

Views of Mentors on Primary Education Student Teaching

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Abstract

The first part of the article presents the role of mentors in the practical educational training of students who are offered gradual and controlled access to teaching and mentors' help in teacher training and school practice. In the process students develop various skills. It is therefore extremely important that student teaching programmes are well-planned and implemented to the highest possible standards by the appropriately experienced and educated mentors.

In the second part of the article the results of a qualitative study involving twenty-six mentors are presented. In the academic year 2009/2010, these mentors offered mentorship to the fourth-year students of the Primary Education academic programme at the Faculty of Education, University of Maribor. The study focuses on how mentor teachers evaluate their work and roles. The study further explores how the mentors evaluate the work of the students as teachers, what mentors gain from students, and the relationship between mentors and students.

The results indicate that the majority of mentors are neither sufficiently intrinsically motivated to take on the mentorship, nor are they professionally ready. The mentors believe that the mentorship support offered to students is not a burden and that the relationship between them and the students is professional. The mentors believe that students have limited teaching experience and their questions refer mostly to the preparation and implementation of the class. The mentors appreciate novelties and motivational games introduced by the students who thus indirectly affect the mentors' professional development.

Keywords: primary education, mentorship, practical education, student teaching

Introduction

According to Valenčič Zuljan and Kalin (2007) one of the fundamental professional competencies of a teacher is his/her ability to react to changes, adapt his/her teaching practice and prepare students for lifelong learning and changed circumstances they need to face. The linking of knowledge in a group of experts “leads to the comparison of different viewpoints, perspectives and solutions to a specific problem, which can be much better than the result of an individual’s own construction” (Plut Pregelj, 2004, p. 22). Teacher education worldwide faces many problems. The evident pressure exerted on the educational programmes in many countries is a clear sign that not only teachers, but also parents and politicians are often dissatisfied with teacher education (Barone, Berliner, Blanchard, Casanova, and McGowan, 1996, pp. 1108-1109; summarised from Ashton, 1996).

In Great Britain, for example, a large part of teacher education has thus become the responsibility of schools that generate conditions in which teacher education is largely conducted in the form of “on-the-job training”. The argument for this tendency lies in the fact that traditional teacher education programmes do not prepare future teachers for actual classroom conditions (Goodlad, 1990). The importance of the education of an individual and the society as a whole is on the increase, as has been proven by the latest numerous empirical studies that deal with establishing the quality of education (Darling-Hammond, Chung, and Frelow, 2002; Porter, Youngs and Odden, 2001, summarised from Aypay, 2009, p. 1113). Cambell et al. believe that such education might involve the endeavour to improve knowledge or abilities in specific teaching areas, cooperate with professional organisations or workshops and give primary school mentors the possibility to collect additional points. This might help each mentor in his/her professional development. It would also indicate what the mentor has already achieved and what he plans to achieve in the future (Campbell, D. M. et al., 2006). Korthagen and Kessels (1999) wonder what might be the right way for a professionally versed teacher to obtain more than just practical experiences or tools for managing and solving classroom situations. The authors have presented their work to students with a broader view of education and the corresponding psychological, sociological and similar backgrounds. They believe these to be valid arguments for a polarisation, which is characteristic of this type of discussion but also dangerous, as it focuses on the question of whether teacher education should start with theory or practice instead of the more important question of how to integrate the two in such a way that it leads to the integration within the teacher.

The results of the individual studies have affected changes in teacher education programmes across the globe (the National Commission on Teaching and America’s Future, the Carnegie Task Force on the Future of Teaching in the USA, OFSTED in the UK). Numerous British institutions have developed a mentoring system in which professionals are appointed and meet with the mentor on a regular basis to work on

solving any potential difficulties he might encounter. Such meetings help the mentor in his/her professional development. On the basis of his/her professional knowledge each mentor can include novelties in his/her professional work. A study by Katz and Coleman (2001) has presented some indicators for the formation of a mentoring system and its positive impact on those being supervised, i.e. the students (Katz, Coleman, 2001, summarised from Livingston et al., 2009).

Such a system enables professionals to acquire a broader insight into the changes and problems faced by the teachers. Institutions providing teacher education have been included in independent learning and they publish novelties on their development and other issues related to teacher education (Guilfoyle, Hamilton, Pinnegar, & Placier, 1995; Knowles & Cole, 1994; Zeihner, 2005, summarised from Swennen, A., Shagrir, L., Cooper, M., 2009). Another interesting point is provided by the Australian study of teacher education and their career trajectories. These collaborative studies were based on structured and unstructured interviews, written stories, descriptive metaphors of journey in teacher education, time lines of careers and professional documentation such as *vitas* and diaries, and were used to develop models of cooperation (Cooper, Ryan, Gay, & Perry, 1999; L. Ling, P. Ling, Burman, & Cooper, 2000; L. Ling, Burman, Cooper, & P. Ling, 2002; Perry & Cooper, 2001, summarised from Livingston et al., 2009).

The importance of mentoring was also stressed by the authors (Javornik Krečič, Ivanuš Grmek, Kolenc Kolnik, Konečnik Kotnik, 2007) in a study investigating the importance of mentoring in the undergraduate education, where they believe that “/.../ a mentor – a deliberating and practising teacher – is responsible for creating learning abilities within which the student (a future teacher) critically searches for and creatively develops his professional demonstration, and on the basis of his own pedagogical experiences expands and deepens his theoretical knowledge” (2007, p. 3). According to Devjak and Polak (2009, p. 10), the professional development of teachers is a lifelong process “that begins with their undergraduate education, for many continues with the postgraduate education and for all undoubtedly includes professional development along their career path within the framework of further education and training, self-education and obtaining new competencies through formal or informal learning”. Javornik Krečič (2008) believes that the fundamental aim of special training programmes for teachers lies in raising the teacher’s ability to take deliberate actions in the classroom and other situations. Neuweg (2008) points out that theoretical knowledge from the field of education and practical teaching skills are mutually compatible and complementary. When it comes to competencies, cognitive abilities are the most important competencies which determine teacher’s successful actions. In its essence teaching is a practical activity as students cannot begin to develop their own professional development until they enter the classroom (Cvetek, 2005). The entire context of the teacher’s professional activity and life matters as do various cognitive, social and moral competencies that contribute to the

teacher's development and thus also to the long-term high quality teaching. Only a developing teacher can help his/her students in the learning process (Valenčič Zuljan, 2001). The responsibility for the teacher's professional development needs to be entrusted to the teachers who will accept high requirements of lessons and learning and their competent practical implementation (cognitive and constructivist model of learning). "A learning process that is based on control and in which teachers cannot actively cooperate (and participate in making decisions on the aims, content and time dimensions) smothers their openness and readiness to change" (Feiman and Floden 1986; quoted from Valenčič Zuljan, 2001, p. 131). Acquiring new information and any potential unexpected or conflict experiences that are difficult to explain within the framework of the existing schemes represent a cognitive conflict that can be the starting point of an individual's development (ibid.). Cencič (2007) says that lifelong learning is not simply a summary or integration of traditional educational programmes and contemporary learning possibilities. New methods and modes of the lifelong learning approach stress the development of an individual's abilities and personal learning competencies. Experiential learning also plays an important role. The study of one's own practices and context of operation accompanied by the mutual support of fellow teachers and external associates is seen as a fundamental means for realising the teacher's professional autonomy (Valenčič Zuljan, 2001).

