Chapter 6
Mentoring for Novice Teachers

Hurriyet Alatas
Middle East Technical University, Turkey

ABSTRACT

The purpose of this chapter is to explicate the concept of "mentoring." First, the confusion on the "mentoring" concept is fixed in this chapter and then the purposes of mentoring practices are examined. The theoretical background of mentoring, roles and responsibilities of mentors, and main mentoring models are reviewed. Then, benefits of mentoring practices are discussed thoroughly. After clearing up the concept of "mentoring," the qualities that a mentor should have are mentioned in this chapter. Additionally, the selection of mentors, mentor-novice matching, and mentor training issues are highlighted. Finally, the interaction between mentors and novice teachers, the effect of mentors' and novice teachers' workload to mentoring practices, and incentives for mentor teachers are discussed.

INTRODUCTION

Today, teachers face a lot more difficulties than before when they are new to the profession (Brock & Grady, 2006) as teaching is far beyond carrying out routine work. Various roles that teachers undertake in the last decade are the indicators of the complexity and versatility of teaching profession (McNamara, Jones & Murray, 2014). Inadequate training is another main reason for facing these difficulties. When teachers graduate from colleges they realize that they are not sufficiently prepared for a real classroom environment (Breaux & Wong, 2003) and they face the reality shock (Gilad, 2015). According to Tanabe (2007), teaching is a process that creates shock for many novice teachers as they notice the difference between theoretical knowledge they have received in college and the real-life practice. Lampert (2010)

states that teachers who are new to the profession try to fulfill two basic responsibilities in their first years. One of these responsibilities is teaching, and the second one is learning how to teach. Teaching is a difficult profession and learning how to teach is a tough process if teachers are left alone without adequate support (Carriero & Romeo, 2011; Croffut, 2015; Feiman-Nemser, 2010). Shortly, novice teachers face extra challenges such as reality shock and being inexperienced in addition to the complexity of the teaching profession. Therefore, it is significant to support novice teachers in their first years of teaching (Kozikoglu, 2017).

The failure to support novice teachers in the profession results in the failure of their students. In order to prevent this, novice teachers should be provided with support services so that they can cope with the difficulties they face. It is obvious that support programs for novice teachers increase these teachers' success and contribute positively to their profession (Breaux, Wong, 2003). Teacher Induction Programs are professional development programs intended to support novice teachers with a variety of services. Mentoring is the most commonly provided service within Teacher Induction Programs and it will be handled in its various aspects in this chapter.

BACKGROUND

The confusion about the meaning and scope of "mentoring", purposes of mentoring practices, theoretical background of mentoring, roles and responsibilities of mentors, mentoring models, benefits of mentoring, qualities of an effective mentor, mentor selection and mentor-novice matching, mentor training, mentor-novice teacher interaction, workload of mentors and novice teachers and incentives for mentors will be discussed in this part of the chapter.

What Mentoring Is and Is Not

Mentoring has become a concept related to many roles and professions in the last decade. Since this concept has been taken and adapted from many other professions, it is not completely clear what mentor means and what exactly the mentor's role is in the field of education (Nicholls, 2002).

Induction and mentoring are two concepts that are often used interchangeably (Feiman-Nemser, 2010) however these two concepts explain different things (Wong, 2005; Breaux & Wong, 2003). Mentoring is one of the components of a comprehensive Teacher Induction Program (Breaux & Wong, 2003; Wong, 2004) although, in some cases, it is regarded as a Teacher Induction Program by itself (Zembytska, 2015). In this chapter, mentoring is mentioned to be a practice in a

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