Journal of Education and Future, year 2012, issue 2, 31 - 48

A Case Study on Mentoring in a Teacher Development Program

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Abstract

Problem Statement: Mentorship is defined as a developmental relationship in which a more experienced person helps a less experienced person. It is an ongoing process in which individuals in an organization provide support and guidance to others who can become effective contributors to the goals of the organization. Mentoring process is important for teaching profession where experience is important. In teaching profession low motivation, burn-out or leaving the profession problems may occur if the novice teachers could not get any support in their trainee period.

Purpose of the Study: The teacher development program, which has been implemented since October 2009, consists of a component of mentoring for the novice instructors. The study aims to gather mentors view on mentoring process.

Method: It is a case study aiming at evaluating the mentors' views about mentoring program within the teacher development program. In this program, nine mentors were participated and the data for this study was collected from six of them through interviewing in the Spring Term of 2009-2010 academic year. As a result, eight themes were gathered from the interviews about mentoring process as conceptualization of mentor, roles of mentor, reasons of being a mentor, professional development of mentees and mentors, the problems stated, features of learning environment, communication, ethical rules and suggestions for improving the process.

Findings and Results: The study reveals some important results. The interviewed mentors indicated the importance of more interaction between mentors and mentees and added not only should the mentees have observed the mentors but also the mentors should have had the opportunity to observe them. Secondly, they underlined the need for increasing the observation time and adding pre- and post- observation stages, making observations more systematical. Thirdly, they emphasized expanding the content of the observation. They suggested the some institutional aspects and other issues in

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line with to the classroom teaching content be added into the observation. Finally, they stressed the needs of mentor training program for themselves. They believed they had some experience in the teaching but they needed more support on how to work with the novice teachers.

Conclusions and Recommendations: Based on these findings, it is suggested that there should be provided more interaction between the parties. The content of the observation should be revised regarding the institutional aspects and other administrational and procedural issues as suggested. Mentors should not be only experienced teachers but also they should have some qualifications. This study highly recommends mentor training program in this kind of development process.

Keywords: Mentor, evaluation of mentoring process, teacher development program, case study.

INTRODUCTION

The term mentor has Greek origins and means "wise and trusted teacher". According to Daresh (2003) mentor is a person who is ready and willing to pass down wisdom and provide all of the answers to those who are welcomes. Mentoring is important part of teacher education (Akçamete, Aslan & Dinçer 2010; Sundli 2007) and all mentoring processes should include four basic components to provide a successful mentoring (Flesch 2005, p.70);

1) *Clinical supervisory/ observation:* Mentors observe teachers in four stages: the pre-observation conference, the classroom observation, the data analyses and strategy; and the post-observation conference.

2) *Apprenticeship:* A lesson is jointly planned and taught by the mentor and trainee.

3) *Competence:* Mentors should have an accumulation of knowledge on teaching and learning processes in order to evaluate the trainees on the bases of the theories.

4) *Reflection:* It is essential for mentors to develop their own reflective skills which are required for the mentees to possess.

Mentors are considered in various roles from guiding to networking. Ganser (1994, in Halai 2006) stated that the mentors had twenty various roles. Being an expert-coach, a subject specialist, a critical friend and a learner are four key roles in mentoring defined by Halai (2006). A mentor as an expert-coach requires using of coaching cycle and this cycle includes pre-observation conferences, observations and post-observation conferences. As for the role of being a subject specialist, a mentor needs to be an expert in his/her field. A mentor being a critical friend requires the mentees to take a critical stance which involves sharing emerging dilemmas, questioning the issues, considering the different perspectives, and involving the mentees in the decision making process. In the 'learner' role, a mentor also grows as a result of mentoring interactions with respect to enhancing their knowledge on how teachers learn and their skills in working collaboratively within the context.

The relationship between their roles and functions are listed in table 1. As clearly seen from Table 1 mentors have five various roles and related functions. These are all interrelated and interwoven with each other. Without one role the others cannot be fully realized.

Table 1. Role and functions of mentors

Roles	Functions
Model	• Provides inspiration
	• Demonstrates professional thinking and acting
Acculturator	• Shows the mentee opportunities for inclusion into a social network
	• Helps the mentee to get used to the particular professional culture
Sponsor	• "opens doors"
	• Presents the mentee to the "right people"
	• Uses his social power (ability to make things happen) to the service of the mentee
Supporter	• Is constantly present
	• Provides safe conditions for the mentee to let off steam/release emotions
	• Listens to and reflects what was heard with the intention of unburdening the voice
Educator	• Listens and reflects what was heard with the intent of articulating ideas
	• Creates suitable opportunities for the mentee to learn
	• To achieve professional learning objectives

Source: Adlesi and Bizjak, 2010, p. 4.