Student teaching allows the student a gradual and controlled introduction to educational work and training in teaching one or more subjects. In this way, the student develops general intellectual abilities that will enable him to adapt to the professional environment once he starts working. For the student, a future teacher, student teaching represents the only practical experience and contact with practical work. It is therefore important how this student teaching is understood, planned and implemented by the mentors. During student teaching, the students should be trained to plan, implement and evaluate the teaching of a chosen subject or subjects. They should also learn about other types of educational work in the classroom, the school and broader, master fundamental communication abilities and classroom management and learn to use different teaching modes and methods. For many authors, student teaching is a key element of teacher education. According to Cvetek (2005), a related problem lies in the fact that the experiences obtained through student teaching are in contradiction with other parts of teacher education programmes.

The mentor should lead the student teacher as an experienced person and an appropriately trained mentor. Lindstone (2006) says that teachers who educate future teachers have a double responsibility: ".../ we need to understand the life experiences of those who are supposed to become teachers of the future as well as of their students. These are two major requirements for all, who have professionally matured in a world, which was not perfect but nevertheless provided a greater sense of stability than the world in which we live today" (Lidstone, 2006, p. 11). Unfortunately, Slovenia

still does not offer a comprehensive training of mentors. "For now, mentoring is not regulated either from a systematic or from a professional point of view and is left to individual areas and individuals" (Resnik, Planinc, Ilc, 2007, p. 60). Mentoring is a huge responsibility and mentors need to know that their good example can facilitate future teachers in their further studies, help them complete their study obligations and consequently engage in the profession for which they have been educated. According to Hargreaves (2003), another good example is also provided by the mentor who loves his/her work and thus motivates future teachers for a dedicated performance of their mission. Based on the monitoring studies of educational work in Finland, the Ministry of Education has issued objectives and recommendations for developing initial and further teacher education. Universities and higher education institutions will have to implement their study programmes, which have been designed to prepare teachers to work with students, at different educational levels. Teachers in these study programmes will have to enable students to obtain experiences and participate across institutional boundaries (Organisation of the Education System in Finland 2008/2009 Education, Audiovisual & Culture Executive Agency, p.p. 154-155).

Being a mentor to a student, a future teacher obtaining new practical knowledge, is a very demanding task. The experience, instructions, directions and everything else that the mentor provides to the student at the teaching practice matter. The situation of each individual mentor is different. A study (Herzog, Duh, Batič, 2009) of lesson observations of mentors in primary school visual arts education has established that the current situation in visual arts is alarming. There is also the question of the impressions and experiences imparted to students by their mentors during student teaching, which the students can later follow in their practical work. The problems noticed in the organisation and implementation of student teaching in primary visual arts education points to the poor competency of mentors (Herzog, Duh, Batič, 2009). This is predominantly reflected in lesson observations and in assigning art tasks for students. "In addition to the professional, organisational and technical aspect, demonstration lessons, lesson observations and analysis have to nurture human relations among all participants of the educational process" (Duh, 1997). There is some improvement evident in the development of the organisational model and monitoring of student teaching at the primary level from the viewpoint of visual arts education, which will be transferrable to other subject areas.

The Aim of the Study and Breakdown of the Research Question

The aim of the study was to establish how mentors perceive their role and what experiences they have with student teaching. We were also interested in their evaluation of student teaching, the work of students and the relationship between mentors and student teachers.

Methodology

Basic Research Method

The research was conducted using the descriptive method of pedagogical research.

Research Sample

The study included mentors to fourth-year students of the Primary Education academic programme at the Faculty of Education of the University of Maribor in the academic year 2009/2010. The sample comprised 26 mentors.

Table 1. Number (*f*) and structural percentages (*f*%) of mentors by gender, stratum, level of completed education, employment period and mentoring experiences.

Variable		f	f%
Gender	Male	1	3.8
	Female	25	96.2
Total		26	100
Stratum	Urban	15	57.7
	Suburban	5	19.2
	Rural	6	23.1
Total		26	100
Level of completed education	Higher education	8	30.8
	University education	18	69.2
Total		26	100
Employment period	5-10 years	6	23.1
	10-15 years	5	19.2
	15-20 years	8	30.7
	over 20 years	7	27.0
Total		26	100
Mentoring experience	1, 2	13	50.0
	More than 3	13	50
Total		26	100

Coinciding with the feminisation of the teaching profession, mentoring is conducted by only one male teacher among female teachers. With regard to the stratum, the majority of mentors have come from an urban background (57.7%) and have completed university education (69.2%). The highest number of mentors (30.7%) had 15-20 years of employment experience and mostly took on the mentoring role for the first or second time (50.0%).

Data Collection

Data were collected through interviews with 26 mentors and it was agreed with the mentors that the interviews would be recorded using a digital voice recorder. The recorded answers were marked in a protocol that was structured according to the designed question sets (*perception of the mentor's role and the importance of mentoring; the mentor's experiences with student teaching*).

Data Processing

The general data of the sample of the respondents were listed in a tabular form (f, f%). The answers to the open-ended questions were marked and categorised and the categories ranked according to frequency.

Results and interpretation

Below are the results relating to the mentor's perception of his/her role and his/her experiences with mentoring.

Analysis of the Perception of the Mentoring Role

Within the analysis of the perception of the mentoring role are the answers to the following questions: *How would you evaluate the role of the mentor?*, *How do you see yourself in this role?* and *What kind of a relationship is established between you and the student?*

Table 2. Ranking of categories for answers provided to the questions: *How would you evaluate the role of the mentor?* and *How do you see yourself in this role?*

Rank	Category	f
1	Responsible/tiresome	11
2	Very good mastery of the role	7
3	Joy in performing this role	5

Mentors primarily see their role as responsible and tiresome. In the last years, there have been several studies conducted on teacher burnout in Slovenia (Pšeničny, 2006; Demšar, 2008), which have pointed to the problem of the overburdened teachers. Mentoring is undoubtedly a responsible job that requires a lot of additional in-depth work. According to Papastamatis (2010) mentors should provide expertise to less experienced students to help them advance their careers, enhance their education and help them build their professional knowledge.

