

Abstract

Background: Recently, Macao has put much emphasis on the staff development of teachers. This is to improve the effectiveness of school education on one hand and to help teachers to handle their difficulties that they are facing. Among the many staff development measures, induction activities for new teachers should be valued. As a good start for new teachers has tremendous positive effect on their subsequent career, the Government or schools should comprehend their challenges and provide appropriate development activities for them. What are the main difficulties that new primary school teachers in Macao are facing? Do they have sufficient induction assistance? Is there a need to introduce a mentor system for them? Is mentoring system workable in Macao? All these are real concerns for us. Through this research study, the author endeavors to get a better understanding of the issue.

Purpose: To investigate if mentoring system is helpful to new teachers and could assist them to adapt to their new environment, or even to enhance their enthusiasm in taking teaching as their career.

Research object: Primary school teachers in Macao.

Research method: This study has employed postal questionnaire survey method and supplemented with interviews of school teachers.

Research result: New primary school teachers in Macao were heavily overloaded and psychologically not well prepared for the teaching profession. They have insufficient

staff development activities to assist them for the new take up of their career. There is a need, and it is feasible, to introduce a mentoring system to alleviate their difficult situations.

Conclusion: The Macao government and schools should provide new primary school teachers with appropriate induction programmes and counseling services and to introduce mentoring system as an induction staff development activity. Also, there is a need to select qualified and experienced teachers to be mentors for new teachers.