraw my consent, and this will not have any negative consequences for myself.

I understand that the information collected during this study will be treated confidentially.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_, give my voluntary consent for the audio recording of the interview.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher:

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Қосымша С: Жеке сұхбатқа қатысушылар үшін ақпараттандырылған келісім**

**Кіріспе.** Сізден «Қазақстанның негізгі мектептеріндегі жаңадан келген мұғалімдерге арналған тәлімгерлік бағдарламалар: негізгі мүдделі тараптардың тәжірибелері мен көзқарастары» атты зерттеу жұмысына қатысу сұралады.

**Процедуралар.** Бұл зерттеудің мақсаты - жаңадан келген мұғалімдерге арналған тәлімгерлік бағдарламаның мақсаттарын, құрылымын және тәлімгерлік қарым-қатынасын зерттеу. Осы зерттеу үшін, мектеп ішіндегі тәлімгерлік бағдарламасына жауапты мектеп әкімшілігі болып табылатын еріктілерді іздеймін. Еріктілерді жеке сұхбат зерттеу процесіне қатысуды сұрайды. Жеке сұхбат шамамен бір сағатты алады.

**Қауіп.** Фокус-топ немесе жеке сұхбат жүргізуден уақытты жоғалту сияқты ең аз тәуекелдерге тап болуыңыз мүмкін. Алайда, қатысушылар диссертацияны аяқтағанға дейін кез-келген уақытта зерттеуге қатысудан бас тартуға құқылы.

**Артықшылықтары.** Сіз бен мектеп үшін осы зерттеуге қатысудан күтілетін артықшылықтар мектеп әкімшілігінің олардың тәжірибесі туралы ойлау, тәлімгерлік бағдарламаңыздағы тиімді тәжірибені анықтау және жақсарту бойынша ұсыныстар жасау мүмкіндігі болады. Сонымен қатар, тәлімгерлік бағдарламаларды терең түсіну және сипаттау саясаткерлер үшін жетілдірілген тәлімгерлік құрылымды, оқу жоспарларын және процестерін құру немесе қазіргі тәлімгерлік бағдарламаны жақсарту бойынша құнды білімді ашады.

**Өтемақы.** Сізге ешқандай өтемақы берілмейді. Зерттеу нәтижелерінің көшірмелері зерттеу аяқталғаннан кейін қол жетімді болады (зерттеудің қорытынды нұсқасының цифрлық көшірмесі қатысушыларға электронды пошта арқылы таратылады).

**Құпиялылық.** Осы зерттеу барысында алынған кез келген ақпарат зерттеушіге құпия болып қалады. Қатысушыларға жеке басын қорғау үшін жалған аталымдар беріледі. Жеке басын куәландыратын ақпарат, оның ішінде мектептің орналасқан жері

жарияланымдарға енгізілмейді. Жиналған деректер парольмен қорғалған компьютерде сақталады. Зерттеуді бес жыл аяқтағаннан кейін зерттеуші жазылған сұхбаттарды, электронды пошталарды, келісім нысандарын, барлық жазбалар мен қатысушылар тізімін жояды.

**Зерттеудің еріктілігі.** Осы зерттеуге қатысу қатаң түрде ерікті болып табылады, егер қатысуға келісім берілсе, диссертацияны ұсынылғанға дейін кез келген уақытта зиян келтірместен алып тасталуы мүмкін.

**Байланыс.** Егер осы жобаға қатысты қандай-да бір сұрақтар немесе ескертулер туындаса немесе зерттеуге байланысты жарақат алса, негізгі зерттеушіге хабарласу керек. Кез-келген басқа сұрақтар мен мәселелер бойынша Назарбаев Университетінің Институционалдық зерттеу этика комитетіне, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz) жүгінуге болады.

### Келісім туралы мәлімдеме

Мен, \_\_\_\_\_,

осы зерттеуге қатысуға өзімнің келісімімді беремін.

Зерттеуші маған зерттеудің негізгі мәліметтері мен мақсаттарын және менің осы зерттеуге қатысуымның мәнін нақты түсіндірді.

Менің бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез келген уақытта және ешқандай себепсіз келісімімді қайтарып ала аламын, және бұл өзім үшін ешқандай жағымсыз салдарларды болмайды.

Осы зерттеу барысында жиналған ақпараттың құпия түрде сақталатынын түсінемін.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_ мен,

\_\_\_\_\_ сұхбаттың аудио жазбасына өз еркіммен келісемін.

Қолы: \_\_\_\_\_ Күні: \_\_\_\_\_

Зерттеуші:

Қол қойылған \_\_\_\_\_ Күні \_\_\_\_\_

**Appendix D: Focus Group Interview Questions for Mentees**

1. Are you involved in the mentoring program at this school?
2. Tell me about your experience of being mentored.
3. What is your role in the mentoring process?
4. How do you define mentoring?
5. What is the general goal of being mentored?
6. How was the mentoring process established? (Were you able to choose or recommend your mentor? Is your mentor in the same discipline as you? Was being mentored voluntary or mandatory?)
7. Describe your mentor's role in the mentoring process?
8. In what ways do you collaborate with your mentor?
9. How often do you interact with your mentor? In which areas do you ask for assistance with your mentor?
10. What qualities do you think are important in a mentor?
11. Can you describe the relationship with your mentor?
12. What are your expectations from your mentor?
13. What is the role of school administrator in the mentoring process?
14. What is the best thing about your mentoring program?
15. How does the school need to change to support better collaboration between mentors and novice teachers?
16. Would you like to make any other comments?

**Қосымша D: Тәлім алушы фокус-тобына арналған сұхбат сұрақтары**

1. Сіз осы мектепте тәлімгерлік бағдарламасына қатысасыз ба?
2. Маған тәлім алу тәжірибеңіз туралы айтып беріңіз.
3. Тәлімгерлік процесінде сіздің рөліңіз қандай?
4. Сіз тәлімгерлікті қалай анықтайсыз?
5. Тәлімгер болудың жалпы мақсаты не?
6. Тәлімгерлік процесі қалай құрылды? (Сіз өзіңіздің тәлімгеріңізді таңдай немесе ұсына аласыз ба? Сіздің тәлімгеріңіз сіз сияқты тәртіпте ме? Тәлімгер ерікті ме, әлде міндетті ме?)
7. Тәлімгерлік процесінде тәлімгеріңіздің рөлін сипаттаңыз?
8. Сіз өзіңіздің тәлімгеріңізбен қалай жұмыс істейсіз?
9. Сіз өзіңіздің тәлімгеріңізбен қаншалықты жиі араласасыз? Тәлімгерден қай салаларда көмек сұрайсыз?
10. Тәлімгерде қандай қасиеттер маңызды деп ойлайсыз?
11. Сіз өзіңіздің тәлімгеріңізбен қарым-қатынасты сипаттай аласыз ба?
12. Сіздің тәлімгеріңізден не күтесіз?
13. Тәлімгерлік процесінде мектеп әкімшісінің рөлі қандай?
14. Сіздің тәлімгерлік бағдарламаңыздағы ең жақсы нәрсе?
15. Тәлімгерлер мен жаңадан келген мұғалімдердің ынтымақтастығын жақсарту үшін мектеп қалай өзгеруі керек?
16. Қосымша бір түсініктеме бергіңіз келе ме?

