



Contribution ID: 32

Type: **Presentation**

Teachers working as a community of practice – Is it a viable alternative or a flat spare tyre?

Various strategic interventions to enhance teacher professional development have been proposed over the years. Mentorship itself is a broad concept open to a variety of scholarly interpretations. This presentation reflects more specifically on the creative interaction amongst science teachers working as a community of practice with professional development efforts forming the nexus of this interaction which may, in turn, result in producing a ripple effect among the science teaching practitioners. Novice science teachers are the envisaged key beneficiaries of this creative partnership. Implications for long-term professional development of sc

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Track Classification: Track E - Physics Education