

ABSTRACT

The Impact of a Mentoring Programme on Novice Teachers

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This qualitative case study examines the impact of a mentoring programme on three novice teachers in a rural composite school in Trinidad. The study examined novice teachers' perceived needs, and the impact of a mentoring programme on teacher efficacy and teacher retention. Data collection was conducted using questionnaires, classroom observation, interviews, and journal entries. Findings indicated that participants had a range of teacher-centred needs, and, while teacher efficacy had improved, there was no significant impact on teacher retention as a result of using a mentoring programme.

Keywords: Beginning teachers; Case studies; Mentoring; Perceptions; Rural areas; Secondary school teachers; Teacher effectiveness; Teacher mobility; Teacher motivation; Teacher orientation; Trinidad and Tobago