

Developing a Formal Induction Programme for Newly Appointed Departmental Heads to Manage the Transition Period: A Guideline for South African Public Schools

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Abstract

In South Africa, there is a general agreement among main stakeholders about the significance of teacher induction, and a well-defined policy objective by the government to commence a process of teacher induction. Lamentably the intent of the government is proceeding at a slow pace, and with no attention given to the induction of newly appointed Departmental Heads (DHs), let alone a formal induction programme to address their transition. The current article aimed to confer attention to the newly appointed DHs by developing a formal induction programme to manage the transition period and address their continuing professional development. Setting sights on contributing to a national policy direction that will prioritise the induction of newly appointed DHs. To achieve the goal, the semi-systematic review was assumed as a research methodology to synthesise, process and analyse evidence regarding the induction programmes of newly appointed DHs and was underpinned by Khumalo's Deputy Principal Induction Model. The semi-systematic review revealed that generally there is little evidence of the presence of induction programmes in Sub-Saharan African countries. South Africa is not exempted. Newly appointed DHs complained about the challenge of being promoted without knowledge of their respective functions, and this could be attributed to the lack of proper induction. It is recommended that the Department of Basic Education (DBE) reconsider and come up with a national induction programme that also includes other members of the School Management Team, namely, DHs and deputy principals. The article expands the static knowledge base on the induction of middle leaders.

Keywords: Induction model; middle leaders; professional development; semi-systematic review