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Benchmarking mentoring practices for effective teaching of mathematics and science.

Joubert, M. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 30, No. 3. Proceedings of the day conference, Newcastle University, UK, November 13, 2010. London: British Society for Research into Learning Mathematics (BSRLM). 31-36 (2010).

Summary: Pre-service mathematics and science teachers' perceptions of their mentoring experiences were investigated using the five factor model of mentoring practices as a lens through which mentoring practices can be benchmarked for improvement. The Mentoring for Effective Teaching instrument was used to collect data from 68 preservice mathematics and science teachers on school placements in two Local Education Authorities (LEAs) in the South East region of England. The results of the data analysis indicate that mentors in the two LEAs overwhelmingly exhibit personal attributes for effective mentoring, provide adequate mentoring in pedagogical knowledge development, model effective teaching and professional practices and provide effective feedback to pre-service teachers. Yet, the results also indicate mentors did not provide adequate mentoring on systems requirements in relation to the national curriculum and school policies.

Classification: B50 C79

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