



# TEACHERS AS MENTORS

## DOES EDUCATION MAKE ANY DIFFERENCE?

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# WHY MENTORING?

- Newly qualified teachers (NQTs) need some kind of support (OECD, 2005 among others)
- Mentoring- an important factor in teacher retention (Rots et al. 2012)
- Support NQTs in creating their first interpretive framework (Kelchtermans, 2009).
- To strengthen the profession
- Professional learning for mentors and schools

# DIFFERENT PERSPECTIVES ON MENTORING

- Aim of induction programmes differ in two directions: Adaption or learning and development
  - Langdon, 2007
- Different mentoring models, apprentice, competence, reflection model.
  - Apprentice – mentor as model
  - Competence – Adaptation - learn the NQT to fill standards
  - Reflection- mentor as a critical friend
    - Maynyard & Furlong (1993)

# NQTS IN NORWAY

- No formal induction program
- A voluntary project from 1997: Mentoring Newly Qualified Teachers in Norway
- From 2010/2011 a political goal that all NQTs should be mentored (White Paper 11, 2008-2009)
- Government supporting formal mentor education (for the time being)
- Formal mentor education unusual
  - OECD, 2005

# HOW DOES MENTORING DIFFER FROM TEACHING?

- Mentoring adults
- Mentoring a colleague
- Assessing colleagues' work
- Complex new responsibilities
- A profession within the profession
  - (Smith & Hansen, 2012; Ulvik & Sunde 2013)



# MENTOR EDUCATION AT UOB

- Education:
- Level 1: 15 ECTS credits- portfolio assessment - 8 full day (8 hours) meetings over one year
- Level 2: 15 ECTS credits – action research assignment – 8 full day (8 hours) meetings over one year

# CONTENT OF MENTOR EDUCATION AT UoB



Based on two corner-stones:

Theory and practice

- Theories and research of teachers' professional learning
- Theories, strategies and methods of mentoring
- Communication and ethical aspects of mentoring
- Practicing mentoring

# RESEARCH QUESTIONS

- How do mentors practice and perceive their role?
- What are the possible differences between mentors with and without mentoring education?



# METODOLOGY

- Data collection instruments:
  - 1. Electronic questionnaire with quantitative and qualitative items.
- Analysis:

Various researchers interpreted qualitative statements separately, agreement through moderation.  
Supported by NVIVO

# QUESTIONNAIRES

- Selection:
  - Questionnaires sent to 80 teachers who are mentors of student teachers
  - Response rate 50%
  - Response mentors for NQT's: N=12
  - Questionnaires filled out in a network-meeting for mentors of NQT's
  - Response: N=11

# FINDINGS

- 23 questionnaires from mentors for NQT's
- Not educated: 17
- Educated: 6

# TIME FOR MENTORING

- Mentors:      No 15                      Yes: 7
- NQT's:        No: 13                      Yes: 10

# WHAT DID YOU LEARN FROM MENTOR EDUCATION?

Mentoring is to be like a mirror for other people

To ask questions that can stimulate reflection

Different mentoring strategies

Different steps in mentoring

Action research stimulated my own learning process

Increased consciousness concerning communication

# ROLE AS A MENTOR

Not educated		Educated	
Support	Reflection Challenge	Support	Reflection Challenge
11	1	1	5

# GOALS FOR MENTORING

Not educated		Educated	
Support	Reflection Challenge	Support	Reflection Challenge
9	5	2	4

# INDIVIDUAL OR GROUP MENTORING

Not educated		Educated	
Individual	Group	Individual	Group
<b>11</b>	<b>6</b>	<b>5</b>	<b>1</b>



# OBSERVATION

- Not educated mentors:
  - Do the NQT's observe the mentor? No: 11 Yes: 4
  - Does the mentor observe the NQT? No: 7 Yes 8
- Educated mentors
  - Does the mentor observe the NQT? No: 1 Yes: 5
  - Do the NQT's observe the mentor? No: 1 Yes 5

# ALL THE MENTORS ENJOY THEIR ROLE

I learn a lot  
about my own  
practice

Nice to see  
new  
colleagues  
become  
confident

Have become more  
aware of my own way of  
teaching

Gives me  
new  
inspiration

Learn a lot.  
Has to be  
oppdated

I have to  
reflect on  
my own way  
of teahing  
as well

It is time-  
consuming

# DO YOU ENJOY BEING A MENTOR? WHY/WHY NOT?

Not educated		Educated	
<b>Support competence</b>	Self-reflection Learning	Support competence	Self-reflection Learning
<b>5</b>	<b>8</b>	<b>2</b>	<b>4</b>

# SUMMING UP

- Mentors- mostly not educated teachers
- Time for mentoring less than 50%
- Some are school administrators

- Role as a mentor:
  - Not educated – support for the novice
  - Educated –stimulate to reflection
- Not educated mentors observe NQTs but are less observed themselves
- Educated mentors observe and are observed more than not educated
- Mentoring seems to support professional learning for educated as well as not educated mentors

# IMPLICATIONS - QUESTIONS

Education makes a difference

Mentoring is important for mentors' professional learning

Does education have any consequences for schools?

What should be the role of mentors in future in Norwegian schools?

THANK YOU FOR YOUR ATTENTION!



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