Mentors are expected to fulfill not only professional or developmental needs of mentees but also the institutional expectations (Randall & Thornton 2001). Each institution has its own mission, vision and culture which the newly-recruited staff is expected to take into consideration. The mentoring process is a special opportunity to accomplish this aim. Thus, mentors are the agents who are responsible for bridging the organization and the mentees as newly-employed. This requires for the mentors to play technical assessment roles and personal developmental roles besides the ones stated above.

Hobson, Ashby, Malderez, and Tomlinson (2009) mention the potential advantages and disadvantages of mentoring for the mentees, mentors, schools and educational systems. The benefits for the mentees include reduced feelings of isolation, increased confidence and self-esteem, professional growth, improved self-reflection, and problem solving capacities. Also, the classroom management skills, the ability to manage time and overcoming the workloads are some other benefits for a mentee as a beginning teacher. As for mentors the main benefits of mentoring process listed as satisfaction and pride from undertaking the mentor role especially through seeing their mentees succeed, enhanced recognition in the professional community, increased self worth and re-vitalization in the profession. Not only mentors and mentees are benefited from the mentoring process but also the school and educational systems have some advantages (Hobson et al. 2009). Mainly, mentoring programs for beginning teachers promote increased retention and stability

in the teaching profession. Moor et al. (2005, in Hobson et al. 2009) suggested some benefits for schools as; (1) through mentoring, staff come to know each other better, which led to their increased collaboration and enjoyment. (2) mentoring fosters a more developed culture of professional development and support within participating schools.

Some disadvantages of mentoring for mentors are listed as (1) increased and sometimes unmanageable workloads, (2) negative impact on mentor's work-life balance and possibility to cause them stress, (3) isolated feeling in the role (Hobson et al. 2009). Possible disadvantages for mentees are (1) some mentors have failed to provide sufficient support for beginner teachers' emotional and psychological well-being. (2) some beginning teachers have not been sufficiently challenged by their mentors (Hobson et al 2009).

Mentor Training Programs

Since the 1980s many countries have seen a massive increase in the number of formal programs of school-based mentoring for beginning teachers (Hobson et al., 2009). High expectations and a large amount of money are put into the mentoring programs (Sundli, 2007). Mentor preparation programs are extremely variable in nature and quality often focusing more on administrative aspects of the role than on developing mentors' ability to support and facilitate mentees' professional learning (Hobson et al. 2009). Some good practices in mentoring in Europe have tried to be implemented through EU projects. One of them is TISSNTE (Teacher Induction: Supporting the Supporters of Novice Teachers in Europe) project. TISSNTE project, carried out between 2006 and 2009 with the support of European Commission, aimed to develop a mentor training program for European mentors. Twenty-two institutions from twelve different countries have developed five days mentor training program. The program includes six main themes related with mentoring as: classroom observation, evaluation/feedback, communication, roles and reflection, planning, coaching process and learning environment (TISSNTE 2009).

Though some countries have the systematic implementation of mentoring in teacher education programs, in Turkey, it is an induction that only involves informing about the related legal procedures and process, and the legal responsibilities at all levels of teacher education.

A Case of Teacher Development Program

School of Foreign Languages, Hacettepe University, a distinguished university in Turkey, provides foreign language courses for the undergraduate students. It consists of two different departments offering in English language courses as Department of Basic English and Department of Modern Languages. Department of Basic English deal with Basic English Program for the students enrolled in departments whose medium of instruction is partially (30%) or completely English. On the other hand, Department of Modern Languages offers compulsory and elective English courses for all the students at the university that are successive and spread throughout eight semesters for the students registered at the faculties and schools of our university. This department is also responsible for offering the elective language courses in German, French, Spanish, Italian, Chinese, Russian, Greek and Latin. In

this study, four of the mentors who were interviewed were English instructors at Department of Modern Languages and two of them were at Department of Basic English.

The Professional Development Unit at School of Foreign Languages Hacettepe University was established in the Fall Semester of 2009-2010 academic year to provide in-service training services to the instructors of the School of Foreign Languages. School of Foreign Languages has been active since 1967. However, there has not been a systematic and sustainable in-service training program since then. The need to start this unit has been raised by many colleagues all these years. However, due to administrative challenges and many other factors it could not be realized. Finally, with the recent change in the administration, a new unit was established in May, 2009. In this unit, there has been a special program for the novice instructors which aims at equipping the novice instructors with the basic teaching skills and guiding them overcome the difficulties that they might come across in the process of getting used to the teaching and learning environment at the school. This program is called as *Intensive in-service program.* The intensive in-service one appeals to the instructors who has little experience in the profession and has never attended any professional development program beforehand. In the 2009-2010 academic year, there were 9 participants for this program. They are expected to attend this program throughout a year and complete the requirement of the program successfully. The program involves three main parts which are interrelated to each other:

