

A Case Study: Beginning Teacher's Experiences of Mentoring in Secondary Education

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Abstract : This case study examines the experiences of four beginning teachers currently working in New South Wales secondary schools. Data were collected from semi-structured interviews conducted one on one over the period of one month. The data were coded with findings reported through key areas of discovery, which linked to the research presented in the literature review. The participants involved in the case study all reported positive experiences with mentoring, though none were given the opportunity to take part in a formal mentoring program, and all the mentors offered their time voluntarily. The mentoring took different forms, but the support most valued by the participants was the emotional and curriculum related supported received. All participants wished they had greater access to mentoring and felt it would have benefits for most beginning teachers. The study highlights ongoing issues around the lack of access to mentoring, which could be due to factors such as funding, time and training.

Keywords : mentor, mentee, pre-service teacher, beginning teacher

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