

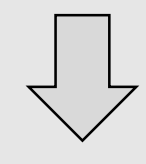
INSIDE THE 'BLACK BOX': THEORETICALLY AND EMPIRICALLY UNCOVERING LEARNING DURING MENTORING IN TEACHER EDUCATION

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Problem statement



70%- 80% of the relevant knowhow at work is learnt in the (future) workplace (Tynjälä, Slotte, Nieminen, Lonka, & Olkinuora, 2006).



Teaching practicum: one of the most important aspects of teacher education (e.g. Butler & Cuenca, 2012; Cochran-Smith & Zeichner, 2006; Hascher, Cocard, & Moser, 2004; Mena, Hennissen, & Loughran, 2017).

Student teachers mostly value the opportunity to be mentored by experienced classroom teachers (Kreis & Galle, 2019)



- Theory development on mentoring is still in its infancy (Bozeman & Feeney, 2007; Colley, 2003)
- Mentors = hidden professional group (Livingston, 2014)
- Limited fundamental knowledge on mentoring (Vanderlinde et al., 2021)

Conceptualisation mentoring



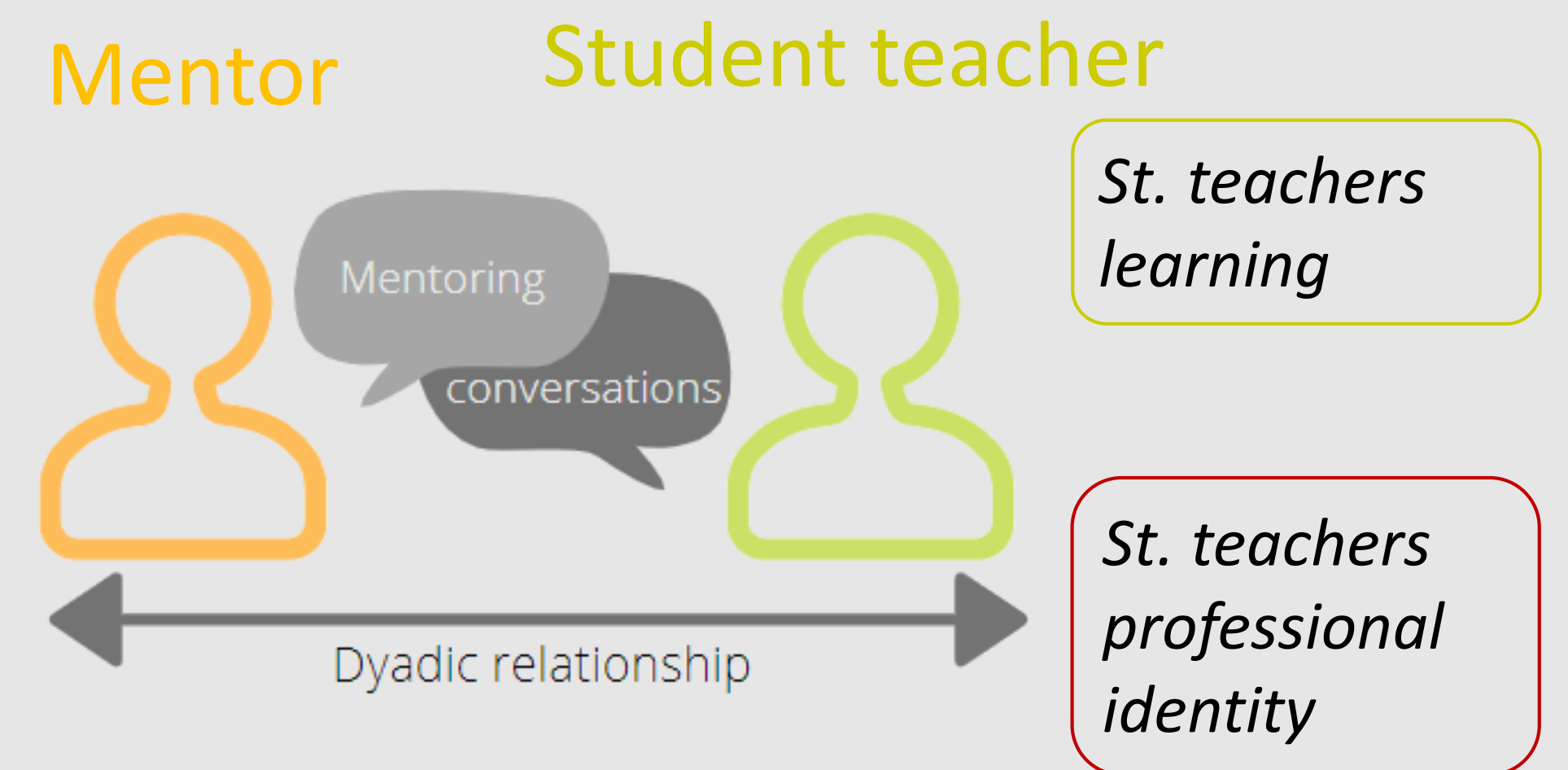
Mentoring support = dyadic relationship with four supervisory roles and two domains of support related to student teachers' learning and professional identity

