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

Kaarina Winter

16 Oct. 2009

Department of Applied Sciences of Education





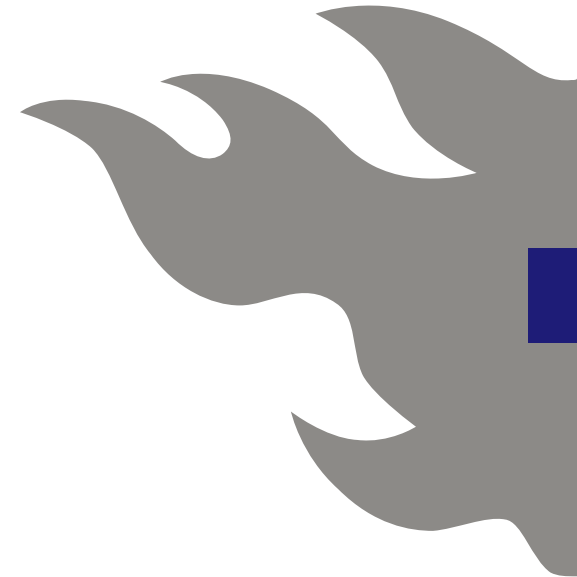
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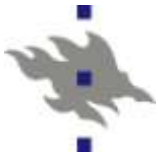
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Integration of theory and practice in teacher education

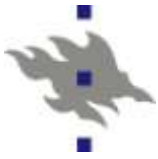
- Educational theory and supervised teaching practices
 - Department of Applied Sciences of Education,
 - University teacher training schools (Normal schools),
 - Network of teaching practice schools (Field schools)

- Understanding and conducting research
 - Master's thesis



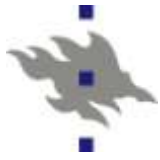
Field school network

- 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.



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

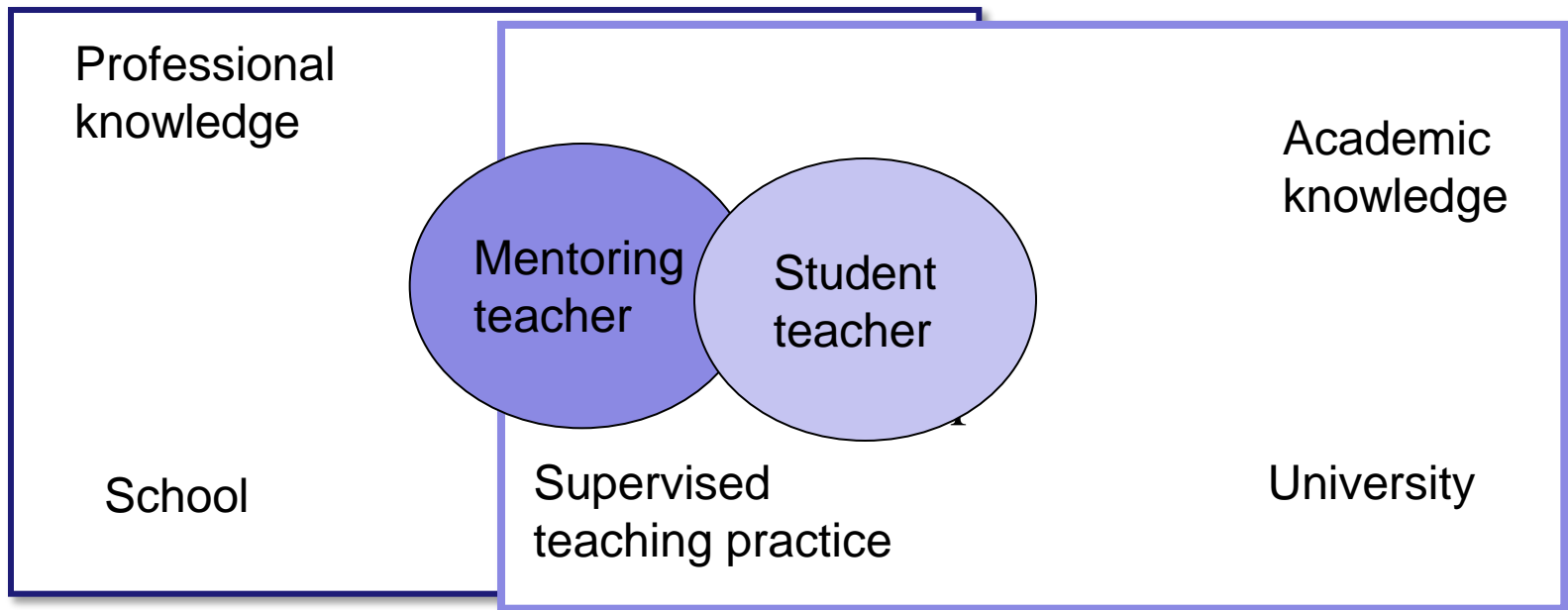
- Teacher education curriculum
- Goals for the specific teaching practice
- Content of the specific teaching practice

