

**ZMATH 2006c.01491**

**Kensington-Miller, Barbara**

**Mentoring mathematics teachers in low socio-economic secondary schools in New Zealand.**

N. Z. Math. Mag. 42, No. 2, 1-12 (2005).

This paper reports on mentoring relationships that developed as a professional development strategy for mathematics teachers in secondary schools in low socio-economic areas. It follows from an earlier paper (Kensington-Miller, 2004) in which four different professional development strategies, one of which was mentoring, were evaluated for their effectiveness in understanding mathematics teacher development in low socio-economic schools. The paper then theorises the effectiveness and the difficulties that occur within different mentoring relationships. The relationships are described using a continuum model ranging from judgmental to developmental. (orig.)

*Classification:* B50

*Keywords:* inservice teacher education; mentoring teachers; socioeconomic differences