Mentoring teacher’s roles and the development of the student teacher

Kaarina Winter
16 Oct. 2009

Department of Applied Sciences of Education
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Integration of theory and practice in teacher education

- Educational theory and supervised teaching practices
  - Department of Applied Sciences of Education,
  - University teacher training schools (Normal schools),
  - Network of teaching practice schools (Field schools)

- Understanding and conducting research
  - Master’s thesis
Field school network

- Network of teaching practice schools (‘Field schools’)
- 2004 - 2009 Project funding from the Ministry of Education
- Bilateral Agreement with municipalities and educational institutions
  - Foundation for co-operation, fees and mentoring teachers’ training
- Diversity of teaching practice experiences.

University of Helsinki, Kaarina Winter
Supervised teaching practice

- An example: Primary school teacher program
- Major subject practicum during 4th or 5th year, 20 ECTS
  - 1. classroom teaching practicum in classes 1-6 of comprehensive school
  - 2. Basic teaching practicum with classroom teaching and subject teaching in classes 1-9
  - 3. Wide-range practicum with classroom teaching and, for example, special education, immigrant education, practice abroad, high-school or adult education
  - 4. Research practicum which combines Master’s thesis preparation and teaching practice
Goals for supervised teaching practices

University
- Teacher education curriculum
- Goals for the specific teaching practice
- Content of the specific teaching practice

Individual school
- Teaching practice plan of the field school
Supervised teaching practice in between the academic and professional knowledge

Professional knowledge

School

Mentoring teacher

Student teacher

Supervised teaching practice

Academic knowledge

University

On-line handbook for mentoring teachers, 2009
Development of the student teacher

- Personal development
  - The goal of teacher training
  - Pedagogical thinking
  - Inquiry-oriented practitioner
  - Self-directedness (Grow 1991)

- Professional development
  - The goal of the teaching practice
Mentoring process

- Interaction between the mentoring teacher and the student teacher in which learning from experience and interaction is central. Nummenmaa 1993

- Dialogue and conversations between mentors and trainees

- Mentoring teacher’s theory and mentoring models

- Studying is meaningful when it’s closely linked to personal goals. Illeris 2003
## Development of self-directedness in interaction, Grow 1991

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<th>Levels</th>
<th>Student</th>
<th>Mentor</th>
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<td>Level 1</td>
<td>Dependent</td>
<td>Authority</td>
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<tr>
<td>Level 2</td>
<td>Interested</td>
<td>Motivator Guide</td>
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<td>Level 3</td>
<td>Committed</td>
<td>Assistant</td>
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<tr>
<td>Level 4</td>
<td>Independent</td>
<td>Consultant</td>
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Pedagogical thinking

Mentoring triangle

- Mentoring teacher
- Pedagogical relationship
- Student teacher
- Mentoring relationship

Content

On-line handbook for mentoring teachers, 2009
## Mentor’s roles within pedagogical and mentoring relationship

<table>
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<tr>
<th>Teaching</th>
<th>VOICED THINKER</th>
<th>ARGUMENTATIVE PARTNER</th>
<th>REFLECTIVE EXPERT</th>
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<td>Support for the development of ethical and critical thinking</td>
<td>Critical dialogue on ethical and societal issues</td>
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<th>Mentoring relation</th>
<th>TREND SETTER</th>
<th>SOUNDING BOARD</th>
<th>FELLOW DEBATER</th>
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<th>Supervisor</th>
<th>Pedagogical relation</th>
<th>Teacher/student</th>
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<td>action level</td>
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<td></td>
<td>level of object theory</td>
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<td></td>
<td>level of metatheory</td>
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</tbody>
</table>

**Jyrhämä & Syrjäläinen 2009**
Thank you!
References and resources


Resources

Resources

- Normal schools

- Field schools
  - [http://www.helsinki.fi/sokla/kenttakouluerkosto/index.htm](http://www.helsinki.fi/sokla/kenttakouluerkosto/index.htm)

- On-line handbook for mentoring teachers (in Finnish)
  - [http://www.helsinki.fi/behav/praktikumikasikirja/index.htm](http://www.helsinki.fi/behav/praktikumikasikirja/index.htm)