

MINT – Mentoring in Teacher Education

Call for Papers: Case Studies on Mentoring

Case studies on mentoring in teacher education will become the basic prerequisites to take part in the project. The international exchange of experiences and the mutual development of coursework to further improve knowledge and strategies on mentoring will substantially be enriched by written papers.

According to our preliminary discussions, **mentoring is a strategy of individual and institutional support, realised in a learning partnership of two persons, aiming at professional development.**

A mentor-mentee relationship can take place in different situations to serve different purposes in teacher education and professional development: i.e. student – student, school teacher – student teacher, experienced teacher – novice teacher, external expert – individual teacher, headteacher – leadership aspiring teacher. The mentoring relationship can serve the mutual benefit of the partners.

To support the presentation of case studies on mentoring we suggest some issues to the format, to be used as a kind of inventory or checklist:

1. Setting within the teacher education system/ organisation

- Describe the setting in which the mentoring relationship takes place (i.e. institutional, formalised, informal, initial teacher training, induction, training of mentors, career development)
- Describe the basic features of the mentoring relationship and the target groups involved.
- What is your personal role/position/ point of view related to the description of mentoring? (If you describe mentoring from a single school's point of view, you are welcome as well.)

2. Roles and tasks of a mentor

- Recruitment and selection procedures (Who selects the mentors, who cares for qualification?)
- Benefit and pay-off to the mentors (Is anything known about it? Is it a matter of competence and status?)
- Types of mentoring activities (What are the major tasks of mentors? Which kind of actions, medias, methods, instruments are in use? What are professional modes of mentoring in practice)

3. Roles and tasks of the mentee

- Is there any special introduction to the mentee? Is the mentee expected to actively develop the mentoring partnership?
- What kinds of results are expected from the perspective of the mentee?
- What are tasks of the mentee to gain profit from the mentoring relationship?

4. Supporting structures in the professional context

- Is there in-service support (instruction and training) offered to mentors? (What? How? Why?)
- Is the learning partnership embedded in a system of development and research?
- Does a policy exist to the quality of mentoring? (i.e. agreed benchmarks, quality criteria)
- Are mentors responsible to a teacher education institution?

5. Theory and research to models of mentoring

- What is “good” mentoring?
- Can you refer to research results?
- What kinds of knowledge, skills, and attitudes have been defined as vital to a mentoring practice? (i.e. learning environment, peer supervision, action research, explication of practical knowledge, communication and dialogue, nurturing and challenge, guidance and counselling, coaching)
- What are results of good mentoring practice?
- What are promising perspectives in your personal opinion?
- What kind of further development and research is needed?

6. Attachments

Please add any interesting results from your work related to mentoring, like checklists, criteria-lists, instruments, tools, lesson-observation instruments, reports, questionnaires etc.

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