- *Seminars*: These seminars involve the basic elements of teaching profession and language teaching. According to the schedule implemented in 2009-2010 academic year, the seminar topics are as lesson planning, classroom management issues, teaching grammar and vocabulary, and language skills. The seminars take two hours in a definite time decided at the beginning of the term. In the seminars are designed as a workshop style. Participants are to prepare an article on the issue of the seminar and they should report it to their colleagues in the session. The trainer is responsible for developing activities and materials that the participants would discuss and elaborate on the given issue.
- *Observing the lessons of mentors*: The participants of the in-service program are to make observation. This observation is pre-determined and planned. They are required to observe the mentor assigned by the coordinator. In the observation, the participants are expected to examine the issues discussed in the seminar in the previous week. Therefore, the participants are required to contact to the mentors about the content and the mentors try to employ that content in the observation period. Moreover, the participants are to prepare a report for each observation in line with their observation on the basis of the discussions in the seminar. These reports are only handed in the coordinator of this program. Also, since some mentors are also would like to see and keep the report, they are handed in by the participants. Throughout the academic year of 2009-2010, seven observations were conducted.
- *Term Projects:* The students are expected to prepare a term project for the issues discussed in each term. In the first term, the project content is bound to classroom management issues and in the second one, it is about language

skills or sub-skills. The participants are expected to narrow down the issue according to their interest.

Mentoring Part of the Program

Mentors are one of the three main agents of the program as well as the coordinators and the participants. In addition, they are the closest colleague in the institution. In terms of the program, their responsibility is as below:

- having in contact with the participants for the observation
- keeping and following the schedule for the observation
- being prepared for the lesson according to the observation content
- sharing and caring the participants
- having pre- and post- observation meeting if they think it is necessary
- informing the coordinator of the program when there is a trouble or a difficulty

The mentors have been determined with the help of the chairmen of the English language units- one for the Unit of English Preparatory Program and one for the Unit of Modern Languages Program. The criteria of the mentors are

- having seven-and more- year experience
- working in the same institution for five years
- having a good communication skills
- being familiar with the institutional processes and rules
- having been some different responsibilities in the institution (eg. preparing exams and designing the program)
- having some sense of professional development (eg. attending a master program or a professional development activities as conferences and seminars)

In decision making, each mentor has been informed about the program, the content of the observation, the time and their duties individually and they have been asked whether they would like to be part of this program or not. In the academic year of 2009-2010, there were nine mentors for the first and second terms of the year.

METHOD

This is a case study aiming at evaluating the mentor views about mentoring program within the teacher development program.

The Participants of the Study

In this case study the participants were six mentors assigned to the novice instructors in the professional development unit for the novice teachers and the aim is to describe the case deliberately and deeply through the description (Miles & Huberman 1994, p. 27; Marshall & Rossman 2006, p.201; Mason 2003, p.149). At the beginning of the study it was expected to interview with all of the nine mentors in the program in 2009-2010 academic year; however, this aim could not be realized due to some inconveniences related to the mentors and some administrative

problems. All the mentors involved in the study were females. Their experience in teaching profession was from seven to fifteen. All of them had been the instructors of the institutions for at least seven years. In terms of their experience as a mentor, they had an experience of two or three years. However, it can be said that this experience was their first systematic experience. The mentors are appointed according to both the nomination of the administrators and their volunteering. They stated their reasons of volunteering to be a mentor as sharing the varieties of implementation, importance of mentoring in mentees' adaptation process to the profession and having experience in the profession.

Variety of implementation includes course materials, lesson plans, diversity in learners and different needs of the learners in different departments.

Data Collection Instrument Procedure and Analysis

The semi-structured interview form was developed. It includes eleven questions about the aspects of mentoring. These aspects can be listed as;

- Question 1: Definition and the roles of the mentors.
- Question 2&3: Process of naming the mentors and their reasons of the acceptance
- Question 4& 6: Contributing to the mentees' professional development
- Question 5: Comparing the existed mentoring program with the ideal one in their mind
- Question 7: Learning environment
- Question 8: Communication
- Question 9: Contributing to the mentors' professional development
- Question 10: Ethical rules in mentoring
- Question 11: General views of mentoring programs in both positive and negative sides

The concept of the validity in the qualitative studies refers to explaining, describing and defining the entire phenomenon in the certain context. The most frequent techniques are triangulation, being flexible in the research process, defining the participants in a detailed way and framing the conceptual background (Marshall & Rossman 2006, p.202; Patton 2002, p. 552; Yıldırım & Şimşek 2006, p. 256). Moreover, Patton (2002, p.566) emphasizes the role of the researchers in the research and added their educational background in the research, their perspectives and their personalities are also very important. The content validity of this study was achieved through considering the aspects of mentoring in the literature and this is controlled by two experts who are also the researchers of the study. They both formed their own questions through reviewing the literature and then they came together and compared their questions with each other. In the end, they tried to come to an agreement about the questions to be asked.

