

ABSTRACT

Mentoring as a Model for the Development of the Pedagogical Content of Novice Science Teachers

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This qualitative study was designed to provide one novice science teacher with a mentor who was responsible for imparting and developing the pedagogical content knowledge (PCK) of his mentee. The study also sought to determine whether a novice teacher's perception of the teaching of science had changed after the mentoring programme, and, further, to ascertain the effect of a carefully tailored mentoring programme on a novice teacher's PCK. In order to distil relevant themes, a checklist, rubric, artefacts, interviews, and the participant's journal were employed. Findings revealed that the novice science teacher's perception had changed. Additionally, the intervention had a positive and profound effect on the participant's PCK.

Keywords: Beginning teachers; Science education; Science teachers; Action research; Mentoring; Trinidad and Tobago