

MENTORING AS A TEACHING PRACTICE STRATEGY IN MUSIC AT JOSHUA
MQABUKO NKOMO POLYTECHNIC, ZIMBABWE

By

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ABSTRACT

This study sought to establish how mentoring as a teaching practice strategy in music was employed at primary school level in Zimbabwe. The study aimed at establishing the use of mentoring as a teaching practice strategy to establish how it is employed in the teaching of music, a subject in the primary school curriculum. The study pursued the views of teaching practice coordinators, lecturers, student teachers and mentor teachers in mentoring student teachers on teaching practice in music. The study established the challenges faced by teaching practice coordinators, mentor teachers, lecturers and student teachers in mentoring student teachers in the teaching of music, as well as designed a TP mentoring model that would make the lecturer, the mentor teacher and the music student teacher work together for quality results was designed.

The study reviewed literature on the theoretical framework of the study. This study was underpinned by the situated learning theory. Mentoring models linked to work related learning were also reviewed in this study. Existing literature related to this study revealed that mentoring as a teaching practice strategy has been used worldwide in various fields like health, business and education. It was imperative in the current study to look into the use of mentoring as a teaching practice strategy to establish how the strategy is currently employed in the teaching of music, a practical subject in the Zimbabwean primary school curriculum. The pedagogical history of mentoring from traditional societies up to modern day societies, in particular mentoring in primary school teacher training colleges was traced in this study. The study focused mainly on teaching practice mentoring of music trainee teachers in the teaching of music.

The study employed qualitative methodologies to gather information from Joshua Mqabuko Nkomo Polytechnic College and the schools it partners with to train primary school teachers. Two teaching practice coordinators, eleven lecturers, seventeen student teachers and ten mentor teachers were purposively selected to participate in the study. Data were collected through face-to-face interviews, focus group discussions, observations and document analysis.

The results of the study revealed that teaching practice mentoring, if properly employed, is a useful strategy to teach trainee teachers how to impart music knowledge and skills. In the case of the

teacher training college under study, music lecturers hardly had an opportunity to visit music student teachers on teaching practice. Mentor teachers were not mentoring music student teachers in the teaching of music in schools, thus, student teachers lacked guidance, support and coaching in learning how to teach music in schools. The study established that mentor teachers had a challenge of inadequate music knowledge and skills to assist music student teachers in delivering lessons in music. This study recommends that there should be a deliberate policy review on the teaching of music in Zimbabwean primary schools. The study also recommends that mentor teachers and lecturers should be equipped with knowledge and skills in mentoring and assessing music trainee teachers. Another recommendation is that music lecturers should be given an exclusive opportunity to visit music student teachers doing work related learning. It was also recommended that music student teachers should be attached to mentors who are music specialists. A TP mentoring model that could be used in mentoring music student teachers during teaching practice was designed.

Keywords: mentoring, music, student teacher, teaching practice, teacher training.