Individual school

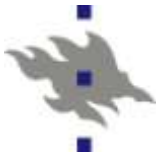
- Teaching practice plan of the field school



Supervised teaching practice in between the academic and professional knowledge



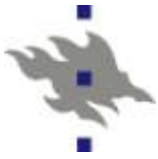
On-line handbook for mentoring teachers, 2009



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



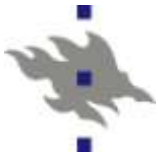
Mentoring process

- 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

Levels	Student	Mentor
Level 1	Dependent	Authority
Level 2	Interested	Motivator Guide
Level 3	Committed	Assistant
Level 4	Independent	Consultant



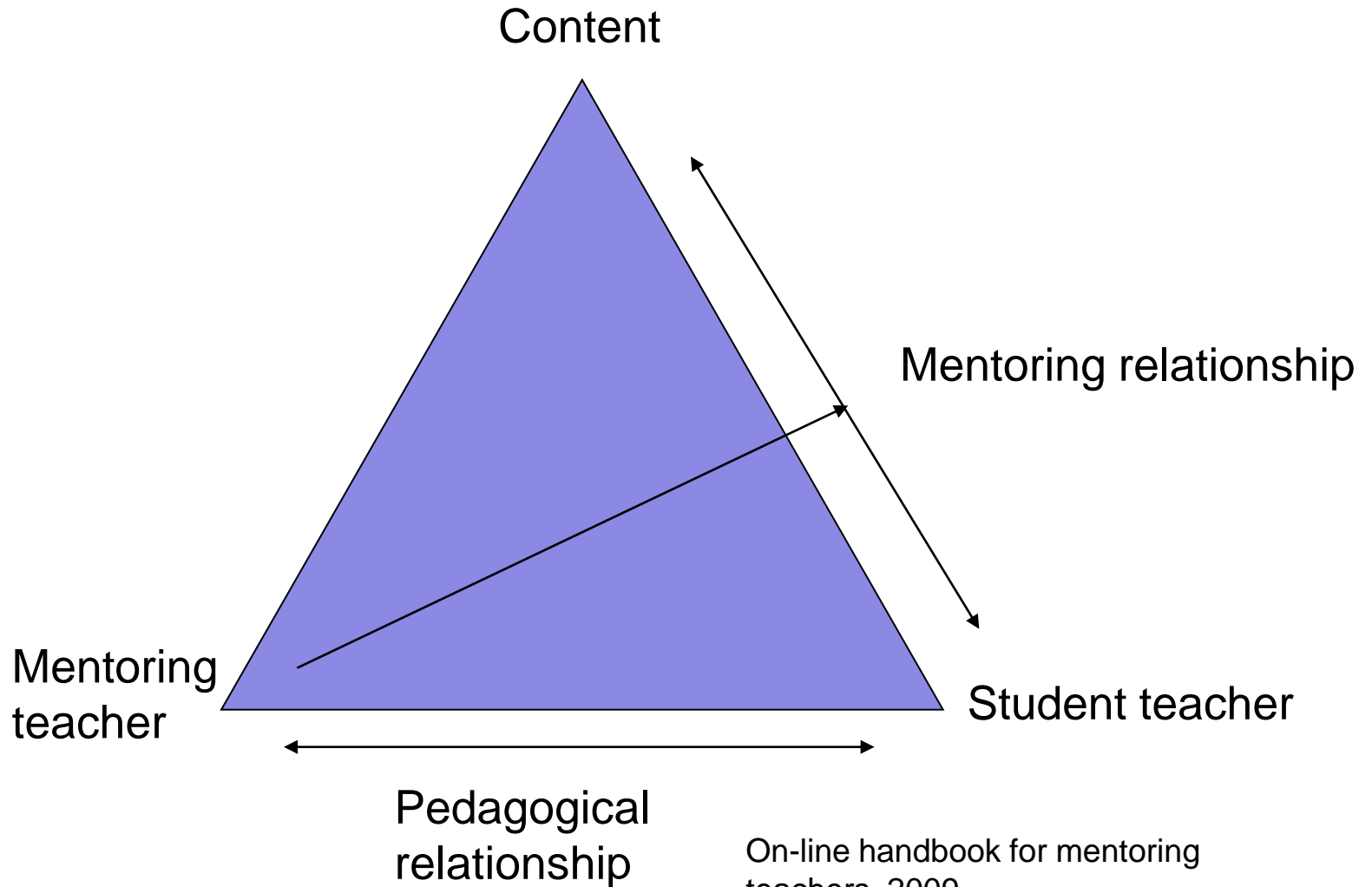
Pedagogical thinking



Kansanen, 1993; Kansanen et al. 2000; Kansanen 2004, 97



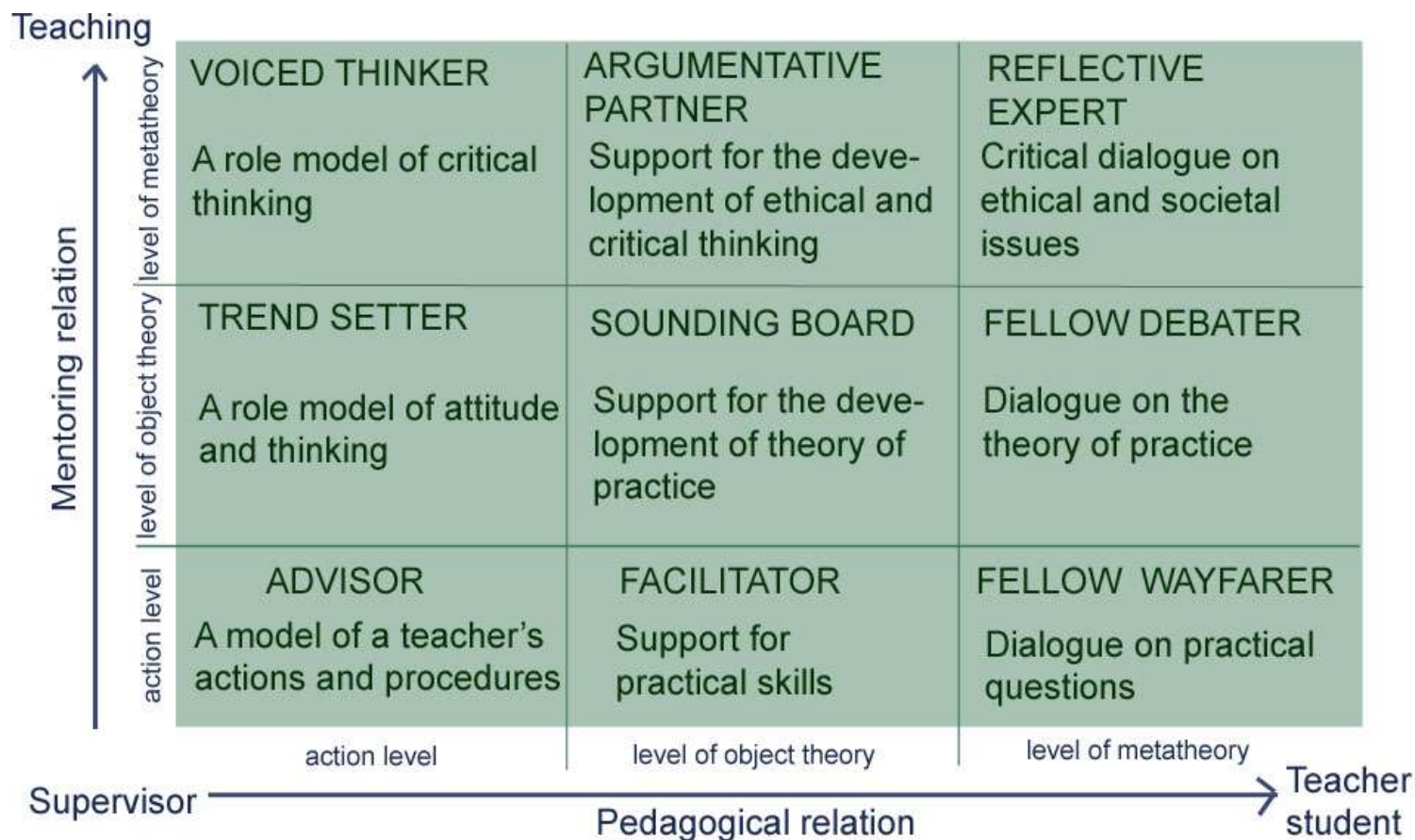
Mentoring triangle



On-line handbook for mentoring teachers, 2009