**Appendix E: Focus Group Interview Questions for Mentors**

1. Are you involved in the mentoring program at this school?
2. Tell me about your experience of being a mentor.
3. What is your role in the mentoring process?
4. How do you define mentoring?
5. What is the general goal of being a mentor?
6. How was the mentoring process established? (Was being a mentor voluntary or mandatory? Were you able to choose or recommend your mentee? Is your mentee in the same discipline as you?)
7. Describe your mentee's role in the mentoring process?
8. In what ways do you collaborate with your mentee?
9. How often do you interact with your mentee? In which areas does your mentee ask for assistance with your mentor? In which areas mentees ask for assistance?
10. What qualities do you think are important in a mentor?
11. Can you describe your relationship with your mentee?
12. What are your expectations from mentees?
13. What is the role of school administrator in the mentoring process?
14. What is the best thing about your mentoring program?
15. How does the school need to change to support better collaboration between mentors and novice teachers?
16. What should be the outcome of successful mentoring program?
17. Would you like to make any other comments?

**Қосымша Е: Тәлімгер фокус-тобына арналған сұхбат сұрақтары**

1. Сіз осы мектепте тәлімгерлік бағдарламасына қатысасыз ба?
2. Тәлімгер болу тәжірибеңіз туралы айтып беріңіз.
3. Тәлімгерлік процесінде сіздің рөліңіз қандай?
4. Сіз тәлімгерлікті қалай анықтайсыз?
5. Тәлімгер болудың жалпы мақсаты не?
6. Тәлімгерлік процесі қалай құрылды? (Тәлімгер болу ерікті ме, әлде міндетті ме? Сіз өзіңіздің тәлімгеріңізді таңдай немесе ұсына аласыз ба? Сіздің менторыңыз да сол тәртіпті ме?)
7. Тәлімгерлік процесіндегі тәлім алушының рөлін сипаттаңыз?
8. Сіз өзіңіздің тәлім алушыңызбен қалай жұмыс істейсіз?
9. Сіз өзіңіздің тәлім алушыңызбен қаншалықты жиі араласасыз? Сізден қай салаларда көмек сұралады? Тыңдаушылар қай салаларда көмек сұрайды?
10. Тәлімгерде қандай қасиеттер маңызды деп ойлайсыз?
11. Сіз өзіңіздің тәлім алушыңызбен қарым-қатынасыңызды сипаттай аласыз ба?
12. Тәлім алушыңыздан не күтесіз?
13. Тәлімгерлік процесінде мектеп әкімшісінің рөлі қандай?
14. Сіздің тәлімгерлік бағдарламаңыздағы ең жақсы нәрсе?
15. Тәлімгерлер мен жаңадан келген мұғалімдердің ынтымақтастығын жақсарту үшін мектеп қалай өзгеруі керек?
16. Сәтті тәлімгерлік бағдарламаның нәтижесі қандай болуы керек?
17. Қосымша бір түсініктеме бергіңіз келе ме?

**Appendix F: Individual Interview Questions for School Administrators**

1. How do you define mentoring?
2. What is the main goal of mentoring program in your school?
3. How long has a mentoring program been available in this school? How was the mentoring process established?
4. How do you select mentors? Are there any criteria? What qualities do you think are important in a mentor?
5. How do you match mentors with mentees? Are there any criteria?
6. What is your role in the mentoring process?
7. Who creates the content for mentoring program? And how the process is going?
8. How is the mentoring process evaluated/controlled?
9. Who is the dominant person in mentoring program?
10. What are your expectations from mentors and mentees?
11. How often are do you actively involved in the mentoring process? In what ways?
12. Can you describe your relationship with mentors and mentees?
13. Can you describe the relationship between mentor and mentee?
14. How do you ensure the effectiveness of mentee-mentor collaboration?
15. How does the school need to change to support better collaboration between mentors and novice teachers?
16. What should be the outcome of successful mentoring program?
17. Would you like to make any other comments?

**Қосымша F: Мектеп әкімшілігіне арналған жеке сұхбат сұрақтары**

1. Сіз тәлімгерлікті қалай анықтайсыз?
2. Мектебіңіздегі тәлімгерлік бағдарламаның негізгі мақсаты қандай?
3. Осы мектепте тәлімгерлік бағдарламасы қанша уақыттан бері бар? Тәлімгерлік процесі қалай құрылды?
4. Сіз тәлімгерлерді қалай таңдайсыз? Критерийлер бар ма? Тәлімгерде қандай қасиеттер маңызды деп ойлайсыз?
5. Тәлімгерлерді тәлім алушылармен қалай сәйкестендіресіз? Критерийлер бар ма?
6. Тәлімгерлік процесінде сіздің рөліңіз қандай?
7. Тәлімгерлік бағдарламаның мазмұнын кім жасайды? Процесс қалай жүреді?
8. Тәлімгерлік процесі қалай бағаланады / бақыланады?
9. Тәлімгерлік бағдарламада кім басым?
10. Тәлімгерлер мен тәлім алушылардан не күтесіз?
11. Сіз тәлімгерлік процесіне қаншалықты жиі қатысасыз? Қалай?
12. Тәлімгерлер мен тәлім алушылармен қарым-қатынасыңызды сипаттай аласыз ба?
13. Тәлімгер мен тәлім алушының арасындағы қарым-қатынасты сипаттай аласыз ба?
14. Тәлімгер- тәлім алушы бірлескен жұмысының тиімділігін қалай қамтамасыз етесіз?
15. Тәлімгерлер мен жаңадан келген мұғалімдердің ынтымақтастығын жақсарту үшін мектеп қалай өзгеруі керек?
16. Сәтті тәлімгерлік бағдарламаның нәтижесі қандай болуы керек?
17. Қосымша бір түсініктеме бергіңіз келе ме?

**Appendix G: Data Analysis Audit Trail**

**Contents**

1. A sample of a coded transcript
2. A list of the codes I have used
3. Display of the data, Summary table
4. The themes

**1. A sample of a coded transcript**

Transcript	Coding	Memos
<p><b>How do you define mentoring?</b></p> <p>A: Teacher, trainer, guider. The word mentor itself means <b>sharing the educational or teaching experience</b>. When novice teachers come to our environment, <b>they come with theoretical knowledge</b> and, as a result, they encounter some <b>obstacles in the work</b>, such as how to write how to do it. First of all, they encounter problems when they have to create <b>annual and daily lesson plans</b>, they have problems with <b>scheduling, how to divide lesson hours into terms, or where to put lesson hours when there are holidays</b>. And in these cases, <b>mentors have to help</b> novice teachers. In fact, I set myself the goal of being a mentor when novice teachers arrive. Novice teachers always came with new things and <b>I want to learn those new things from them as well as I want to share what I know</b>. I have been working as a teacher for 34 years, and over the last 20 years, I have been a mentor. In 1998 a good novice teacher arrived and <b>I learned a lot of things from her</b>. In that time, we had traditional teaching and we had exchange of experience. I think that <b>there should be a connection between young and old</b> and I try to use this chance by setting the goal of being a mentor.</p> <p><b>You?</b></p> <p>B: I have finished the first level course for teachers and I am a trainer in this school. We are <b>teaching novice teachers many different teaching methods</b> as said by my colleague. For example, sometimes when a young specialist is required to give an <b>open lesson, first we ask</b></p>	<p>Female Experienced Kazakh subject</p> <p>Def Sharing</p> <p>Nov T– problems -Planning -Scheduling -Lesson structure -Sequencing Help Motivation -2 way learning -Sharing connection</p> <p>Female Trainer 1<sup>st</sup> level Experienced English subject</p> <p>Goal</p>	<p>Is it collaborating old and youth in general? Why there is need connection?</p>