It is remarkable that only a few of them believe that they do a good job as mentors. Whether this is due to low professional self-esteem, remains an open question. If we look at the last category in terms of received answers, i.e. the joy in performing this role, the apprehension that their work is not of a sufficient quality or that mentors do not achieve the set aims is fully justifiable. In light of the lack of a regulated mentoring system both in Slovenia and abroad (see Meijers, 2008, p. 237-256) the data also

indicate this problem. To sum up, mentors perceive their roles as demanding despite the lower professional self-assessment and internal motivation.

Table 3. Ranking of categories for answers provided to the question *What kind of a relationship is established between you and the student?*

Rank	Category	f
1	Professional	9
2	Friendly	4
3	Good	3

The majority of mentors answered that there was a professional relationship developed between them and the students. This is a mutually respecting relationship where there is no excessive familiarity or, as Rogers puts it (1983, summarised from Marentič-Požarnik, 2000), a professional relationship includes the mentor’s congruent communication with the student, unconditional favour and trust in the student, emphatic understanding and acceptance of the student (Rogers, 1983). A friendly relationship, which mentors perceive as an advantage, is ranked second with a significantly lower frequency. For example, one of the mentors said: “/.../ it was much easier to work with the student as I used to be her teacher and we knew each other quite well”. According to Bozman and Feeney, a friendly relationship is usually characterised by informal one-to-one long communication. This communication takes place between a person with more corresponding knowledge, wisdom and experience (the mentor) and a person with fewer such characteristics (the student) (Bozeman & Feeney 2007, p. 317, as quoted by Philips, Fragoulis, 2010, p. 201). A good relationship is ranked third. The mentors regard it as neither a too formal nor a too friendly relationship. This relationship represents a good basis for a successful professional cooperation between the student and the mentor. It is conditioned by good knowledge and understanding of the roles of an individual and the corresponding tasks and responsibilities both of the student and the mentor (Lazovsky, Shimoni, 2005). To sum up, a professional relationship prevails among the mentors and students with fewer friendly and good relationships being noted.

Analysis of Experiences with Mentoring

In the second set, the answers to the following questions were analysed: *How much time does mentoring a student teacher take?, What does your advice to students refer to?, How do you evaluate the work of the students? and What do you gain from the students during their student teaching?.*

Table 4. Ranking of categories for answers provided to the question *How much time does mentoring a student teacher take?*

Rank	Category	f
1	Not too much, up to 2 hours	8
2	Quite some time, up to 4 hours a day	6
3	Up to 3 hours a day	3

The majority of teachers believe that mentoring does not take a lot of their time, only up to two hours a day. This group is followed by mentors who spend quite a lot of time on mentoring, up to 4 hours a day. A substantially smaller number of mentors believe that mentoring takes up to 3 hours a day. In many cases, the mentoring system is not regulated (see Lazovsky, Schimani, 2005; Meijers, 2008). Mentors are not allocated additional time for mentoring and the hours that mentors spend on counselling are not included in the mentor's working hours. For these reasons mentoring has become only an additional task in the teacher's already overburdened schedule (Lazovsky, Shimoni, 2005). In Slovenia, the mentoring system is still not formally and legally regulated. The time allocated to mentoring mostly depends on the mentor's personal choice. In some cases it also depends on the student's attitude towards the completion of his/her obligation and the setting up of a mutual relationship between the student and the mentor. This can be accompanied by the words of one of the respondents, who pointed out the students' interest. She said: "The time allocated to mentoring depends on the student. If he/she does not show any interest in cooperation and successful work, I devote less of my attention to him/her." We can however see that mentors spend quite some time on performing this role. They provide support to students and are available to them for solving any potential dilemmas they may come with when planning a lesson (Herzog, Ivanuš Grmek, Čagran, 2011). It needs to be stressed, however, that the time allocated to mentoring does not depend on the mentor's work experience. This is corroborated by the words of a mentor, who has been involved in the teaching profession for years: "Despite my twenty years of working experiences, mentoring takes a lot of time. I cannot imagine how much time it takes for fellow teachers, who are less experienced. It is undoubtedly pretty stressful and tiresome."

Table 5. Ranking of categories for answers provided to the question
What does your advice to students refer to?

Rank	Category	f
1	Preparing and implementing the lesson	13
2	Educational advice	8
3	Didactic advice	5

The majority of mentors provide students with information on planning and implementing the lesson. This surprised us as the planning and implementation of the lesson make up for an important part of preparing the students for student teaching at the faculty, so we expected students to be better prepared for independent performance. Next was the category of educational advice. This was expected as in the course of their education students lack experience with practical classroom work. It is therefore of exceptional importance for mentors to provide education-related advice to students when they are in direct contact with pupils. The last category is didactic advice. Didactic advice refers to the utilisation and inclusion of theoretical knowledge in the lesson or in practical work. We can conclude that advice provided by mentors mostly refers to the

preparation and implementation of the lesson, less to the educational advice, and even less so to the didactic advice. In doing so Millwater and Yarrow (summarised from Cox, 2003) say that mentors should utilise mentoring approaches that do not differ from their own experience, education and support when they themselves were students.

Table 6. Ranking of categories for answers provided to the question *How do you evaluate the work of the student?*

Rank	Category	f
1	Lack of experience	10
2	Independence and flexibility of students	7
3	The need to guide students	4

The mentors mostly believe that students lack experience. In the student teaching programme (Study programmes, Academic Single-Major Study Programme – Teaching Option), primary student teachers are entitled to only eight demonstration lessons and twenty-four lesson observations. They encounter teaching practice only in their fourth year of study. This can be confirmed by the words of one of the mentors: “They lack experience. Practical work should be implemented already in the first year to enable students contact with practical work in the classroom for a longer period of time. In this manner, we create a “forced” atmosphere at school. The excessive requirements of the Faculty and too much information mean that the students are not involved in quality experiences, as they are unable to give themselves up to the school atmosphere to a sufficient extent.” The category describing students as very independent and flexible was ranked second. One of the mentors believes that “/.../ the independence of a student depends on the individual. It is evident which student has decided to pursue this field of study because he truly wanted it ... /.../ Students should spend more time in classrooms to discover much sooner if they have chosen the right profession.”

