Chapter 10
Advocacy and Teacher Mentoring

Georgios A. Kougioumtzis
National and Kapodistrian University of Athens, Greece

Dimitra Louka
University of the Aegean, Greece

ABSTRACT

Undoubtedly, key parameters in reinforcing the role of the teacher are guidance and his empowerment at the early stages of his training as a teacher. This chapter discusses the interconnection of advocacy with teacher mentoring programs, so that teachers may develop the relevant advocacy skills in order to act as defenders of equality and social justice. Moreover, specific aspects which are developed are the investigation of the concept of advocacy and social justice, the need for teachers to develop advocacy skills, the role of the mentor and the presentation of basic counseling models. Also, participatory advocacy practices, recruitment of mentors and the conception of a development plan of a wider program of advocacy, as well as advocacy models and the involvement of pupils themselves in all human rights advocacy processes are presented. Finally, the necessity for individual University Departments of Teacher Training to integrate the subject of advocacy in their curricula and provide prospective teachers with practice in this field are highlighted.

INTRODUCTION

Mentoring has been researched, mainly regarding the positive effects that such interventions bring about in relation to the performance of students. According to data recorded, it appears that, although some existing mentoring relationships have a markedly positive effect on the lives of children and adults, others do not have the slightest one or – even worse – they seem to have a negative effect (Dubois, Holloway, Valentine & Cooper, 2002). It is for this reason that the factors which contribute to a successful mentoring relationship ought to be further researched in areas such as professional conduct, organizational skills, and the contribution of leaders who initiate specific interventions in mentoring relationships. All

in all, it is the dynamics that particular acting agents bear in the development of a mentoring program that should be further investigated (Louka, Giannikopoulos & Kougioumtzis, 2016, p. 66; Levine & Cureton, 1998; Solomon & Solomon, 1993).

This text examines the shaping of professional identity, in correlation with the mentoring process which is understood as a necessary element of empowerment (Ponce, Williams & Allen, 2005), through a wide range of roles and functions, such as teaching, the existence of networks, counseling, encouragement, support and advocacy (Kram, 1985). In particular, this is an attempt to highlight the connection between advocacy and a mentoring relationship through which the teacher learns to act as an advocate for social justice. The process of training involves a wide range of collaborative practices depending on both the choice of mentoring model and the mentor's advocacy skills and ability to communicate them to the mentored. There is, therefore, a practical connection in their implementation in the school community through broader development guidance models which interconnect school, academic and political leadership, and highlight the active involvement of students in the process of defending the right to equality and social justice.

DEFINING THE FUNDAMENTAL CONCEPTS

Mentoring

Although the use and application of the concept of mentoring (Kougioumtzis, 2016, p. 48) has been particularly widespread in recent decades, it is rather difficult to be scientifically and conceptually defined (Ehrich & Hansford, 1999, p. 92). Special mention needs to be made to the multiple interpretations of the word "mentor": According to Hansman (2002, p. 10), the term mentor is attributed to a coach, teacher, guide, mentor, detector / tracker, visionary, pilot, consultant, supporter, director, conductor, caretaker / caregiver or friend. More generally, mentoring is rendered as a guidance process by someone more experienced for someone who is beginning a process (Jackson, 1995, p. 111) or someone who – for various reasons – needs support.

As far as etymology is concerned, the term is Greek and semantically – for Greeks – it works as re-patriated loan (Roberts, 2000, pp. 145-168; Asante, 2011, p. 23), as in 1699 the French writer François Fênèlon (1968, reissued), in his work Les Aventures de Télémaque (The Adventures of Telemachus) presents Mentor-Athena accompanying Telemachus on his journey, advising him as a friend, giving him directions and eventually bringing him closer to his father, Odysseus. In this way, the word "mentor" in French, and then borrowed by other European languages and Modern Greek, generally means a counselor and friend, who acts as a spiritual guide and mentor (Tobin, 2004, pp. 114-117; Kougioumtzis, 2016, p. 48). Thereafter, some basic guidance models which can be applied in the educational practice are presented.

An Overview of Key Mentoring Models

Although there are various mentoring models, the most important selection criterion needs to be the degree to which this model satisfies the needs of the mentored and the pedagogical context in which the mentoring relationship is formed. The shaping of this relationship coincides with the teacher being assisted by his mentor in the direction of formulating a well-structured set of goals, learning the art and

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/advocacy-and-teacher-mentoring/270087

Related Content

DACtivism: Debate Across the Curriculum for Teaching as Activism
Michael David Hester (2024). *Supporting Activist Practices in Education (pp. 104-124).*
www.irma-international.org/chapter/dactivism/340479

Strategies for Engaging Hispanic/Latino Youth in the US in Computer Science
Jill Denner, Jacob Martinezand Heather Thiry (2021). *Research Anthology on Instilling Social Justice in the Classroom (pp. 203-221).*
www.irma-international.org/chapter/strategies-for-engaging-hispaniclatino-youth-in-the-us-in-computer-science/270091

The Ethnographic Vignette as Innovative Tool in Intersectional Social Justice Activist Research
Debra D. Burrington (2022). *Social Justice Research Methods for Doctoral Research (pp. 68-89).*
www.irma-international.org/chapter/the-ethnographic-vignette-as-innovative-tool-in-intersectional-social-justice-activist-research/293618

Understanding Private and Public Partnerships
Luke Strongman (2018). *Handbook of Research on Civic Engagement and Social Change in Contemporary Society (pp. 159-168).*
www.irma-international.org/chapter/understanding-private-and-public-partnerships/198728

Fostering Intercultural Competence in Higher Education: Designing Intercultural Group Work for the Classroom
Eika Auschner (2020). *Examining Social Change and Social Responsibility in Higher Education (pp. 116-126).*
www.irma-international.org/chapter/fostering-intercultural-competence-in-higher-education/243245