<p>a young specialist how he or she will conduct the lesson and what are his or her ideas about the lesson? Then we set up each part of the lesson advising them in order to make the lesson high quality. Every novice teacher we mentor always praised by their lessons. Being a mentor is to teach teaching methods. How to effectively conduct lessons, how to interact with children. Mentor is a great teacher, who has great experiences in different fields, who studied different courses and do courses for others such as lesson study, why some children underperform. And teach novice teachers to all of them in order to increase their levels.</p> <p><b>Is being a mentor voluntary or mandatory?</b>  <b>B:</b>          When school administration offers us to be a mentor, we cannot refuse it because we have a lot of experience and so there are so many things, we can share with novice teachers. It is voluntary because no one forced us to be a mentor. When we are called as mentors, we look forward to helping young professionals with pleasure.</p> <p><b>So, this means you can refuse the offer?</b>  <b>C:</b>          It is not about refusing, if we know somethings while novice teachers lack some knowledge such as what is annual or lesson plans, where to take them, how we cannot help them, even if we are not mentors we will help them because they came to our school and we also passed from that stage as being a novice teacher.</p> <p>We guide them where to take plans and how to make exams. Universities provide theoretical knowledge but in real situations they don't know many things also they feel confused in front of the students. And as experienced teachers we know these things, we experienced these things and we show them from where to take what things no matter if we are mentors or not. It is not just because we are mentors, it is because we want to help.</p>	<p>Teaching Nov T</p> <ul style="list-style-type: none"> <li>- teaching methods</li> <li>-conducting open lesson</li> <li>-asking</li> <li>-advising</li> <li>-high quality lesson</li> <li>-effective lesson</li> <li>-interact with children</li> </ul> <p>Mentor is</p> <ul style="list-style-type: none"> <li>-great teacher</li> <li>-experienced in different field</li> <li>-studied different course</li> <li>-do courses for others</li> </ul> <p>Purpose</p> <ul style="list-style-type: none"> <li>-Increase level</li> </ul> <p>School admin offer</p> <p>Cannot refuse</p> <p>Voluntary</p> <p>Why they are mentor</p> <ul style="list-style-type: none"> <li>-Experienced</li> <li>-Sharable</li> <li>-Helpable</li> </ul> <p>Female</p> <p>Novice mentor</p> <p>English subject</p> <p>Nov T lack knowledge</p> <ul style="list-style-type: none"> <li>-annual plan</li> <li>-lesson plan</li> <li>-plan sources</li> </ul>	<p>What is level here?          Professional and Pedagogical</p> <p>Why they cannot refuse?</p> <p>Why teachers help novice t?</p> <p>It's not necessary to be a mentor to help.</p>
--	--	--

<p>A: In the first place we consider our school administration's trust in us that we are able to educate novice teachers into professionals. Because of this trust we take it with high responsibility and there were no refuse cases.</p> <p>D: We gladly take this position because of trust.</p> <p>A: It is strange to refuse at that time. I consider it to myself as an insult. When they offer me to be a mentor and if I refuse and say like I have been a mentor for a while and there are other teachers who can be a mentor, I take it to myself like weakening of my position. I ask myself, are you tired of teaching? So I kinda judge myself. So in these cases, as said by my friend I accept being a mentor with pleasure and we assume it as a great responsibility.</p> <p>D: At the beginning, the young specialist needs psychological support before approaching the teaching methods. They come as young specialists and even if they are graduated from this school they are returning with another status. It means they are coming with another perspective/ vision so they first need psychological support. We have to motivate them by saying that "You make the right choice of profession which is great and you can do it" and then they will earn confidence so novice teachers are like students. When they enter the</p>	<p>Mentor -experienced -knowledgeable</p> <p>Motivation -same working area -experience of being Nov T -wanting to help -not about being mentor</p> <p>Guiding -plan source -making exams Universities -theoretical knowledge</p> <p>School admins role -trust -Educate professionals Mentors feel -Responsibility -No refuse</p> <p>Female Experienced Math subject</p> <p>Position Trust</p> <p>Mentor feels -Gladly</p>	<p>Trust that they can educate</p>
---	---	------------------------------------

<p>class, they will step <b>with the confidence and work with class with confidence</b>. Therefore, first it is psychological support and only then move to the pedagogical support. We first <b>get acquainted</b>, we <b>talk</b> to them, and then we can <b>move to teaching methods</b>. We ask what kind of <b>help they need</b> and how to do it.</p> <p><b>Do mentors and mentees have the same teaching subject?</b></p> <p>B: It is different at times. For example, as a trainer, we taught third level teaching to all teachers where there were all subjects. We created a sample lesson with all subject teachers. The young specialist has <b>the same subjects as the mentor</b>. And if any novice teacher asks for help, other subject teachers help them too. It is <b>not necessary to have the same subject</b> mentor as <b>teaching approaches are the same</b> everywhere.</p> <p><b>What are the benefits of being a mentor?</b></p> <p>B: There is <b>no benefit</b>.</p> <p>D: So far there have been <b>no incentives/benefits</b>. We are <b>glad to help the new specialist</b>, we try to do what we can. Even so, we are just <b>happy to help someone</b> else providing guidance to them.</p> <p>A: Last year I participated in a competition called “the best mentor”. I had two great novice teachers, both of whom I am very proud of, who participated in many competitions as well. In the competitions I had to present the achievements of my mentees, and with the help of them I won one of the honor places. <b>So with the help of my mentees I had a great achievement</b>.</p> <p><b>How many teaching experiences need to be considered as novice teachers?</b></p>	<p>Refuse -strange -insult -weakening of position -judge myself</p> <p>Mentor feels -great responsibility -pleasure</p> <p>Psychological support -young specialists -another status -another vision/perspective</p> <p>Motivate -confidence</p> <p>Structure/Steps -introducing -talking -teaching methods</p> <p>Asking -Need or help areas</p> <p>Mentor mentee matching -same subject</p> <p>Same subject -not necessary</p>	<p>Motivation</p> <p>Not necessary to be a mentor to help</p> <p>Professional growth</p>
--	---	--

