

Mentoring: A Professional Development Approach for Mathematics Teachers in the 21st Century

J. Owusu-Mensah

*Mathematics Department, Vaal University of Technology, South Africa
Telephone: 0169506605, Mobile: 0824781898, E-mail: jameso@vut.ac.za*

KEYWORDS Content Knowledge. Knowledge Acquisition. Mentee. Mentor. Social Interaction. Teacher Development

ABSTRACT Mentoring has been described as the process where a novice employee learns from a knowledgeable and experienced colleague. This form of knowledge acquisition has been employed in many professions such as teaching. Due to its value and relevance, mentoring plays an important role in the professional development of teachers. However, the process of professional development of mathematics teachers through mentoring is not very common in the South African school system. This paper therefore seeks to highlight the role of mentoring in the professional development of mathematics teachers, especially in the 21st century. Consequently, the paper is grounded in the situational learning theory, which was first proposed by Jean Lave and Etienne Wenger. Relevant literature on mentoring and professional development has been reviewed. Furthermore, the experience of the author as a mathematics teacher contributed to the discussion. The paper concludes that mentoring could be used to compliment other professional development initiatives.