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A CHAT perspective on the tensions and dynamics in the professional development of Physical Sciences teachers in a mentoring relationship

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Abstract content
 (Max 300 words)

This research explored mentoring in terms of the dynamics and tensions associated with the interaction between a 'keystone species' and a novice teacher within communities of practice using a case study method underpinned by the Cultural Historical Activity Theory (CHAT). A primary constraint in the implementation of curriculum reform has been the lack of professional development for teachers. Insights into the nature of the mentoring relationship between Physical Sciences teachers revealed distinctive tensions and contradictions in terms of the activity system. The benefits of mentoring relationship suggest that teacher professional development could receive a major boost if the Department of Basic Education more overtly encouraged mentorship relationships between teachers.

Apply to be considered for a student award (Yes / No)?

No

Level for award (Hons, MSc, PhD)?

N/A

Would you like to submit a short paper for the Conference Proceedings (Yes / No)?

Yes

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