<p><b>3 years mainly maximum 5 years</b></p> <p>A: For <b>one mentor one mentee</b>. If there are less mentors, <b>more than one mentee</b> is given for each mentor.</p> <p>B: <b>Two mentees given mainly, depends on the number of novice teachers</b></p> <p>C: Although we are not mentors, <b>we still help</b></p> <p>B: No one will refuse to help saying that you are not my mentee. We <b>help young specialists who ask for help</b>.</p> <p><b>What work is done with young specialists? Is there a special plan?</b></p> <p>A: There is a plan. In the plan, we <b>plan the year for teacher growth</b>, for example, when novice teacher arrives in the fall, we will teach how to <b>create annual and lesson plans</b>, then we teach how to <b>conduct open lessons</b>, how to work <b>with students, assessment methods</b>, and then, by the end of the year, we <b>teach how to evaluate and conclude their work</b>. Then the work goes systematically from <b>small to the complex</b>, and it is based on the teacher growth level.</p> <p><b>Is this plan the same for everyone?</b></p> <p>Everyone creates their <b>own plans</b>.</p>	<p>Teaching methods</p> <p>No benefits</p> <p>No benefits Helping -Sense of happiness</p> <p>Benefit -mentee collaboration</p> <p>Mentoring approach -one to one -one to more  -one to two</p> <p>Mentoring type -Informal mentoring  -Informal mentoring</p> <p>Growth plan -systematic -simple to complex</p>	<p>Plan created together but with different objectives</p> <p>Article (quick meeting also helpful for novice teachers)</p>
---	---	--

<p><b>Do novice teachers involve in the creation of the plan?</b></p> <p>A: The plan is <b>created with a novice specialist</b>. As a mentor I sit with my mentee because they also need to have <b>their own mentoring plan</b>. By looking at the mentee’s plan, we <b>align our plan</b>.</p> <p>D: Exchanging experiences, <b>attending novice teacher lessons</b>, they attend your lessons.</p> <p>C: We did not work only with a plan, there are many things <b>out of the plan</b>. For instance, novice teachers can be appointed as a <b>homeroom teacher</b>. So there are <b>questions</b> from novice teachers such as “how to work with children, I have problems with this child, this student does not study, what can I do, problems with parents, how to inform parents, difficulties with problematic students, how to react to these problems” issues that <b>not mentioned in any paper and not included to the plan but requires to ask a recommendations</b> from someones even if they know theoretically.</p> <p><b>How often do you meet novice teachers?</b></p> <p>B: By the <b>needs of the mentees</b>. There may be different days each time. <b>Once a week</b>.</p> <p>C: <b>Everytime we meet</b> they ask something.</p> <p>D: If <b>novice teachers have questions</b> they come.</p> <p><b>No specific appointment times?</b></p> <p>B:</p>	<p>Content -annual plan -lesson plan -open lesson -student interaction -assessment methods -self-evaluation</p> <p>Different plans</p> <p>Curriculum -Nov T involvement</p> <p>Mentor Plan Mentee Plan</p> <p>Content -lesson observations</p> <p>Informal content -homeroom duties</p> <p>Meeting frequency -flexible -not scheduled -once a week -based on needs</p>	<p>Parallel classes foster meeting frequency</p> <p>Mentee should first approach to the mentor Mentee can be embarrassed?</p>
--	--	---

<p>We work in parallel classes, we often <b>work in parallel grades</b> with mentees and <b>we meet every day</b>. Because of parallel classes, there are the <b>same topics</b> so we <b>discuss how mentee is going to conduct lessons and in what ways I am going to explain it</b>, also we discuss writing assignments. Sometimes we meet very often but it <b>depends on the mentee itself</b>. There are <b>types of novice teachers</b> who will not approach just walking outside and they <b>blame mentors</b> or others that nobody is teaching or helping them, stating that they are novice and they cannot do some things. That type of novice teachers <b>they don't want to learn</b>. In some cases, we go to them but they will have lessons <b>stating that they are busy</b> so we feel like we bothered them. That is why novice teachers have to come to the mentors <b>because they have problems</b>. If novice teachers are aware of their <b>weaknesses</b> and come to ask for help it shows motivation to grow. But if they do not come there is no hope for.</p> <p><b>What are the topics most frequently asked by mentees?</b></p> <p>B: It is hard to differentiate. It depends on the <b>needs of novice teachers</b>. The most important thing is the usage of <b>teaching methods and difficulties facing during the lesson</b>. Others cannot be considered as a frequent issue.</p> <p>A: Most novice teachers are having trouble in <b>teaching</b>. They ask how to <b>explain a lesson or if I explain this topic in this way will they understand</b>. So I suggest looking at the <b>level of the class</b>, also they ask if it is ok to have a one lesson plan for 5 classes, so I explain that lesson plan should be <b>flexible depending on the students</b> and there have to be various options. So questions mostly about the lessons.</p> <p>D: In our school, classes are divided into <b>lyceum and ordinary classes</b>. The lyceum classes are moving forward <b>fast</b> while ordinary classes need <b>slow temp</b> until students understand. How to work with each type of class where there is <b>different content like classes with problematic behaviour</b>.</p>	<ul style="list-style-type: none"> <li>-every meeting</li> <li>Mentor mentee matching</li> <li>-parallel classes</li> <li>Frequency</li> <li>-every day</li> <li>-depends on mentee</li> <li>Mentee</li> <li>-asking help</li> <li>-know weaknesses</li> <li>Mentee asked needs</li> <li>-teachings methods</li> <li>-lesson process</li> <li>-teaching</li> <li>-planning</li> <li>-class background</li> <li>-student behavior</li> </ul>	
---	---	--

<p><b>Are there any evaluation systems for mentees? How does a novice teacher know if he or she is doing well?</b></p> <p>D: We evaluate and compare inside myself</p> <p>C: They come as young specialists, and they come as teachers, they had been studying for four years, and they have to come to schools consciously not either because they had no choice or had no job. There shouldn't be a reason to be a teacher only to earn money. There are two types of novice teachers, as said by my colleague, one type who runs away from learning while the other type who really wants to work with students and teach them. Second type of mentees start searching and learning before coming to us. And only then they ask things that they don't understand, they know theoretically, but in practice they ask for help. For example, basically we have a problem with beginners students, they have to learn the letter in the first class, they can read the letter in the second class, they can read at once, they cannot read, we discuss the problem in an open chat and suggest things for novice teachers to each term like do it here, in this ter , please do this in the next term. Everything depends on the specialists; they have to learn and search.</p> <p>D: We do not just evaluate. We attend their lessons, analyze, and in a way that they understand explain weak parts of the lesson, focusing on each step, and providing suggestions that they will remove in the next time.</p> <p>A: One of the evaluation criteria is when teachers begin to prepare a student for the competition, which shows high achievement of the teacher; if a teacher sends children to various competitions without a doubt it shows teachers confidence and a lot of good things can be expected from that teacher.</p> <p><b>What is the role of school administration in the mentoring program?</b></p>	<p>Internal assessment Informal assessment</p> <p>Nov T types -learner -not learner</p> <p>Experience of bad mentee</p> <p>Theoretically know Practically ask</p> <p>Suggestions</p> <p>Responsibility of mentee</p> <p>Assessment -by lesson observation -suggestions</p> <p>Good mentee -preparing students for competitions</p>	<p>Mentor expectations</p>
---	--	----------------------------