In terms of reliability in the qualitative studies, the context, the participants, the processes, the conceptual frame, the data collection procedure and analysis should clearly be explained in order to imply how the findings can be useful for other researchers (Goetz & Le Compte 1984, p.213; Marshall & Rossman 2006, p.202). In

this study, all of these points were taken into consideration and the methodology of the study was explained in detail.

Regarding the research model, data were collected through a semi-structured interview form. Interviewing is one of the best techniques to understand the experience, attitudes, views, intentions, comments, perceptions and reactions (Yıldırım & Şimşek 2006, p. 120). In this study, this technique was used in order to find out the roles, functions of the mentors and their perception about mentoring (Patton 2002, p. 343; Karasar 2005, p. 170). Moreover, the semi-structured form was used to ask some extra questions when more information on the issue uttered needed to be enlightened (Patton 2002, p.344, and Yıldırım & Şimşek 2006, p. 123).

The interviews were conducted in the second semester of academic year 2010. The answers were recorded electronically at first and then these were decoded. Data analyzed through content analysis technique. Data were coded by two researchers. Then, they came together and compared and contrasted codes. Through comparison, they came to an agreement about the codes and identified eight themes (Strauss & Corbin 1990, p.62; Yıldırım & Şimşek 2006, p.227) These were as follow;

- Conceptualization of the mentor
- Roles of mentors
- Professional development of mentees and mentors
- The problems stated
- Features of learning environment for mentees
- Communication
- Ethical rules in mentoring
- Suggestions for improving mentoring process

The findings of the study and the conclusions were based on these themes. This was regarded as "inductive analysis" (Patton 2002, p. 453).

FINDINGS AND RESULTS

The findings and related discussion are followed according to the aspects of the data analysis listed above.

Conceptualization of the Mentor

In this study, the mentors define different aspects of mentoring. These can be stated that a mentor is someone who;

- has knowledge of theory and practice,
- is observed by mentees,
- believes in life-long learning through sharing ideas,
- has experience in his or her profession.

This definition is consisted with other mentor definitions (Daresh 2003; Randoll &Thornton 2001; Hobson et al. 2009). Daresh (2003, p.1) focuses on being competent in the theoretical and the practical issues in the field, which is in line with the first definition above. According to Randoll and Thornton (2001, p.13) a mentor

is a classroom teacher who accepts a novice into their classroom for a period of teaching practice. This is related to one of the aspects as '*being observed by mentees*'. The third definition, '*believing in life-long learning through sharing ideas'*, is likely to Hallai's (2006, p.700) mentor definition as, "mentor is a learner who enhances his or her knowledge of the subject matter and refines his or her skills of working collaboratively". Additionally Hobson et.al (2009, p. 207) defines that mentor is a one to one supporter of a novice or less experienced practitioner by the help of his or her experience in the profession. This remarks the last definition as '*having experience in his or her profession*'. As result, it is clear that the mentors' definitions have similar highlights with the literature.

Roles of Mentors

Key roles that the mentors described themselves playing included, guide, provider of support and key information (pertaining the formal policies and culture) to the beginning teachers. Halai (2006) mentions 4 key roles in mentoring as, expert-coach, subject specialist, critical friend and learner. In this study, the participants defined the roles of mentors in Table 2 as below:

Table 2. Roles of Mentor

Roles	f
Guide, facilitator, counselor	5
Model	3
Feedback provider, assessor	2
Problem solver	2
Transmitter of institutional norms	1
Expert	1

Six participants of this study stated six essential roles for mentors. In these findings, 'mentor as a guide or facilitator' is the mostly-stated one. This is also emphasized by Daresh (2003), Randoll and Thornton (2001), Ganser (1994, in Halai 2006). In guiding, a mentor makes a new colleague familiarize the norms of the system (Daresh 2003) in addition to helping in goal formation and clarification (Randoll & Thornton 2001). According to Randoll and Thornton (2001) technical-assessment roles involves coaching in classroom-based skills, informing on wider curriculum issues, helping in goal formation and clarification and evaluating classroom performance. These roles are in line with the findings of giving feedback, assessment and expertising.

In terms of personal developmental roles (Randoll & Thornton 2001) mentoring process includes motivating teachers, confidence boosting, counseling, helping the teacher settle in to the school, problem solving. The roles as problem solver and transmitter of the institutional norms in the study directly refer to the personal developmental roles.

Professional Development of Mentees and Mentors

Mentorship programs serve the needs of both mentors and mentees (Hobson et al. 2009; TISSNTE 2009). As for mentees' development mentoring process helps to reduce feelings of isolation, increase confidence and self-esteem, professional growth and improve self-reflection and problem solving capacities (Hobson et al. 2009). In this study, the participants indicated four main contributions of mentoring to mentees' development (Table 3).