Supervisory roles

- Initiator
- Imperator
- Encourager
- Advisor

Domains of support

- Professional support
- Psychosocial support



Research challenges & planned contributions



To rightfully conceptualise and operationalise mentoring as a dyadic relationship (CH1)

To work towards a more comprehensive understanding of mentor's support provided through mentoring conversations (CH2)

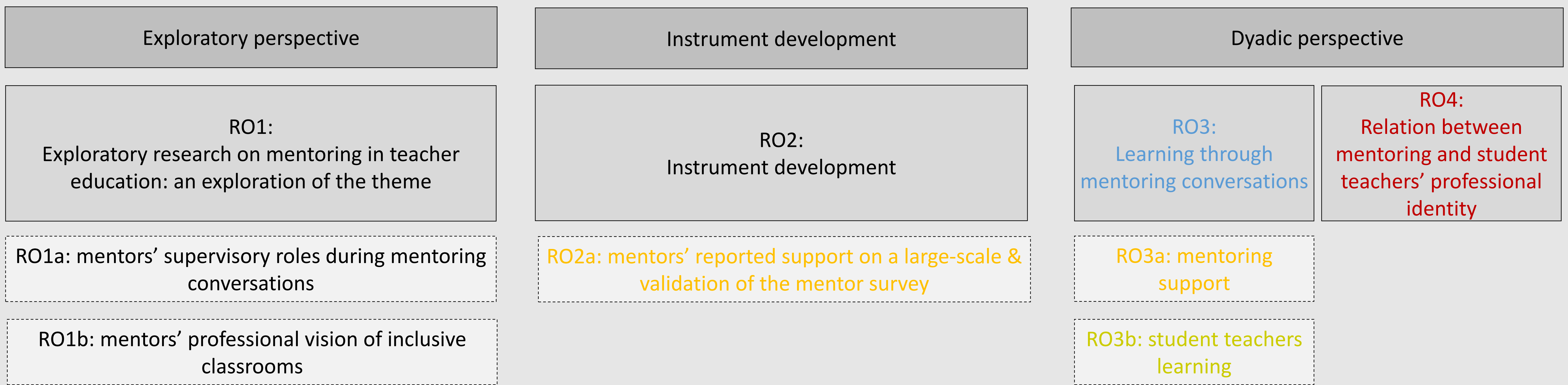
To advance fundamental insight in the relationship between mentoring conversations on the one hand, and student teachers' learning (CH3) and their professional identity on the other hand (CH4)

To conduct large-scale studies to test the generalizability of theoretical assumptions and to draw relationships between mentoring support and student teachers' learning and other outcomes (CH5)

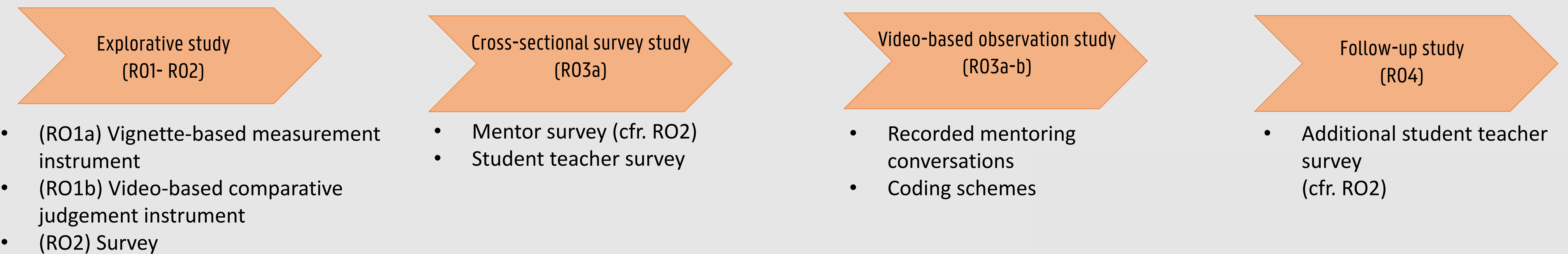
Research aims



Overall aim: To advance theoretical and empirical understanding on mentoring in the context of teacher education



Research design and studies



Key references

Bozeman, B., & Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration and Society*, 39(6), 719–739.

Butler, B. M., & Cuenca, A. (2012). Conceptualizing the Roles of Mentor Teachers During Student Teaching. *Action in Teacher Education*, 3(4), 296–308.

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