Some mentors also believed that students required guidance. By this they meant students who were less adept and independent in the classroom. One of the mentors said: “The students are not independent and are slightly awkward in managing time.” They have difficulties establishing communication with the pupils, lack resoluteness and precision and are less systematic in providing clear instructions.”

Table 7. Ranking of categories for answers provided to the question *What do you gain from students during their student teaching?*

Rank	Category	f
1	Ideas, motivational games	19
2	New teaching approaches and methods	6
3	Reproductions, samples of lesson plans, documentation	3
3	Satisfaction, confirmation that they are doing a good job, feedback on their role	3

As is evident from the table above, mentors find ideas and motivational games to be their most important acquisition in a mentoring situation. This can be seen in the following statement provided by one of the mentors: "The most important are the ideas for motivation, which I receive from the students since, over time, I have run out of ideas and such cooperation is very useful." New teaching approaches and methods are ranked second. Mentors see mentoring as an opportunity to acquire novelties and later include them in their work. The mentors also believe that students introduce them to new formats of educational documentation and modern methods of preparing lesson plans. It is therefore evident that mentoring is not only a burden to teachers (see Table 4) but an important asset of lifelong learning. The last was the acquisition of feedback on the quality of their work. For example, it was said: "This role confirms that I do a good job. It raises my self-image, as I was able to direct them and provide them with proper advice." The latter is also confirmed by a survey conducted by Philips and Fragoulis (2010). In their survey, mentors expressed the belief that they were able to develop their communication skills during mentoring as well as the ability of critical thinking in group work. They improved their relationships with fellow teachers and enhanced their satisfaction as they were doing a good job (Philips, Fragoulis, 2010). We can sum up that student teaching is important and useful for mentors as well.

Conclusion

A sample of twenty-six mentors supervising students of the Primary Education academic study programme at the Maribor Faculty of Education, who undertook their mandatory student teaching in April 2010, was used in the empirical study that shed light on the mentor's role and his/her experiences with mentoring. Among others, the method of directed interviews was used.

The analysis of answers relating to the mentor's role has shown that the majority of mentors do not have sufficient internal motivation to assume this demanding and responsible role, while they are also not sufficiently professionally versed for it. Only a few were able to establish a friendly and open relationship with the students and the majority of the mentors had a professional relationship with their students.

The analysis of the mentors' experiences with mentoring has shown that for the majority mentoring is not a time consuming task. In the mentoring process advice on the preparation and implementation of the lesson (educational advice to a smaller extent) prevails and the mentors point out the lack of students' practical experience. They appreciate didactic novelties and motivational games that students introduce into the lesson and thus professionally perfect the mentors' development and work as well.

It has therefore been established that the mentoring system in Slovenia should be regulated both from the formal and the professional view. In terms of the formal and legal regulations, mentoring should be evaluated with the introduction of additional hours that mentor teachers should be able to include in the total number of their

working hours. Mentors should also be financially stimulated. In order to raise the professional level, a partner relationship should be established between mentors and higher education teachers and educationalists. There should be a permanent two-way communication with the aim of harmonising expectations, requirements and aims that the student needs to realise during his/her student teaching. We see a lot of opportunities for raising the quality of mentoring in a system of professional mentor training. This relates to the programmes dealing with the development of mentor competencies (the required knowledge, skills, abilities, etc.).

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Pogledi mentora na pedagošku praksu studenata razredne nastave

Sažetak

U prvom dijelu rada predstavljamo ulogu mentorstva u praktičnom pedagoškom osposobljavanju studenata. Pedagoška praksa omogućuje studentu postupno uvođenje u pedagoški rad i osposobljavanje za poučavanje pod stručnim vodstvom mentora, a to je istodobno i kontakt s praktičnim radom. Veoma je važno dobro planirati pedagošku praksu, kao i da je kvalitetno provode mentori s odgovarajućim obrazovanjem i iskustvom, kako bi student pri tome razvijao različite sposobnosti. Drugi dio izlaganja iznosi rezultate kvalitativnog istraživanja u kojem je sudjelovalo 26 mentora. Oni su u studijskoj godini 2009./2010. bili mentori studentima 4. godine sveučilišnog studijskog programa Razredna nastava na Pedagoškom fakultetu Sveučilišta u Mariboru. U istraživanju nas je zanimalo kako učitelji mentori ocjenjuju svoj rad i ulogu mentorstva. Također nas je zanimalo kako se ocjenjuje rad studenata tijekom pedagoške prakse, što dobivaju od studenata te kakav se odnos razvija između mentora i studenata.

Rezultati istraživanja pokazuju kako većina mentora, zapravo, nije dovoljno motivirana te je i nedovoljno stručno pripremljena za mentorstvo. Mentori smatraju da mentorstvom nisu preopterećeni te kako ih ono potiče na razvoj međusobnog profesionalnog odnosa. Studenti koji, prema mišljenju mentora, imaju skromna pedagoška iskustva obraćaju im se s različitim pitanjima, a najčešće ih zanima kako pripremiti i izvesti nastavni sat. Mentori kod studenata cijene različite novine, motivacijske igre koje uvode u nastavu i time posredno utječu na profesionalni razvoj mentora.

Ključne riječi: *mentorstvo, pedagoška praksa, praktično obrazovanje, razredna nastava.*

Uvod

Sposobnost učiteljeve prilagodbe promjenama i na temelju toga izmjene vlastite pedagoške prakse i pripremanje učenika na cjeloživotno učenje te promijenjene odnose znači, prema riječima Valenčić Zuljan i Kalin (2007), jedno od temeljnih profesionalnih