<p>A: We provide reports for each term. It used to be a folder called “Mentor mentee work”, but now it is done with trust. We work with our mentee, and nowadays both plan, writing and reports have been reduced, so there is no report, and the formality has decreased. There is no such folder at this time, we have a connection with my mentee so we work with that connection. In the past, we had to send reports to the vice-principal and provide with written reports. Now we do report at the end of the academic year. Even during the terms, we are always ready to provide reports based on the school admins requirements, if they call we bring it to them.</p> <p><b>Are there any examinations or evaluations of mentors?</b></p> <p>B: No we are not checked. Why we are a mentor if they will check us.</p> <p>A: It is seen by our mentees, if mentees are good then the mentor is doing well.</p> <p>C: Well, they can examine us for example when mentees give open lessons where we help to plan that lessons.</p> <p>B: Everyone participates in those open lessons, where everything can be seen (work of the mentee and mentor)</p> <p>D: We also do open lessons to share experiences with mentees.</p> <p><b>Do you feel ready for mentoring? To be a mentor?</b></p> <p>C:</p>	<p>School admin -no control -reduced workload for teacher -based on trust</p> <p>Report -at the end 1year</p> <p>Mentor is high status</p> <p>Evaluation by mentee achievements</p> <p>Lesson observations</p>	
---	--	--

<p>I think I am not complete (<b>enough qualified</b>) to be a mentor. It seems that I have a <b>lot to learn</b>. It's been <b>18 years</b> now since being a teacher but it seems that <b>I know a little</b>. I can teach first order necessary things but I do not think that I have reached <b>such a level to be a mentor, even though I know further study steps</b>.</p> <p>B:  , It is not that I know everything and you stop learning. We also have <b>a lot of things to learn</b>. For instance, when we read something interesting we keep it in mind to use it. If a <b>person doesn't develop he cannot teach anything to anyone</b>.</p> <p>D:  I do not recommend myself to be a mentor, school administration selects us by <b>appreciating our work</b>, they choose by looking at <b>our annual achievements, working experiences, attending our lessons</b>. School administration itself <b>approves us and only then we gain the thoughts that we are able to be mentors</b>. You cannot just select yourself as a mentor or take a novice teacher as a mentee.</p> <p><b>Do mentors require special training courses?</b></p> <p>C:  I think I need it.</p> <p>A:  Until this moment, I didn't think I needed to.</p> <p>B:  I don't think mentors need it.</p> <p>A:  I do not think I need a course as there is a <b>day-to-day practice</b> so I have experience that <b>suits to the level of novice teacher</b>.</p> <p>B:  We have this regularly <b>NIS retraining and mentoring workshops where a lot of important issues discussed</b></p> <p>C:</p>	<p>Requires for mentor training</p> <ul style="list-style-type: none"> <li>-a lot to learn</li> <li>-reach mentor level</li> </ul> <ul style="list-style-type: none"> <li>-ready</li> <li>-lifelong learning</li> <li>-learn to teach</li> </ul> <p>Mentor selection</p> <ul style="list-style-type: none"> <li>-lesson work observations</li> <li>-annual achievements</li> <li>-working experiences</li> </ul> <p>School admin role</p> <ul style="list-style-type: none"> <li>-motivating</li> <li>-trust</li> </ul> <p>Not needed as</p> <ul style="list-style-type: none"> <li>-Day to day practice</li> <li>-have level suited for Nov T</li> </ul>	<p>What is the mentor level?</p>
--	---	----------------------------------

<p>I want to have training that teaches how to <b>systematically solve various problems</b>. Although I can teach novices for required formal things by speaking orally. But there are more things such as how we <b>examine novice teachers, how to participate in their lessons, even if the teacher conducted a lesson greatly there are students that did not understand</b>. In those cases, where was the mistake and how to <b>research</b> that. I try to search for it, but if there is training that teaches everything systematically, I need those courses.</p>	<p>-regular training mentoring workshops</p>	
<p><b>How do you describe your relationship with mentee?</b></p>		
<p><b>Very good</b> D: We have <b>versatile interaction</b>. At the same time, they can <b>call just to find out how I'm doing</b>.</p>	<p>Need training to learn -systematically solve -examine Nov T -lesson evaluation -research</p>	
<p>A: This year's mentee differs from mentees that I had in previous years. My <b>former mentees came to me like magnets while the latter one does not come very often</b>. I call or write messages about asking needs or learned things of the mentee.</p>	<p>Positive relationship</p>	
<p>B: It depends on the <b>person himself</b>, if a novice teacher is <b>confident</b> then mentee does not approach much.</p>	<p>Formal Informal</p>	
<p>A: <b>She does not come close to me</b>. Her lessons start in the afternoon while I have lessons in the morning. We have a connection but it is <b>not as close as it was before with my mentees</b>.</p>	<p>Positive experience More like negative or ambivalent if they do not come</p>	
<p>D: My mentee, on the contrary, <b>treats me like a mother</b>. Last year I was a mentor to her older sister. I had been ill for some time, so she visited me in the hospital, called and <b>wrote messages everyday to know my health condition</b>. We have a <b>great relationship whether it is teaching or personal issues</b>.</p>	<p>Rare interaction -Confident mentee</p> <p>Distant relationship</p> <p>Great relationship</p>	

<p>C:                  In my case, I am the Head of the English subject department, so all the English novice teachers are like my children. Although, there are various types of novices. Some novices really create a good and close relationship while others can keep a formal relationship. Another type of novices stays in the middle considering themselves as a lost one stating that anyone looking after them. However, I think they are not children and they have been studying for 4 years. They came consciously as a teacher and I do not think that someone has to look after them instead they have to follow and run to the others in asking help and learning something. Moreover, they are young and mostly not married so they have time to learn. Based on their problematic areas they have to study and investigate them. All this should be run by a mentee. They do not have to think that if they are novice someone must teach them.</p> <p><b>What are your expectations from mentees?</b></p> <p>D:                  We look forward to seeing them as a good specialist in the future, being a professional, a respected good teacher and experienced, qualified.</p> <p>A:                  To be worthy to bear the name of teacher. To have a great interaction with students, colleagues, and parents. Also, to be attentive to various tasks.</p> <p>D:                  Depending on a novice teacher. We expect them to be eager to learn but there are novices who just pick up what they need and then lose far away.</p> <p>A:                  There are times when novices can ask you to substitute them in classes. Yes we also try to help in those cases.</p>	<ul style="list-style-type: none"> <li>-personal issues</li> <li>-teaching issue</li> </ul> <p>Type of mentee</p> <ul style="list-style-type: none"> <li>-close relationship</li> <li>-formal relationship</li> </ul> <p>Mentor expectations</p> <ul style="list-style-type: none"> <li>-have time</li> <li>-to approach first</li> <li>-identify weaknesses</li> <li>-study and work</li> </ul> <p>Mentor expectations</p> <ul style="list-style-type: none"> <li>-qualified specialists</li> <li>-respected</li> <li>-great interaction with all stakeholders</li> <li>-attentive to tasks</li> </ul>	
---	---	--

<p><b>Do you always accept their favors?</b></p> <p>D: We accept their favors at the beginnings</p> <p>A: I feel ashamed to refuse</p> <p><b>What features/qualities should a good mentor have?</b></p> <p>C: Have to be open</p> <p>D: Welcoming person who will accept novice teachers</p> <p>A: It is necessary to have knowledge, willing to teach, to have experience, quality. To have love for his teaching subject and person who is beloved to his profession.</p> <p>D: Not who talks too much but works a little.</p> <p>C: Teacher who is able to work with every child. For instance, in English subject it is significant to interact with every student, some of them can be ashamed to speak. It requires identifying and studying these children. Person who can transform these skills to the mentee.</p> <p><b>Do you direct your mentees to the other teachers, colleagues?</b></p> <p>B:</p>	<p>-eager to learn -not only approach when they need</p> <p>Qualities of mentor -open -welcoming -knowledgeable -willing to teach -experienced -qualified -loves his profession</p> <p>-hard working</p> <p>-workable with students -transform skills</p>	
---	---	--