Mentor's roles within pedagogical and mentoring relationship



Jyrhämä & Syrjäläinen 2009

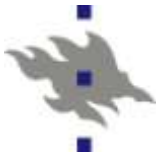


Thank you!



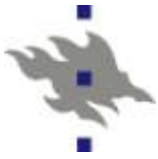
References and resources

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- Illeris, K. 2003. Adult education as experience by the learners. *International Journal of Lifelong Education* 22 (1), 13-23.
- Jyrhämä, R. & Syrjäläinen, E. 2009. "A good pal, wise dad and nagging wife" – and other views of teaching practice supervisors. Conference paper. 14th Biennial Conference of International Study Association on Teachers and Teaching



Resources

- Jyrhämä, R. 2006. The Function of Practical Studies in teacher Education. In Jakku-Sihvonen, R. and Niemi, H. (Eds.) Research-based Teacher Education in Finland – reflections by Finnish Teacher Educators, Turku: Finnish Educational Research Association, 51-70.
- Kansanen, P., Tirri, K., Meri, M., Krokfors, L., Husu, J. & Jyrhämä, R. (2000). Teachers' pedagogical thinking. Theoretical landscapes, practical challenges. New York: Peter Lang.
- Kansanen, P. & Meri, M. (1999). [The didactic relation in the teaching-studying-learning process.](#) In B. Hudson, F. Buchberger, P. Kansanen, & H. Seel (Eds.) Didaktik/Fachdidaktik as Science(-s) of the Teaching Profession. TNTEE publications 2(1), 107-116.



Resources

- Normal schools
 - Viikki teacher training school, <http://www.vink.helsinki.fi/>
 - Helsingin normaalilyseo, <http://www.norssi.helsinki.fi/fi/index.php>

- Field schools
 - <http://www.helsinki.fi/sokla/kenttakouluverkosto/index.htm>

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