

## **Mentor education in Norway**

Kari Smith, Kari Raknes Krüger & Inger Sagvaag, University of Bergen, Norway

### Background/Aim

Internationally it is recognised that new teachers need some kind of support, and mentoring has become a key strategy (Jones, 2010). This study is part of a larger Scandinavian project, and the current paper focuses on mentor education in Norway. Universities and university colleges have offered mentor education as a national initiative to improve teaching since 2003 (Olsen 2012). From autumn 2010 all new qualified teachers (NQTs) are supposed to be offered mentoring (White paper 11, 2008-2009). As a follow up, the government has verbally supported and funded formal mentor education with academic credits administered by teacher education institutions. However, research on mentor preparation is rather sparse and underdeveloped, and we need to learn more about the content and impact of mentor programmes .

The main question of the current study is “How is Norwegian mentor education implemented in universities and university colleges in Norway?”

### Methodology

First the study examined which Norwegian University colleges and universities offer mentor education. Next, four universities and four colleges were selected for a deeper document analysis as to level, duration, academic credit points, and number of graduates (the last three years) in the different institutions. The study also examined the contract between the student and universities, and the literature used in the program. The examination forms, as well as who teaches in the mentor education programs, are other foci for inquiry.

### Findings

The work is still in progress, however, preliminary data suggest that there is great variation in the organization, content, length of education, academic level and examination forms in the different programs. This study illuminates differences and similarities in mentor education in Norway – from policy documents to practice.