Table 3. Contribution of Mentoring to Mentees' Development

Contribution to Mentees' Development	f
Improving classroom management skills	6
Expanding horizons	4
Improving mentees' communication skills towards their students	3
Having a sense of the flow of the lesson	1

In this study, the most highlighted point is improving the classroom management skills of the mentees. Through the process of mentoring, mentees have the opportunity of raising their awareness for the classroom management issues. This result is consisted with the Evertson & Smithey's (2000) study. In an experimental study they observed a group of mentors and mentees and concluded that mentoring process significantly improve the classroom management skills of mentees.
One of the participants stated that;

> "*Classroom management is an issue which mostly bases on experiencing as well as some theoretical knowledge. Without any practical observation and applications, it is really hard for the teachers to have this experience. Therefore, the mentees should not only observe the instructional theories but also the classroom management skills. Also, they need to observe a full course instead of its part*"

Expanding horizons is another aspect stressed in this study. Mentoring process is beneficial for the mentees to enlarge their implementation techniques and strategies. In other words, this process provides experiential touch for the process. For this reason, it is suggested that mentees should observe different mentors to see various implementation techniques in the classroom setting. One of the participants expressed that;

> "*Every teacher has his/her own method because each one has different perspective to education. I can have a different technique to explain an issue but you have another technique. These techniques can be valid in their particular classroom so they could not be helpful to attain the same goal through the same method in other classrooms. For this reason, mentees should observe various mentors to expand his/her views.*"

The other striking finding is improving the communication skills of the mentees towards their students. One of the mentor explained that the mentee can observe the mentor how to communicate with the students so that he or she can prevent the possible problems that he or she can face with. The most frequent problem they can come across in our setting is the closeness of the age between the instructors and the students.

Considering mentors' professional development, mentorship provides benefits in terms of helping to identify the strengths and priorities, facilitating and extension of their responsibility for supporting the professional development of the mentees and using their experience as mentors (Moor et al. 2005 in Hobson et al. 2009; Tauer, 1998 in Hobson et al. 2009). However, five participants in this study expressed that they could not get any benefit from the process due to the limited interaction between mentor and mentees in the process. Moreover the program carried out lacks of the essential points of mentoring program as mutual observation, pre-course conference and feedback process. Only one participant indicated that this process triggers her professional enthusiasm. This finding consisted with Moor et al. (2005 in Hobson et al 2009) indicating the mentoring revitalize or re-energize the mentors.

The Problems Stated

Considering the interview results, the problems stated are listed in the Table 4. The most frequently stated problem is on '*not having an opportunity for mentors to observe the mentees'*, which is one of the essential parts of being mentor. However, the mentors appointed in this program had not been formally trained as a mentor and they had other responsibilities to go on in the school, such as completing their weekly schedule in their own classroom. Moreover, since there had been no position specified as mentors and all of them involved in the program voluntarily, the administrators did not make them hold a huge burden. Flesch (2005) signifies two main factors that can affect the short fall of the expected results during the process as "lack of time to do the job well and lack of appropriately trained mentors". This study results show the parallelism with Flesch's study.

Table 4. Problems in the Program

Problems	*f*
The mentees are not observed by the mentors	5
There is no pre- or post- interview.	4
The mentees are only supposed to observe the definite mentor instead of others as well.	2

The participants also expressed that the program does not involve the pre or post observation period and this can cause some problems. For example, one mentor stated that the mentee could not have any chance to ask the mentor about the issues she observed in the classroom and she can only make her own understanding, which could be totally different from what the mentor had in her mind. Additionally, the other mentor explained:

> *"The mentee has come to the class, observed and gone. Everybody has been in a hurry. So has she. She has to attend her master class after the observation, I think, and I have had the catch-up the schedule of the course. So, it could not be something planned. We could not come together. For instance, when I thought she was going to come for the observation, she had a health report. I have tried to call for her but I couldn't. We had some communicational problems."*

The other problem stated is that mentees are only supposed to observe the definite mentor so they do not have chance of scrutinizing the different teaching styles. Therefore, they thought that this was one of the drawbacks of the program. If the mentees had had a chance to observe other mentors, they would have contrasted and compared different teaching styles so they built their own styles accordingly.

Features of Learning Environment for Mentees

The learning environment for the mentees is very significant. The mentees can feel uncomfortable in the observational procedure as the classroom environment is an unknown place for them. The ideal setting for them can be described as (Hobson et al. 2009; Adlesi & Bizjak 2010) open to diversity, supportive, collaborative, encouraging, questionable, and appealing to the needs and expectations of the mentees. In this study the participants are asked to describe ideal learning environment for mentees. According to their answers, ideal learning environment is based on the characteristics below:

- Sharing and caring rather than competitive to trigger the learning.
- Extended observational period.
- Having comfort for the mentees.
- Sensible workload in a specified time.
- Involving the institutional units as well as the classroom.

