

ABSTRACT

Mentorship: Towards Sustaining Trained Teacher's [sic] Professional Growth

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This study investigated the viability of mentoring as an avenue for ongoing professional development of teachers, through an examination of the perspectives of a trained teacher, a science graduate of the Diploma in Education Programme at the School of Education of the St. Augustine Campus of The University of the West Indies (UWI), of mentoring a trained teacher. Data were collected through interviews and journal entries. Analysis of the data generated nine themes: seven alluding to what mentoring entails, one to a thematic barrier (time), and the final to a thematic enabler (passion). The results suggested that mentoring is a viable option for professional growth and that passion is a major factor that can overcome the time barrier.

Keywords: Mentoring; Professional development; Beginning teachers; Action research; Case studies; Trinidad and Tobago