

The Value of Mentoring For Mathematical Literacy Teachers in the South African School System

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ABSTRACT The objective of the paper is to examine the value of mentoring as a professional development for mathematical literacy teachers. A qualitative research approach through questionnaires and interviews was used. The research found that mentoring could be employed in improving the content knowledge as well as the instructional skills of mathematical literacy teachers. However, it was found that there are no formal mentoring programmes for these teachers. They usually seek help from their experienced and knowledgeable colleagues who were approachable and trustworthy. The paper therefore concludes that a well-designed and supported mentoring program is needed to improve the content as well as pedagogical knowledge of mathematical literacy teachers.