kompetencija učitelja. Kao rezultat sve češćeg nezadovoljstva učitelja, roditelja i političara u mnogim državama, javlja se pritisak na školske programe što dopriveda pod povećalo šire javnosti (Barone, Berliner, Blanchard, Casanova i McGowan, 1996, str. 1108-1109; prema Ashton, 1996). U Velikoj Britaniji je, na primjer, značajan dio obrazovanja učitelja tako prebačen na odgovornost škola u kojima se obrazovanje učitelja najčešće odvija u vidu »osposobljavanja na radnom mjestu«. Argument za tu tendenciju pronalazimo u činjenici kako tradicionalni programi obrazovanja učitelja u Velikoj Britaniji ne pripremaju buduće učitelje na stvarne situacije u razredu (Goodlad, 1990). Obrazovanje pojedinca i društva u cijelosti postaje sve važnije što dokazuju brojne novije empirijske studije koje se bave utvrđivanjem kvalitete obrazovanja (Darling-Hammond, Chung i Frelow, 2002; Porter, Youngs i Odden, 2001, prema Aypay, 2009, str. 1113). Cambell i drugi smatraju kako bi u obrazovanje učitelja trebalo uključiti motivaciju za poboljšanje znanja ili mogućnosti na određenim područjima poučavanja, suradnju sa stručnim institucijama ili radionicama te planirati mogućnosti postizanja dodatnih bodova kod mentora u osnovnoj školi. To bi pomoglo mentorima u stručnom usavršavanju, a ukazalo bi na dotadašnja postignuća te što bi se još moglo ostvariti u budućem radu. (Campbell i sur., 2006). Korthagen i Kessels (1999) postavljaju pitanje na koji način bi stručno potkovan učitelj mogao steći više od samo praktičnog iskustva, odnosno metoda za upravljanje i rješavanje situacija u razredu. Svoj su rad autori predstavili studentima koji imaju širi pogled na obrazovanje i odgovarajuće temelje u psihologiji, sociologiji itd. Iako su to, kao što sami smatraju, važeći argumenti polarizacije koja je značajna za ovu vrstu rasprave te je nebitna jer se usredotočuje na pitanje počinje li obrazovanje učitelja teorijom ili praksom, umjesto važnijeg pitanja kako u oba područja uključiti i učitelja. Neki rezultati su utjecali na promjene u programima osposobljavanja učitelja po cijelom svijetu (nacionalno povjerenstvo o poučavanju i America's Future, Carnegie Task Force o budućnosti poučavanja u SAD-u, OFSTED u Engleskoj). Brojne institucije u Velikoj Britaniji razvile su sustav mentorstva po principu imenovanja osoba koje se redovno sastaju s mentorom te rješavaju moguće poteškoće. Takav sustav uvelike pomaže mentoru u profesionalnom razvoju.. Uz pomoć stručnog znanja mentor može uključiti novine u potporu svog stručnog rada.

Studija koju su Katz i Coleman (2001) proveli također se bavila nekim pokazateljima za oblikovanje sustava mentorstva i njegova pozitivnog učinka na one koji su uključeni u mentorstvo, a to su studenti (Katz, Coleman, 2001, prema Livingstone i sur., 2009). Stručnjacima takav način omogućuje širi pogled na promjene i probleme s kojima se učitelji svakodnevno susreću (Guilfoyle, Hamilton, Pinnegar i Placier, 1995; Knowles i Cole, 1994; Zeihner, 2005, prema Swennen, Shagrir, Cooper, 2009). Uz to su institucije za obrazovanje učitelja bile uključene u samostalno učenje i objavljivanje novosti o svojim razvojnim i drugim pitanjima vezanim uz obrazovanje učitelja. Posebno je zanimljivo australsko istraživanje obrazovanja učitelja i njihovih profesionalnih putova. Zajedničkim su istraživanjem, na temelju strukturiranih i nestrukturiranih intervjua, pismenih sastavaka, pripovijedanja o obrazovnim putovima učitelja, proučavanjem profesionalne

i stručne dokumentacije, tj. nastavnih planova i dnevnika, razvijali modele suradnje (Cooper, Ryan, Gay i Perry, 1999; Ling, Ling, Burman i Cooper, 2000; Ling, Burman, Cooper i Ling, 2002; Perry i Cooper, 2001, prema Livingstone i sur, 2009). Važnost rada mentora isto su tako naglasile autorice (Javornik Krečić, Ivanuš Grmek, Kolenc Kolnik, Konečnik Kotnik, 2007, str. 3) u jednom istraživanju koje se bavilo značenjem mentorstva u dodiplomskom obrazovanju, a gdje smatraju kako »(...) mentor – promišljajući praktičar – je odgovoran za stvaranje nastavnih mogućnosti u kojima student (budući učitelj) kritički traži te stvaralački razvija svoj profesionalni nastup te na temelju vlastitih pedagoških iskustava širi i produbljuje svoje teorijsko znanje.« Tako je, prema riječima Devjak i Polak (2009, str. 10), profesionalni razvoj učitelja cjeloživotni proces »koji započinje njihovim diplomskim obrazovanjem, kod mnogih se nastavlja postdiplomskim obrazovanjem, a svi se zasigurno profesionalno razvijaju na svom profesionalnom putu u okviru daljnjeg obrazovanja i osposobljavanja, samoobrazovanja i dobivanja novih kompetencija.« Javornik Krečić (2008) smatra da je temeljna svrha stručnog usavršavanja učitelja u postizanju kvalitete tijekom nastave i u drugim situacijama. Neuweg (2008) upozorava na važnost međusobne povezanosti teorijskog znanja i praktične pedagoške vještine u odgojno-obrazovnom procesu. Kada je riječ o kompetencijama učitelja, kognitivne sposobnosti su najznačajnije za uspješan rad. Poučavanje je u biti praktična djelatnost, a u pedagoškim djelatnostima profesionalni razvoj studenti stječu samo neposredno u razredu. (Cvetek, 2005). Neki autori (Valenčić Zuljan, 2001) navode kako je, između ostalog, važan cjelokupan kontekst učiteljevog profesionalnog djelovanja i života, potrebne su različite spoznajne, socijalne i moralne kompetencije koje pomažu u učiteljevom razvoju te time pridonose dugoročnom kvalitetnom poučavanju. Samo učitelj koji sam uči u nastavnom procesu pomaže i učenicima. Odgovornost za učiteljev profesionalni razvoj treba povjeriti samo kvalitetnim učiteljima koji prihvaćanju veće zahtjeve nastave i učenja te njihovog kompetentnog ostvarivanja u praksi (kognitivno – konstruktivistički model nastave). U praksi je potrebno ostvariti uvjete za učiteljev osobni razvoj i poticati spremnost na promjene. »Proces učenja koji se temelji na kontroli i kod kojeg učitelji nemaju mogućnosti aktivne suradnje (i suodlučivanja s obzirom na ciljeve, sadržaje, vremenske dimenzije), guši učiteljevu otvorenost i spremnost za promjene.« (Feiman i Floden, 1986; cit. prema Valenčić Zuljan, 2001, str. 131). Usvajanje novih informacija, mogućih neočekivanih ili konfliktnih iskustava koje je teško objasniti u okviru postojećih shema znači kognitivni konflikt koji može biti ishodište za razvoj pojedinca (ibid.). Učitelj koji ima volju i želju ostvariti kvalitetnu i uspješnu nastavu mora biti spreman na cjeloživotno učenje. Cencić (2007) smatra da cjeloživotno učenje nije samo sažetak ili integracija tradicionalnih obrazovnih programa i modernih nastavnih mogućnosti. Nove metode i načini cjeloživotnog pristupa usmjereni su na razvoj mogućnosti i osobnih nastavnih kompetencija kod pojedinca. Važnu ulogu ima i iskustveno učenje. Istraživanje osobne prakse i konteksta djelovanja prilikom međusobne kolegijalne potpore učitelja te također vanjskih suradnika vidimo kao temeljno sredstvo za ostvarivanje učiteljeve stručne autonomije (Valenčić Zuljan, 2011).

