

Teacher Mentoring Relationships in One School in South Kazakhstan: Experiences, Benefits and Challenges

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Purpose

To examine mentoring relationships between novice teacher mentees and more experienced mentors in the context of Kazakhstan

Significance:

positive work experiences;
 positive mentor-mentee relationship;
 new in-service courses.

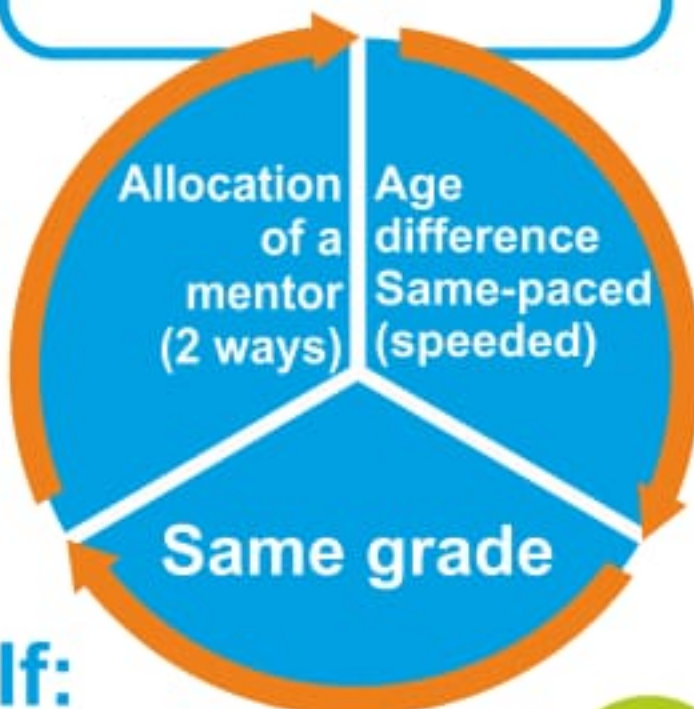
How do novice teacher mentees and more experienced teachers build their mentoring relationships in one secondary school in Kazakhstan?

What are the key components of an effective mentoring relationship in the opinion of novice teacher mentees?

What benefits and challenges do mentees experience during their mentoring relationships with more experienced mentors?

Methodology

- Case-study;
- Semi-structured interview;
- 1-3 years of work experience;
- 8-novice teachers;



If:
 Mentor's voice;
 Teachers who left the school;
 Different ethnic groups.



Professional development;
 Lesson planning;
 Subject knowledge;
 Smooth induction;
 Profession.



Lack of time;
 Age and personality.