In this study, *extended observational period* and *sensible workload in a specified time* are highly stressed. This may be because of the context. In other words, in this case study, the observational period is only limited to teaching focus issues and to only one mentor. Therefore, the mentees' have little or no change to see the different implementation of the mentors in various teaching point. Moreover, the mentees have diverse responsibilities such as conducting some extra-curricular activities besides participating into the professional development program. Thus, they can be overloaded and they cannot get the actual benefit of the program.

Communication

Mentoring is seen as a two-way relationship and mentors are considered as critical friends. Therefore, the old perception on being mentor as an evaluator (Halai & Rahman 1995, in Halai 2006) has been disappearing. The interaction between mentors and mentees are emphasized more as a collaborative colleague since mentoring provides learning opportunities for both sides. This interaction is reflected in the communication. In this study addressing, feedback discourse and their

perspectives to the degree of relation between mentor and mentees are regarded as communicational issues.

In terms of addressing, all the participants agreed that the mentees should address them as "*hocam*" in Turkish which refers to "my mentor" in English to some extent. They would like to address mentees with their names. One of the participants stated that the relationship between them should be;

> *"as close as sharing their feelings and ideas about the observation while it should not be as frank as criticizing the mentors harshly by mentees"*

Regarding feedback discourse, the participants express that the process should be informal and also they added that it should not be written; however, oral feedback is also beneficial for the mentees. Moreover, it is pointed out that the mentee should be relaxed when s/he gives feedback to mentor.

As for the participants' perspectives to the degree of relation between mentor and mentees, it is highly striking that the relationship between them had better be considered as a "colleague". One of the participants explained that;

> *"the type of relationship is not important. What is important is the respect for their profession and each other. Also it is expected for them to behave accordingly"*

In conclusion, this study reveals that the communication between mentor and mentees should be informal with regard to the relationship of colleague.

Ethical Rules in Mentoring

European Mentoring and Coaching Council (EMCC) identify the ethical code of mentoring (EMCC 2010). These are competence, context, boundary management, integrity and professionalism. It is explained that competence refers to mentors' level of experience and knowledge and their capability to share it. In terms of context the focus is on providing learning opportunities for the mentees regarding their needs and expectations. The third ethical code is boundary management which deals with the potential for conflicts appearing between mentors and mentees. In addition, integrity, the fourth ethical code, is aimed at keeping the confidentiality in all aspects of mentoring. The last ethical code, professionalism, represents responding to mentees' learning and development needs.

The participants identify the ethical rules of mentoring as:

- Sincerity
- Respect
- Not being judgmental
- Responsibility
- Confidentiality
- Objectivity

These finding are related to the EMCC's ethical codes of mentoring. Sincerity and confidentiality are included in *integrity* according to this code. Respect is relevant to *professionalism* considering the relationship between mentors and mentees. Being non-judgmental is consistent with *context* in terms of the description of the learning environment. Objectivity should be considered in both *boundary management* and *professionalism*. Responsibility is involved in *competence*. In summary, it is obvious that the ethical coding in this study is almost alike with the council.

Suggestions for Improving Mentoring Process

The solutions suggested are regarded in Table 5. The initial suggestion can give the mentees a chance of being together with the mentor to observe him/ her to understand how he or she deals with the students, how the lesson plan process is scheduled and how the teaching and learning environment is designed.

Table 5. Suggestions for improving mentoring

Suggestions	***f***
The lesson plans before the observation should be shared and discussed between two parties	4
The assessment procedures should also be taken into consideration in the program	3
The mentors and mentees should share the same class in a program schedule	2
The mentors should be part of the seminar held for the mentees.	2
The mentees should observe other mentors instead of a certain one in a term.	2
The period of the observation should be natural and the duration should be extended	2
The mentors should also take some training for the mentoring.	1
Some certain meetings should be held among the coordinator, the mentors and the mentees	1
Observation report should be regarded between the mentors and mentees	1
The mentees should have a program schedule for the observation period.	1

Most of the mentors considered that one of the main handicaps of the mentorship in this program was not having pre and post observation reporting and they proposed that the pre and post observation should have been involved in this process. This should be regarded in designing the program for the coming years. Additionally, the half of the mentors suggested that the assessment procedures should have also been included in the observation process because the mentees require experiencing how an assessment is conducted, how the results are announced, and how the feedback is given. One of the mentors stated that;

> *"... we had better check the exam papers together. .. This checking will especially contribute to assessing the open-ended questions. We take the exam papers to the classroom. They can observe this, as well. In the lesson, when the students get their back, they should sign on their exam papers. Also, the mentees can come to the exam with us so that they can observe the details such as not being alone in the exam, not letting a student alone in the exam."*

Regarding the suggestions in the table, the mentoring process needs more work on in order to meet the needs and expectations of the mentors.

