

The Many Faces of Mentor-Mentee Relationships in a Pre-Service Teacher Education Programme

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Received May 5th, 2012; revised June 10th, 2012; accepted June 20th, 2012

Different schools of thoughts concerning the conceptualization of the role of the mentor point at different dimensions within the role. It is suggested that assumptions and beliefs about the nature of teaching and learning provide the rationale for the mentors' approaches. The notion of idiosyncrasy of mentoring and the complexity of the mentor-mentee relationship has challenged the study of 15 pairs of student teachers and their mentors' perceptions on the role of the mentor. The study also identifies types of relationships that transpire within pairs. The study was conducted in a pre-service teachers' programme in a teacher education college in Israel. Findings indicate that there is no great dispute between mentors and mentees on the mentoring role. However, the types of relationships that have been identified highlight the complexities that mentorship entails and arouse critical questions concerning the benefits of the mentoring

developmental notion seems to manifest mentoring as “a journey” (Aways et al., 2003) and as

Table 1.
Categories of perceptions on mentoring.

	Students' perceptions	Mentors' perceptions
Good teaching		

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Appendix 1: Questionnaire

- 1) What is your understanding of “good teaching”?
- 2) How would you define the mentor’s role during practice teaching?
- 3) What is your understanding of “good mentoring”?
- 4) How would you describe the mentoring you experienced in your practice teaching? Please support your response.
- 5) Can you list at least three things you feel you benefited from the mentoring?
- 6) How would you assess your effort during the practice period? What do you take into account?
- 7) How would you assess your performance during this practice period? What do you take into account?
- 8) To what extent did you experience agreement/disagreement in the mentoring process?