

Abstract October 2012

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## MENTORS' PROFESSIONAL DEVELOPMENT

### Background/Aim

Norwegian policymakers are concerned with teachers' professional development. Funding is provided to teacher education institutions to educate mentors, yet little is known about mentors' professional development (Langdon, 2007). Maynyard & Furlong (1993) refer to three different mentoring models, apprentice, competence, reflection model.

The current paper examines mentoring in the context of the University of Bergen asking: How do mentors perceive and practice their role? What are possible differences between mentors with and without mentoring education?

### Method

Data was triangulated to get a deeper understanding of the questions. The small sample (31 respondents, ca. half with, half without mentor education) responded to a questionnaire. Follow up interviews (3 with, 3 without education) exploited tendencies found in the questionnaire.

### Findings

Preliminary findings suggest that stimulating reflection for mentees and mentors is an important part of mentoring. Individual mentoring is the most used model. Mentoring comes on top of the other work-load, and is understood as beneficial to pupils, mentors and school. Mentor education makes mentors reflect on own practice, improve planning, develop a language for mentoring, and to deal with interpersonal and intra-personal aspects of mentoring.

## References

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