

Mentoring: Reflections of Student Teachers in One South African University

J. Shumba¹, S. Rembe², T. Chacko³ and S. Luggya⁴

*Department of Further and Continuing Education, Faculty of Education,
University of Fort Hare, P Bag X1314, Alice 5700 South Africa*

*E-mail: ¹<jennymshumba@gmail.com>, ²<srembe@ufh.ac.za>, ³<cthomas@ufh.ac.za>,
⁴<sluggya@ufh.ac.za>*

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ABSTRACT This paper captures the voices of mentees on their experiences of mentoring during teaching practice. The study adopted an interpretivist paradigm. A case study design was used. Data was gathered from 18 purposively selected student teachers that had been on their final teaching practice stint. Data was collected through analyses of the student teachers' reflective journals and their responses to interviews. The paper established that some student teachers enjoyed cordial relationships with their mentors who provided them support and guidance in areas such as planning and setting of tests. However, some were left to their whims without the desired support from the mentors. The paper recommends that mentors and mentees be tutored on their roles in the mentoring relationships. The institutional heads should be oriented on models of assisting mentors and mentees. Collaboration between the university and the Department of Basic Education should be forged to assist mentors and mentees.