Pedagoška praksa omogućuje studentu da se postupno i pod stručnim vodstvom uvodi u pedagoški rad te osposobljava za poučavanje jednog ili više predmeta. Tako razvija opće i specifične sposobnosti s kojima će se tijekom radnog vijeka prilagođavati profesionalnoj okolini. Pedagoška praksa je za studente, buduće učitelje, jedini kontakt s praktičnim radom. Važno je kako mentori shvaćaju, planiraju i provode praksu sa studentima. Cilj pedagoške prakse je osposobiti studente za planiranje, provođenje i procjenu poučavanja izabranih predmeta. U praksi studenti stječu, osim spoznaja o temeljnim pristupima, strategijama i metodama u planiranju i izvođenju nastave, spoznaje i o drugom pedagoškom radu u razredu, školi i šire, usvajaju komunikacijske vještine te snalažljivost u vođenju razreda. Neki autori (Cvetek, 2005) posebno ističu kako je praksa ključna u obrazovanju učitelja, ali su također svjesni činjenice da iskustva koja student usvaja tijekom pedagoške prakse mogu biti u suprotnosti s ostalim dijelovima programa za obrazovanje učitelja. Shodno tomu mentor bi trebala biti stručna, iskusna te pedagoški kvalitetno educirana osoba koja se stalno usavršava u mentorskim kompetencijama. Lidstone tvrdi kako učitelji koji obrazuju buduće učitelje imaju dvostruku odgovornost: »(...) moramo shvatiti životna iskustva onih koji će postati učitelji budućnosti, kao i njihovih učenika. To su dva velika zahtjeva za sve koji su sami profesionalno sazrijevali u svijetu koji, iako nije savršen, je barem davao osjećaj veće stabilnosti od svijeta u kojem danas živimo« (Lidstone, 2006, str.11). U Sloveniji, nažalost, još uvijek nema cjelokupnog osposobljavanja učitelja – mentora. »Za sada mentorstvo nije uređeno sa sistemskog i stručnog gledišta te je prepušteno pojedinim strukama i pojedincima.« (Resnik Planinc, Ilc, 2007, str. 60) Mentorstvo je velika odgovornost i mentori moraju svojim primjerom potaknuti buduće učitelje na izvršavanje obveza tijekom studija, na daljnje stručno usavršavanje i dosljedno obavljanje poziva za kojeg se obrazuju. Dobar primjer prema Hargreavesu (2003) daje onaj mentor koji voli svoj posao i time motivira buduće učitelje za predanije obavljanje svog poslanstva. Na temelju studija praćenja pedagoškog rada u Finskoj, Ministarstvo za školstvo izdalo je ciljeve i preporuke za razvoj početnog i naprednog obrazovanja učitelja. Sveučilišta i visoke škole će morati razviti i programe za pripremu učitelja za rad s učenicima koji bi se odvijali na različitim stupnjevima obrazovanja. U tim studijskim programima učitelji će morati studente pripremiti na način koji će studentima, budućim učiteljima omogućiti da dobiju potrebna iskustva za rad i izvan institucionalnih granica (Organisation of the education system in Finland 2008/2009, Education, Audiovisual & Culture Executive Agency, str. 154-155). Biti mentor studentu, budućem učitelju koji dobiva nova praktična znanja vrlo je zahtjevan zadatak. Nije svejedno kakva iskustva, naputke, upute i usmjerenja daje mentor studentu na pedagoškoj praksi. Kod pojedinih predmeta je situacija s gledišta mentorstva različita. Istraživanje (Herzog i sur., 2009) koje je pratilo hospitacijske sate mentora likovnog odgoja u osnovnoj školi pokazalo je zabrinjavajuće rezultate o stanju u likovnom odgoju.

Isto tako se postavlja pitanje kakav utjecaj i iskustva mentori prenose studentima tijekom sažete pedagoške prakse, a kako bi ih kasnije u svom praktičnom radu poštivali. Dosadašnja iskustva (Herzog i sur., 2009) praćenja organizacije i provođenja

pedagoške prakse na razrednom stupnju u osnovnoj školi, u nastavi likovne kulture upućuju na loše kompetentnosti mentora. To se, prije svega, odražava u hospitacijskim nastupima i određivanju ili dodjeli ili podjeli likovnih zadataka za studente. »Prilikom stručne, organizacijske i tehničke strane je kod nastupa, hospitacija i analiza potrebno njegovati humane međusobne odnose među svim sudionicima u odgojno-obrazovnom procesu.« (Duh, 1997, str. 272) Poboljšanje takvog stanja vidimo u razvijanju modela organizacije i praćenja pedagoške prakse na razrednom stupnju s gledišta likovnog odgoja koji će biti prenosiv na druga predmetna područja.

Metode

Svrha istraživanja i raščlanjenost istraživanog pitanja

Svrha istraživanja bila je utvrditi kako mentori shvaćaju svoju ulogu te kakva su njihova iskustva s pedagoškom praksom. Nadalje, kako ocjenjuju organizaciju pedagoške prakse, rad studenata te kakav se odnos razvija između njih i studenata.

Osnovna istraživačka metoda

U istraživanju smo primijenili deskriptivnu metodu pedagoškog istraživanja.

Istraživački uzorak

U istraživanje su bili uključeni mentori studenata 4. godine sveučilišnog studijskog programa Razredna nastava Pedagoškog fakulteta Sveučilišta u Mariboru koji su obavljali trotjednu pedagošku praksu u studijskoj godini 2009./2010. Uzorak je obuhvatio 26 mentora.

Tablica 1.

U skladu s feminizacijom pedagoškog poziva mentorstvo obavljaju, osim jednog učitelja, samo žene. S obzirom na stratum prevladavaju mentori iz gradske sredine (57,7%) i imaju sveučilišno obrazovanje (69,2%). Najviše je mentora (30,7%) s višegodišnjim (15 – 20 godina) radnim iskustvom, a polovina (50,0%) ispitanika je ulogu mentora preuzela prvi ili drugi put.

