

Two Self-Developed Mentoring Models for Mathematics Teaching in Taiwan

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Abstract

Since 1994, the teacher mentoring system in Taiwan has been compulsory; however, numerous teacher mentors remain untrained, and the related mentoring models are self-developed. Using data from two public senior high schools in Taiwan, this study investigates their mentoring models for mathematics teaching and compares them against four significant models, that is, apprenticeship mentoring model, competence-based mentoring model, Anderson and Shannon's (1988) mentoring model, and Furlong and Maynard's (1995) mentoring model, and with Jaworski and Watson's (1994) ideas of co-mentoring. This study employed a qualitative approach that combines a case study and grounded theory. The findings revealed that, without training, the two cases in this study include one-on-one mentoring and team mentoring. Both cases share a number of similarities with the four significant mentoring models; however, the team mentoring approach differs substantially from that of co-mentoring.

Keywords: probationer, self-developed, senior high school mathematics, teacher mentoring