

Development and Psychosocial Support to Trainee Teachers by Mentors during Teaching Practice in Zimbabwe

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ABSTRACT Facilitation of career development and provision of psychosocial support to trainee teachers during teaching practice can be a challenge. The interpretive paradigm and the qualitative approach and case study research design were employed in this study. Purposive sampling was used to select 27 participants which included 6 mentors, 15 trainee teachers and 5 college lecturers. Data were obtained through face to face interviews, focus group discussions and document analysis. The study revealed that mentors performed both career development and psychosocial support roles during teaching practice. It emerged that there was lack of qualified school mentors resulting in inadequate provision of career development and psychosocial support. The participants indicated that, mentors and trainee teachers encountered various challenges which hindered the effectiveness of the mentorship programme including financial constraints. The study also recommended a mentorship policy that fuses global and national trends and considering alternative mentorship models from secondary teacher-training colleges in Zimbabwe.