<p>Of course</p> <p>D: Yes, because we also gain knowledge by participating in each others lessons. Therefore, we also suggest novices to attend other teachers lessons and get something useful.</p> <p><b>How do you work with a mentee in the first year and in the second year?</b></p> <p>A: Work on the latter is weakened. As a novice teacher gains self-esteem, experience and begins competing with other experienced teachers. In general, in all teachers, this competition feeling arises and teachers begin to grow. Therefore, work is slowing down at the end.</p> <p>D: And then you get a new mentee, newcomer. The most significant is the first year of mentoring where they learn most of the things while in the second year it is rare to ask for help. The main thing is that we have to be both as a teacher and as a psychologist which also should be explained to the novices as there are psychology of the students.</p> <p>A: It is important to educate novice teachers as well. Guiding them and explaining about their profession and relating it to their lives. Explaining that there will be sweet moments as well as difficulties so enduring and passing of these challenges will redefine them as great specialists. Moreover, to help in finding the best way in the most difficult situations.</p>	<p>Multiple mentors Informal</p> <p>Program -intensive at the beginning -slow at the end</p> <p>Sense of competition</p> <p>Mentor role -teacher -psychologists</p> <p>Profession -guiding -explaining</p>	
--	--	--

**2. A list of the codes I have used**

**Case Attributes**

- Mentors
- Experienced teachers
- Different teaching subjects

**Coding Categories**

1. How do stakeholders understand the main goal and organization of the mentoring program for novice teachers?

Definition Sharing Helping Teaching Guiding Asking Advising	Goal Increase level Educate professionals	Mentoring type Formally assigned mentors Same subject matching
Mentoring approach One to one One to two Multiple mentors	Mentor qualification Experienced Knowledgeable Attended various course Teach to other courses	Mentor motivation 2 way learning Experience of being novice teacher Same working place

2. How do stakeholders describe the structure of the program?

Duration Frequency Not scheduled Flexible Based on mentee needs	Content Development plan Small to complex Different plan	Assessment Internal assessment Informal assessment Lesson observations Prep students for comp
---	---	---

3. What are the experiences of stakeholders involved in a mentoring program for novice teachers?

Relationships Trust Responsibility No refuse Supportive Formal Informal	Attitudes Honor Pleasure Gladly Happy	Expectations Eager to learn Mentee approach Good specialists
---	---	---

**4. Display of the data, Summary table**

	<b>F1</b>	<b>F1 Quotes</b>	<b>F2</b>	<b>F2 Quotes</b>
Definition	Leading Helping Teaching Guiding Unknown things Adaptation	1: Mentoring when person leads you 2: Answering to the questions of novices in the adaptation period and helping 3: Mentoring is teaching freshman unknown things, guiding to the right direction	Helping Difficulties Advising Teaching Sharing	5: Helping in teaching difficulties 6: Asking for advice in issues like parent or teaching 5: Showing guides 6: Helping in any issues and source for asking questions 5: Teaching ability of experienced teacher what she/he knows
Outcome	Development Increase level Level achievement Self-learning	1: In order to learn specialists, showing guides, helping to achieve level, develop thoughts. 3: You can't just go the mentor; you have to approach with idea	School improvement Mentor success Mentee success	7: School development 6: Provide with results 5: Both mentor and mentee
Mentoring type	Formally assigned mentors Subject matching	4: Head of the Subject Department tells us our assigned mentors 2: This is your mentor and you can approach to her when you have questions All: Yes, of course, mentors have same teaching subject	Informal mentoring Mentee platform Same teaching subject Multiple mentoring	6: We have novice teacher platform...we do not have one to one assigned mentors 8: We approach to our Head of the Subject Department who is teachings the same subject as we are 5: Even if we do not have officially assigned mentors, there are a lot of old and experienced teachers around us whom we approach

Mentoring approach	Multiple mentors Same teaching subject Informal mentors	2: I also can say that I have more than one mentor 4: Yes, for example I teach English subject and there are about 20 teachers and they all help try to help me 1: While conducting open lesson I asked another teacher who has different teaching subject	Personally close Individual selection Informal mentoring Multiple mentors	6: I ask teacher who are personally close to me. No matter we have same teaching subject or not. All: We all have 1-2 teachers whom we regularly approach 5: There is always experienced teacher near the novice teacher 6: In various group activities they consider to match novices with experienced teacher.
Mentor qualification	Professional Experienced Have achievements Attended various courses	4: They choose teachers with great teaching experience and attended various courses 1: Teachers experiencing a lot of things and achieved some level of success in their profession	Experienced Qualified (teaching methods)	7: has got great teaching experience and we ask from them 6: Depending on teaching experiences and teachings years 5: Who uses various teaching methods and conduct great lessons.
Mentor motivation	Mentor benefit Digital learning Modern perspective	4: They consider as a new generation and new perspectives and we use modern methods 1: We have new ideas, new insights. We can give positive energy, new things like teaching of new computer technologies,	Mentor benefit Student interaction 2 -way learning	5: Sometimes they ask how we engage with students as we are young and students love us. 6: Some teachers ask to teach new things, stating that we are young 8: Mentoring is not only they teach us we also can teach some things
Duration			1 <sup>st</sup> year active approach 2 <sup>nd</sup> year passive approach	5: We approach to the mentor a lot in the first year, but now we are separate, still we have some things to ask

				6: But comparing with previous year, it is easier now we have everything,
Frequency	Mentee problems Same place Problems	3: I approach to mentor when I have problems asking what I can do 4: I do not search and go the mentor as we sit in the same classroom so she always helps me. 2: I approached when I had problems with filling online diary	Mentee questions At the beginning active meeting Same place	8: Based on what kind of questions I have 7: At the beginning I approached a lot about planning, diary etc. But now maybe once in a week or even I do not approach 9: At the beginning there were a lot of documentations so I asked my teacher. But now I have learned. 6: We ask teachers sitting with us in the same classroom or teachers near our classrooms
Content	No systematic plan Term topics Mentor strength	4: In the first term we will do this in the second term we will do these topics 1: My mentor focused on how to do a research projects as she was very qualified on that area.	Prof Development Courses, Trainings External Regular Internal trainings No systematic plan	5: We work on different topics such as lesson study, research topics. 6: Novice teachers sent to the various training courses, also we have weekly Saturday training workshops 5: Beside working with experienced teachers, they sent us to the learning courses like Orleu courses
Assessment	Teacher ranking Criteria Admonition	4: Each term ranking of teachers done by different criteria	Open lesson Assessment Ranking	5: They observe your work like open lessons and make discussions where it is assessed