CONCLUSIONS AND RECOMMENDATIONS

This case study reveals some implications for the mentoring programs, the identity of the mentors and the mentees, and their perceptions. The general conclusions are:

More interaction: The mentoring programs should emphasize the interaction between the parties. Not only should the mentees observe the mentors but also the mentors should have opportunity to observe them. The observation period should involve pre and post observational sessions in order to give both parties a chance of expressing themselves. This will help the process be mutual.

Content: The content of the observation during mentoring should include some institutional aspects and other issues in addition to the classroom teaching content. The institutional units and their system should be taken into consideration. The assessment system should also be involved.

Mentor education program: Mentors are not only experienced teachers but also they should have some qualifications. This can be achieved by the training programs specialized for them. Bullough (2005 in Hobson et al. 2009) suggests seminars, organized together with teacher-mentors and university-based teacher educators. Also Evans and Abbortt (1997 in Hobson et al. 2009) emphasize the importance of directing mentors towards appropriate research that will underpin their mentoring activities. This study highly recommends a special mentor training program for the instructors who would like to take part in the mentoring process in the teacher education programs.

Based on this conclusion, this study implies that mentoring is a beneficial part of teacher development program. It supports both mentors' and mentees' professional development and increases their motivation as stated in Hobson et al (2009). Regarding the various context of each teacher development program, mentoring should be employed. Furthermore since this study only limited to a certain institution more research on mentoring should be conducted. It is believed that these studies contribute to improve the understanding of mentoring process, which is currently realized in Turkey as a part of teaching profession.

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Bir Öğretmen Eğitimi Programının Mentörlük Uygulamasına İlişkin Mentör Görüşleri

Özet

Problem Durumu: Mentörlük, bir meslekteki deneyimli kişilerin, deneyimsiz veya daha az deneyime sahip diğer meslektaşlarına, mesleki gelişimlerinde yardımcı olduğu sistematik bir ilişki süreci olarak tanımlanmaktadır. Bu süreç, belirli bir kurumdaki deneyimli çalışanların, yeni başlayan meslektaşlarına kurumun amaçlarını gerçekleştirebilmeleri için yardım ve destek verdiği sürekli bir süreçtir. Mentörlük uygulaması, mesleğe yeni başlayan ve henüz gerçek sınıf ortamları hakkında pek fazla deneyimi olmayan öğretmenler için oldukça önemlidir. Öğretmenlik mesleğine yeni başlayan deneyimsiz öğretmenler, mesleğe ilk adım attıkları dönemde yeterli destek alamamışlarsa, motivasyon kaybı, tükenmişlik, meslekten soğuma veya mesleği terk etme gibi sorunlarla karşı karşıya kalabilmektedir.

Hacettepe Üniversitesi Yabancı Diller Yüksekokulunda çalışmaya başlayan ve deneyimi sınırlı okutmanlar, Ekim 2009'dan itibaren, bir öğretmen eğitimi programına alınmaktadırlar. Bu programla, göreve yeni başlayan okutmanlara, hem öğretmenlik becerilerine hem de kurumsal beklentilere yönelik eğitimler sunulmaktadır. Program, iki aşamada yürütülmektedir: Birinci aşamada, kurumda yeni başlayan ve deneyimi kısıtlı olan okutmanlar, belirlenen gün ve saatlerde, dil öğrenme ve öğretme süreçlerine boyutlarına ilişkin çeşitli seminerlere katılmaktadır. Bu şekilde, kurumda göreve yeni başlayan okutmanların kurumsal ve mesleki alana dair eksik olan bilgileri tamamlanmaktadır. İkinci aşamada ise, okutmanın önceden üzerinde çalışılan ve tartışılan öğrenme ve öğretme boyutlarındaki eksikliklerini giderebilmesi için bir mentörün ilgili dersini gözlemlemesi sağlanmaktadır. Ders gözlemleri, ilgili konunun üzerinde durulduğu seminerden hemen sonraki hafta içinde, mentör ve aday için uygun gün ve saatte yapılmaktadır. Bu gözlemle okutmanların, ilgili konuya ilişkin gerçek bir durumu deneyimlemesi ve eğitim ortamını incelemesi olanağı verilmektedir. Mentörlük uygulaması, aday okutmanlara, kurumdaki öğrencilerin özelliklerini, kurumun ders programının uygulamasını, öğrenme ve öğretme süreçlerinin ders içerikleriyle bağdaştırılmasını gözlemleme olanağı sağladığı için programın ayrılmaz bir parçası olarak görülmektedir. Bu uygulamanın süreç içersinde daha iyileştirilerek devam ettirilmesi düşünülmektedir.

Araştırmanın Amacı: Bu çalışmada, Ekim 2009'dan bu yana uygulanmakta olan ve bir boyutu da mentörlük uygulaması olan öğretmen eğitimi programı mentörlerin görüşleri alınarak değerlendirilmiştir.