Sakupljanje podataka

Podatke smo dobili na osnovi intervjua koje smo obavili s 26 mentora te ih nakon prethodnog dogovora s mentorom, snimili diktafonom. Snimljene smo odgovore zapisali u protokol strukturiran s obzirom na obuhvaćene skupine pitanja (*shvaćanje uloge mentora i značenja mentorstva; mentorova iskustva s pedagoškom praksom*).

Obrada podataka

Opće podatke o uzorku intervjuiranih prikazali smo tablično (f, f%). Odgovore na otvorena pitanja smo označili i kategorizirali, a zatim smo kategorije razvrstali prema učestalosti. Navodimo samo tri s najvišom frekvencijom. Zbog toga se u tabličnom prikazu ukupnost tih frekvencija razlikuje od broja uzoraka (n=26).

Rezultati i diskusija

U nastavku ćemo priopćiti rezultate analize o shvaćanju i provođenju mentorstva.

Analiza shvaćanja uloge mentorstva

Unutar analize shvaćanja uloge mentorstva izdvojili smo odgovore na pitanja: *Kako biste ocijenili ulogu mentora?, Kako sebe vidite u toj ulozi? i Kakav je odnos između Vas i studenata?*

Tablica 2.

Mentori svoju ulogu najprije shvaćaju kao odgovornu i zahtjevnu. Posljednjih je godina na slovenskom području provedeno nekoliko istraživanja o sagorijevanju učitelja (Pšeničny, 2006; Demšar, 2008) koja otkrivaju preopterećenost učitelja na radnom mjestu. Zasiurno je mentorstvo vrlo odgovoran posao i traži mnogo dodatnog rada. Prema riječima Papastamatisa mentori bi trebali osigurati da studenti koji imaju manje iskustva steknu stručno znanje pomažući im na profesionalnom planu te usavršiti njihov obrazovni put i pomagati im u izgradnji stručnih znanja (Papastamatis, 2010).

Pažnju privlači činjenica da ih samo nekoliko smatra kako rad mentora obavljaju dobro. Postavlja se pitanje, koje ostaje otvoreno, je li u pozadini nisko stručno samopouzdanje. Ako se osvrnemo na posljednju kategoriju, možemo ustvrditi, prema broju odgovora (radost zbog obavljanju uloge mentora), kako je zbog njihove niske frekvencije opravdana zabrinutost da kod većine mentora rad nije dovoljno kvalitetan, tj. da mentori ne ostvaruju postavljene ciljeve onako kako bi željeli. S obzirom na nesređenost sustava mentorstva, i na našem području i drugdje (vidi Meijers, 2008, str. 237-256), ovi podaci upozoravaju i na taj problem. U skladu s rečenim možemo ustvrditi kako mentori svoju ulogu shvaćaju kao zahtjevnu i to unatoč nižoj stručnoj samoprocjeni i unutrašnjoj motivaciji.

Tablica 3.

Većina mentora odgovara kako se između njih i studenata razvija profesionalan odnos. Riječ je o uzajamnom odnosu poštivanja kod kojeg nije vidljiva bliskost već, kao što tvrdi Rogers, uključuje: profesionalnu mentorovu kongruentnu komunikaciju sa studentima, bezuvjetnu naklonost i povjerenje u studenta te empatično razumijevanje i prihvaćanje studenata (Rogers, 1983, prema Marentič-Požarnik, 2000). Na drugom je mjestu, i to s nižom frekvencijom, prijateljski odnos koji mentori ističu kao prednost. Na primjer: »(...) puno lakše mi je surađivati sa studenticom jer sam ju nekad učila i već se dobro poznajemo«, izjavila je jedna mentorica. U prijateljskom odnosu može se prepoznati, prema Bozmanu i Feeney, neformalna, dulja komunikacija obično »one-to-one« između osobe koja ima više stručnog znanja, mudrosti, iskustava (mentor) i osobe koja toga ima manje (student) (Bozeman i Feeney 2007, str. 317, cit. po Philips, Fragoulis, 2010, str. 201). Na trećem je mjestu dobar odnos. Mentori

ga shvaćaju kao ne previše formalan i ne previše prijateljski. Takav je odnos dobra osnova za uspješnu suradnju studenata i mentora. Uvjetovan je dobrim poznavanjem i razumijevanjem uloga pojedinaca, pripadajućih zadataka i odgovornosti i studenata i mentora (Lazovsky, Shimoni, 2005). Zapravo, među mentorima i studentima prevladava profesionalan odnos, a rjeđe su uočljivi prijateljski i dobri odnosi.

Analiza iskustava s obavljanjem mentorstva

U drugoj skupini analizirali smo odgovore na sljedeća pitanja: *Koliko Vam vremena oduzima mentorstvo studenta na praksi? Na što se odnose savjeti koje dajete studentima? Kako ocjenjujete rad studenata? Što dobijem od studenata tijekom pedagoške prakse?*

Tablica 4.

Većina učitelja smatra da im mentorstvo ne oduzima previše vremena – do dva sata dnevno. Zatim slijede mentori kojima mentorstvo uzima dosta vremena – do 4 sata dnevno. Manje njih se odlučilo za treću kategoriju – do 3 sata dnevno. U mnogim primjerima sustav mentorstva nije uređen (vidi Lazovsky, Schimani, 2005; Meijers, 2008).

Mentorima nije dodijeljeno dodatno vrijeme za mentorstvo, a isto tako sati koje mentori namijene savjetovanju nisu uključeni u radno vrijeme. Nažalost, mentorstvo je samo još jedan zadatak koji imaju u već preopterećenoj satnici (Lazovsky, Shimoni, 2005). I u Sloveniji sustav mentorstva još uvijek nije formalno-pravno uređen. Vrijeme namijenjeno mentorstvu ovisi, prije svega, o mentorovoj osobnoj odluci. U nekim slučajevima to ovisi i o odnosu studenta prema fakultetskim obvezama, a i o uzajamnom odnosu studenta i mentora.

Pri tome možemo dodati riječi intervjuirane mentorice koja je upozorila na interes studenata: »Koliko vremena posvetim mentorstvu ovisi od studenta. Ako ne pokazuje interes za suradnju i uspješan rad, manje mu se posvećujem«. Svejedno, možemo zaključiti da mentori, ipak, posvećuju dosta vremena toj ulozi. Studentima su podrška te su im na raspolaganju kako bi razriješili moguće dileme prilikom planiranja nastave (Herzog, Ivanuš Grmek, Čagran, 2010).