	Appreciations	4: Sometimes they make an admonition about your missed works or vice versa make appreciations on your successful work.	Criteria Incentives	6: There is ranking of teachers based on criteria such as student achievements, attending courses, giving open lessons etc. Based on these points you get incentives if points high.
Relationships	Supportive community Friendly Formal Informal Respect	2: Not only my mentor is helping me, all other teachers also helping  4: Teachers never refuse when we approach, always help 2: I feel responsible as my mentor responsible for me, so I approach to her in any cases 1: I have informal relationship as we went to same sport type, interested in same thing 2: I am kind of her daughter 3: We have more formal relationship but I feel free to ask anything and express my thoughts 4: She knows her subject in high level, that is why I respect her	Supportive community Consider novices Provide conditions	6: But we can approach to any teacher, ask what we want to know 7: The principal calls us young professionals and asks what problems we have in school. 5: Open to any our ideas, if you will tell them they support you school admins 6: School already doing everything to us.
Attitudes	Positive Great Correct Teach a lot Systematic plan Other ways of help	2: I think mentoring is great and correct program organized for novices 3: With a great teaching experience mentors can teach us a lot of things 1: If we will work with systematic plan maybe we ask not to remove program 4: There will be no change if mentoring will be removed as others help us.	Positive Helpful Great chance Taught	6: They help us as they can 7: When we approach, they are not angry and always find time to help 6: It was a great chance to participate on experienced teachers lessons 5: For example my subject is geography and she taught me all the things

<p>Expectations</p>	<p>Results Success Achievement School trust Mentor -mentee responsibility Self-learning</p>	<p>All: As they guide us, they expect results 2: As person do a work, he or she aims to be a successful to reach some achievements All: School can only rely on us while success and enhancement of the work is in the hands of mentor and mentee 1: School does not interact closely but it expects results 2: It is not appropriate to expect everything from school, novice teacher have to work themselves</p>	<p>Self-learning Collaboration Guiding Development Improvement Role model</p>	<p>6: Novice teachers have to learn modern things by themselves 5: Everything should be done in collaboration in order to develop 8: Primary obligations on us to learn 5: Mentors should only guide us while we have to work further individually 7: Our school supports collaboration of experienced teachers with novices to improve and develop school 6: When experienced teachers don't do it, we keep going same.</p>
---------------------	---	--	---	--

	F 3	F 3 Quotes	F 4	F 4 Quotes
<p>Definition</p>	<p>Sharing Overcome problems Helping Teaching Guiding</p>	<p>1: The word mentor itself means sharing the educational or teaching experience. 1: they encounter some obstacles in the work... and in these cases, mentors have to help novice teachers. 2: We are teaching novice teachers many different teaching methods 2: we can share with novice teachers. 3: We guide them where to take plans and how to make exams.</p>	<p>Teaching Helping Sharing</p>	<p>5: Mentoring is teaching to someone, helping all together to someone 6: Sharing of own experience and teaching of own experiences 8: helping how to do things, guiding 9: mentoring is helping in all sides</p>

<p>Outcome</p>	<p>Increase level of novice teacher Educating professionals Psychological and Pedagogical support</p>	<p>2: And teach novice teachers to all of them in order to increase their levels. 1: we are able to educate novice teachers into professionals. 4: At the beginning, the young specialist needs psychological support before approaching the teaching methods.</p>		
<p>Mentoring type</p>	<p>School assign mentors Subject matching</p>	<p>2: When school administration offers us to be a mentor...t is voluntary because no one forced us to be a mentor. 2: The young specialist has the same subjects as the mentor.</p>	<p>Informal mentoring Mentees select Mentor voluntary</p>	<p>7: There is no assigning one to one mentors as was in previous years, now novices selects by themselves whom to ask 5: Novices teachers looks and asks from whom they want 6: School admins tell us to help novices 9: Being a mentors is voluntary, you can pick one to help</p>
<p>Mentoring approach</p>	<p>One to one One to two Mentee number Multiple mentoring</p>	<p>1: For one mentor one mentee. If there are less mentors, more than one mentee is given for each mentor. 2: Two mentees given mainly, depends on the number of novice teachers 4: Therefore, we also suggest novices to attend other teachers' lessons and get something useful.</p>	<p>Multiple mentoring</p>	<p>10: We observe novice teachers and try to help them with their weaknesses 10: We suggest to participate in other experienced teachers' lessons so every subject every teachers can give valuable things</p>
<p>Mentor qualification</p>	<p>Experienced Attended courses Teach courses Achievements Life-long learning</p>	<p>2: Mentor is a great teacher, who has great experiences in different fields, who studied different courses and do courses for others 3: We have this regularly NIS retraining and mentoring workshops where a lot of important issues discussed</p>	<p>Need for traning</p>	<p>9: Nowadays everything is modern so we also have things to learn</p>

		<p>2: I have 40 years of teaching experience. I think I am ready to be a mentor, but it means that we have to be always in a way of development.</p> <p>4: they choose by looking at our annual achievements, working experiences, attending our lessons.</p> <p>1: I do not think I need a course as there is a day-to-day practice so I have experience that suits to the level of novice teacher.</p>		
Mentor motivation	<p>Mentor benefit</p> <p>New things</p> <p>Experience of being a novice</p> <p>Working in same school</p> <p>No incentives</p>	<p>1: Novice teachers always came with new things and I want to learn those new things from them</p> <p>3: we will help them because they came to our school and we also passed from that stage as being a novice teacher.</p> <p>4: So far there have been no incentives. We are glad to help the new specialist</p>	<p>No incentives</p> <p>Additional day offs</p> <p>2 -way learning</p> <p>Digital help</p>	<p>7: Because they are novices I help to avoid that their weaknesses can be seen in front of the students</p> <p>5: There is no incentives for mentors, it is additional social work</p> <p>6: But in holidays they give some days off</p> <p>9: Sometimes we learn form novices as they are modern</p> <p>9: There are a lot of benefits of a being a mentor, you learn a lot</p> <p>10: We have difficulties in computer programs while they can do it very quickly.</p>
Duration	<p>3 to 5 years</p> <p>1<sup>st</sup> year active</p> <p>2<sup>nd</sup> year rare</p>	<p>All: 3 years mainly maximum 5 years</p> <p>4: first year of mentoring where they learn most of the things while in the second year it is rare to ask for help.</p>		

<p>Frequency</p>	<p>Based on mentee needs Not scheduled meetings Flexible Having parallel classes</p>	<p>2: By the needs of the mentees. There may be different days each time. Once a week. 3: Every time we meet, they ask something. 4: If novice teachers have questions they come. 2: We work in parallel classes; we often work in parallel grades with mentees and we meet every day.</p>	<p>Initial agreement on approaching At the beginning of the year often</p>	<p>7: We agreed initially to ask when they need help 6: They come based on having questions 8: Term ends about exams 5: Often at the year beginning 9: At the beginning of the year they approach a lot</p>
<p>Content</p>	<p>Different Plans Created with novices Small to complex Flexible Topics out of the plan</p>	<p>1: There is a plan. Then the work goes systematically from small to the complex, and it is based on the teacher growth level. All: Everyone creates their own plans. 2: The plan is created with a novice specialist 3: We did not work only with a plan, there are many things out of the plan. 3: issues that not mentioned in any paper and not included to the plan but requires to ask a recommendation from someone's</p>	<p>Plan Flexible Based on mentee needs</p>	<p>All: There have to be plan 5: Mentors working plan as well as mentees 9: We do not only work with the strict plan. In which areas they need a help we approach that problem</p>
<p>Assessment</p>	<p>Informal assessment Comparing Preparing students Mentor success = mentee success Attending open lessons</p>	<p>4: We evaluate and compare inside myself 1: One of the evaluation criteria is when teachers begin to prepare a student for the competition, which shows high achievement of the teacher; 2: No, we are not checked. Why we are a mentor if they will check us. 1: It is seen by our mentees, if mentees are good then the mentor is doing well. 3: Well, they can examine us for example when mentees give open lessons where we help to plan that lessons.</p>	<p>Informal assessment Suggestions Lesson observations</p>	<p>5: Of course they are assessed but not by marking. Only by suggestions. 6: This part was good but this part needs a modification 10: Evaluate while attending their lessons. Analyze their lessons</p>