Yöntem: Araştırma, bir öğretmen eğitimi programı içerisindeki mentörlük uygulamasına ilişkin mentör görüşlerinin alındığı bir örnek olay çalışmasıdır. Çalışmada tüm katılımcılarla görüşmek hedeflenmiştir. Öğretmen eğitimi programında 2009-2010 akademik yılında toplam dokuz mentör görev almıştır. Ancak bu çalışma, araştırmaya gönüllü olarak katılmak isteyen altı mentörün görüşleri alınarak yapılmıştır. Görüşmeler, mentörlerin isteklerine göre, kendi odalarında veya eğitim programının yürütüldüğü salonda araştırmacılar tarafından

yapılmıştır. Görüşmelerde önceden geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Bu formun geliştirilmesi sırasında mentörlüğe ilişkin alan yazından ve uygulanmakta olan programın içeriğinden yararlanılmıştır. Altı mentörle yapılan görüşmeler, kayıt cihazlarıyla kaydedilerek, kayıtlar olduğu gibi yazıya dökülmüştür. Kayıtlar araştırmacılar tarafından içerik analizi yöntemi kullanılarak çözümlenmiştir. Çözümlemeler öncelikle her bir araştırmacı tarafından ayrı ayrı yapılmış daha sonra iki araştırmacının yaptıkları çözümlemeler karşılaştırılmıştır. Çözümlemeler sonucunda, "mentörlük kavramı", "mentörün rolleri", "mentör ve adayın mesleki gelişimi", "öğrenme ortamı", "iletişim", "etik kurallar", "problemler ve sürecin iyileştirilmesine yönelik öneriler" olmak üzere sekiz tema oluşturulmuştur.

Bulgular: Araştırmaya katılan tüm mentörler, kendileriyle aday okutman arasındaki etkileşimin daha çok olması gerektiğini vurgulamışlardır. Birinci önemli bulgu ders gözlemlerine yöneliktir. Araştırmaya katılan mentörler kendi derslerinin aday okutman tarafından gözlemlenmesinin yanında, adayların derslerinin de kendileri tarafından izlenmesi gerektiğini belirtmişlerdir. Bir diğer önemli bulgu, gözlem süreleri, gözlem öncesi ve sonrası çalışmalara ilişkindir. Mentörler, gözlem sürelerinin artırılmasını ve gözlem öncesinde ve sonrasında mentörle adayın daha sistemli bir şekilde bir araya gelerek deneyimlerini paylaşmaları gerektiğini vurgulamışlardır. Üçüncü bulgu mentör eğitiminin içeriğine ilişkindir. Mentörler yalnızca öğretmenlik mesleğine ilişkin boyutların değil, kurumsal işleyişe ilişkin süreçlerin de mentör eğitim programında yer almasının aday okutmanların kuruma uyum süreçlerini kolaylaştıracağını belirtmişlerdir. Çalışmanın sonuncu ve en önemli bulgusu mentörlerin eğitim ihtiyacına yöneliktir. Mentörler, kendilerinin de bir mentör eğitim programından geçirilmeleri gerektiğini belirtmişlerdir. Diğer bir deyişle, mentörler kendilerini deneyimli öğretmenler olarak görseler de aday okutmanla birlikte çalışabilmek için başka yeterliliklere de ihtiyaç duymaktadırlar. Bu sonuç mentörlük için yalnızca deneyimin yeterli olmadığını mentör olacak kişilerin belli bir eğitimden geçmeleri gerektiğini vurgulayan literatür bilgileri ile de tutarlıdır.

Sonuç ve Öneriler: Bu çalışmanın sonucunda, mentör ve aday arasında etkileşimi artıracak yeni bir düzenlemeye gereksinim olduğu ortaya çıkmıştır. Bunun için, eğitim programının mentör-aday öğretmenin birlikte çalışacağı etkinliklere yer verecek şekilde– aday öğretmenin dersinin birlikte hazırlanması gibi- tekrar düzenlenmesine ihtiyaç vardır. Gözlemlerin yalnızca sınıf ortamına yönelik değil, kurumdaki tüm işleyişe yönelik olması için gözlem programının kurumsal işleyişleri de göz önüne alarak yeniden düzenlenmesi gerekmektedir. Mentör olabilmek için, deneyimli olmanın yanı sıra aday öğretmenle iletişim ve takım çalışması gibi bazı yeterliliklerin de kazandırılmasına yönelik, bir eğitim programının uygulanması yararlı olabilir. Araştırma sonuçlarına göre, öğretmen eğitimi programı içersinde, mentörlere yönelik olarak da sistemli bir mentör eğitim programının yürütülmesi önerilmektedir.

Anahtar Sözcükler: Mentör, mentörlük sürecinin değerlendirilmesi, öğretmen eğitimi programı, örnek olay yöntemi.

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