<p>Relationships</p>	<p>No refuse Supportive community Trust Responsibility Informal mentee-mentor relationship</p>	<p>2: When school administration offers us to be a mentor, we cannot refuse 3: It is not just because we are mentors, it is because we want to help. 1: Because of this trust we take it with high responsibility and there were no refuse cases. 4: school administration selects us by appreciating our work...School administration itself approves us and only then we gain the thoughts that we are able to be mentors. 4: We have versatile interaction. At the same time, they can call just to find out how I'm doing... My mentee, on the contrary, treats me like a mother. 3: so all the English novice teachers are like my children. 1: In the first place we consider our school administration's trust in us</p>	<p>Supportive community No refuse Responsibility Trust</p>	<p>5: We can't just leave novices alone 7: We help to any novice teacher who asks help in any time 10: There is a great support for novice teachers, our principal loves more novice teacher 10: School admins make responsible novices to various school activities</p>
<p>Attitudes</p>	<p>Pleasure Look forward to help Gladly Depending mentee type</p>	<p>2: we look forward to helping young professionals with pleasure. 4: We gladly take this position because of trust. 1: I accept being a mentor with pleasure and we assume it as a great responsibility. 4: Even so, we are just happy to help someone else providing guidance to them 2: There are types of novice teachers who will not approach just walking outside and they blame mentors or others that nobody is</p>	<p>Pleasure Happy Mentee type</p>	<p>5: Because you are responsible for novices you give attention to them 9: It also depends on mentee type, some of them don't want to learn 9: Sometimes they do things greatly that you helped so you feel pleased and happy</p>

		teaching or helping them, stating that they are novice and they cannot do some things. 3: There are two types of novice teachers, as said by my colleague, one type who runs away from learning while the other type who really wants to work with students and teach them.		
Expectations	Collaboration Mentees have to learn Good professionals	1: I think that there should be a connection between young and old 3: Everything depends on the specialists; they have to learn and search. 4: We look forward to seeing them as a good specialist in the future, being a professional, a respected good teacher and experienced, qualified.	Self-learners Good professionals	7: Try and eager to learn by themselves 8: When we are trying to learn new things everyday as an experienced teachers, novices also have to aim to increase their knowledge 9: Learn things and be a good professional

	I 5	I 5 Quotes	I 6	I 6 Quotes
Definition	Helping Sharing Guiding	Help for less experienced teachers Sharing of own experience or guiding novice teacher	Helping Asking	If there experienced teachers they ask help from those teachers Asking questions about teaching methods
Outcome	Increase the level of novice teacher Quality	By all these actions enhance the professionalism of the mentees		
Mentoring type	Formal mentoring School assigns mentors Subject matching	Yes as a school admin we allocate mentors Then we immediately assign mentors to them Of course we look to their subjects. Because math teacher cannot lead a biology teacher	Informal mentoring Allocating mentors based on topics	That is why this year we did not documented by one to one mentor but created novice teacher platform

				We have organized an event where we introduced mentors based on their areas that novice teachers can approach to them depending on their needs
Mentoring approach			Multiple mentoring Mentee selects Based on interests	Because our novice teacher are passionate about news and they approach to the mentors based on their interests and work further There is no only one mentor
Mentor qualification	Qualified Experienced Knowledgeable	Mentors have to be qualified, knowledgeable, experienced. It is very important. Teaching experience should be at least 15-20 years Have certificates from various levelling courses	Experienced Attended various courses Topic specification	We allocated mentors based on their experience and what kind of courses they attended and in which topics they are capable We have experienced teachers completed various courses so we assigned them Mainly teaches teachers who attended courses
Mentor motivation	No incentives Additional days off	Some teachers refuse to be a mentor because of additional work without payment We give to the mentors additional days off on holidays with the saving of salary	No incentives Additional days of Appreciation letters	For example, we give additional days off in holidays and honour letters in celebrations Novices good at technology usage and they have a lot of great ideas
Duration	3 years	Mentors assigned for 3 years		
Frequency				
Content	Plan School admin approves Courses	Mentor creates a plan which is approved by school admin and works with that plan	One year plan Resach lesson Practice	There is a one year plan of novice teacher platform

	Tranings	We sent novice teachers to the various short courses and trainings	Trainings	For example, mostly is conducted research lessons. In the 1 <sup>st</sup> week collecting data, 2 <sup>nd</sup> week co-planning, 3 <sup>rd</sup> week research lesson, and 4 <sup>th</sup> week lesson analyzes We always try to send novice teachers to the various training
Assessment	Assessment Observations Open lessons Monitoring Student success	We observe teachers how they conduct lessons How mentors work with mentees, self-development, applying for attestation Each term teachers provide reports. Monitoring of their works there you can see general knowledge quality of students Every teachers work can be seen by their students	Observations Open lessons Self-development Monitoring Knowledge level	We observe many things like teacher attending competitions, their open lessons, how they work with students Whether they have certificates of trainings Also, each term monitoring which shows each teachers knowlage giving quality percentage
Relationships	Supportive community Open Friendly Respectful Trust	We try to engage with novices and ask do they have all conditions or ask problem areas We say to approach at anytime First of all we try to provide all conditions to them (mentor and mentee). For example, aligned their timetables There should be friendly, respectful, open relationship between them Nowadays requires to work with trust. Trust between students and teachers, trust between mentor and mentee	Supportive community	We pay attention to the novice teachers, what they are saying and what kind of problems they want to solve.
Attitudes	Requires practice Knowledgeable Educated	Novice teachers are good at knowledge but lack practice.	Positive	Nowadays novice teachers are knowledgeable. They read a lot of books about relationships,

		They are very active, eager to learn, well-educated		leadership. I learn a lot from them
Expectations	Self-development Love to their jobs Well educated Good professionals	Each novice teacher have to do further development by themselves Love their works We expect to mentors well educate mentees Teach all the things that they know Resulting in good specialist who is satisfied and wants to be as their mentors	Expectations	I expect from them a lot of things as they are aware of self-development

## 5. The themes

- 1) Theme: Main stakeholders' understanding of mentoring goal

Sub-themes:

- a) Definition
- b) Outcome

- 2) Theme: Organization of the mentoring program

Sub-themes:

- a) Mentoring type
- b) Mentoring approach
- c) Mentor qualification
- d) Mentor motivation

- 3) Theme: Structure of the mentoring program

Sub-themes:

- a) Duration
- b) Frequency
- c) Content

- 4) Theme: Main stakeholders' mentoring experience

Sub-themes:

- a) Relationships
- b) Attitudes
- c) Expectations