Pri tome je potrebno naglasiti da vrijeme predviđeno za mentorstvo ne ovisi o radnom iskustvu mentora. To potvrđuju i riječi mentorice koja već dugi niz godina obavlja pedagoški poziv: »Usprkos iskustvima dobivenima s 20 godina radnog staža, mentorstvo studentu mi oduzima mnogo vremena. Ne znam koliko vremena to uzima kolegicama koje nemaju toliko iskustva. Mora biti prilično stresno i naporno.«

Tablica 5.

Većina mentora studentima posreduje informacije o u planiranju i provođenju nastavnog sata. Odgovori mentora su nas nekako iznenadili jer je planiranje nastavnog sata važan dio njihovih priprema za pedagošku praksu na fakultetu pa bismo stoga očekivali da su studenti dovoljno pripremljeni za samostalnu izvedbu. Slijedi kategorija

odgojnih savjeta. Ona je očekivana jer studentima tijekom obrazovanja nedostaje iskustva s radom u razredu.

Vrlo je važno da mentori studentima, u neposrednom kontaktu s učenicima, daju savjete koji će im pomoći u rješavanju različitih odgojnih situacija. Slijede didaktički savjeti. Oni se nadovezuju na uporabu i uvođenje teorijskih znanja u nastavu, tj. praktičan rad. Možemo zaključiti da su savjeti mentora pretežno usmjereni na pripremu i izvedbu nastavnog sata, manje na odgojne savjete, a najmanje su prisutni didaktički savjeti. Pri tome je dobro da se, prema Millwater i Yarrowu (prema Cox, 2003), mentori služe pristupom, prilikom obavljanja mentorstva, koji se ne razlikuje od njihovih osobnih iskustava, obrazovanja i potpore kad su i sami bili studenti. Pored iskustva koje su stekli tijekom rada sa studentima, mentori bi trebali svakodnevno pratiti i usvajati nova saznanja na području struke, didaktike i ostalih značajnih čimbenika za unapređivanje mentorstva.

Tablica 6.

Mentori većinom smatraju da studentima nedostaje iskustva. Činjenica je da studentu razredne nastave prema programu pedagoške prakse (studijski programi, Sveučilišni jednopredmetni pedagoški program razredna nastava) pripada samo osam samostalnih izvedbi i dvadeset i četiri hospitacije. S pedagoškom praksom se susreću tek na četvrtoj godini studija. To potvrđuju riječi mentorice: »Nedostaje im iskustva. Praktični rad bi bilo potrebno uvesti već u 1. godini jer bi tako studenti duže vremena bili u kontaktu s praktičnim radom u razredu. Tako stvaramo »prisiljenu« klimu u školi. Preopsežni zahtjevi od strane fakulteta, previše informacija za studente znače nekvalitetno doživljavanje iskustava jer se zbog toga studenti ne mogu prepustiti atmosferi u školi u dovoljnoj omjeri.« Slijedi kategorija kako su studenti vrlo samostalni i fleksibilni. Jedna mentorica smatra da »(...) samostalnost studenta ovisi o pojedincu, vidi se tko se odlučio za ovaj studij jer je to želio, osjećao (...) Studenti bi morali biti više u razredu te bi tako prije shvatili jesu li se odlučili za pravo zanimanje.«

Neki mentori smatraju da studenti trebaju usmjerenje. Pri tome misle na one studente koji su u razredu manje spretni i samostalni. Kao što je rekla jedna mentorica: »Studenti nisu samostalni, malo su nespretni u vremenskoj ordinaciji, teško uspostavljaju komunikaciju s učenicima, nedostaje im odlučnosti i točnosti te sistematičnost u naglašavanju točnih uputa.«

Tablica 7.

Iz gornje tablice je vidljivo kako su ideje i motivacijske igre najvažniji doprinos za mentore. To možemo potvrditi sljedećom izjavom mentorice: »Najvažnijim mi se čini da od studenta dobijem ideje za motivacije jer sam s vremenom u potpunosti iscrpila ideje i takva mi suradnja jako koristi«. Na drugom mjestu mentori naglašavaju nove pristupe i načine poučavanja. U mentorstvu vide priliku za stjecanje novih saznanja i

njihovo uključivanje u svoj rad. Mentori također smatraju da ih studenti upoznaju s novim oblicima pedagoške dokumentacije i s različitim načinima pisanja nastavnih priprema. Dakle sve upućuje na to da mentorstvo za učitelje nije samo opterećenje (vidi tablicu 4), već važan dobitak cjeloživotnog učenja.

Na posljednjem mjestu je dobivanje povratnih informacija o kvaliteti rada. Na primjer: »Preko te uloge dobijemo potvrdu da dobro radim. Podizanje samopouzdanja da sam ih znala usmjeravati i pravilno savjetovati.« Posljednje tvrdnje potvrđuju i rezultati istraživanja koje su proveli Philips i Fragoulis (2010). Mentori su u njihovim istraživanjima izrazili mišljenje kako su tijekom mentorstva razvili komunikacijske sposobnosti, sposobnost kritičkog mišljenja u zajedničkom radu, kao i poboljšanje odnosa s kolegama te iskazali zadovoljstvo da rade dobro (Philips, Fragoulis, 2010). Možemo sažeti kako je pedagoška praksa važna i korisna i za mentore.

Zaključak

Na uzorku dvadeset i šest mentora studenata sveučilišnog programa Razredna nastava na Pedagoškom fakultetu u Mariboru, a koji su u travnju 2010. obavljali obveznu sažetu pedagošku praksu, proveli smo empirijsko istraživanje u okviru kojeg smo, između ostalog, intervjuiranjem mentora, osvijetlili mentorovu ulogu i iskustva s mentorstvom.

Analiza odgovora vezanih uz ulogu mentora ukazuje da je mentorstvo za većinu mentora zahtjevna i odgovorna uloga. Rijetki uspiju uspostaviti prijateljski, dobar odnos sa studentima, a većina uspostavlja profesionalni odnos.

Analiza iskustva mentora s obavljanjem mentorstva ukazuje kako većina mentora s mentorstvom vremenski nije preopterećena, prevladavaju njihovi savjeti o pripremi i izvedbi nastavnog sata (manje odgojni), pri tome upozoravaju na nedostatak praktičnih iskustava studenata, a cijene didaktičke novosti, motivacijske igre koje studenti unose u nastavu te njima stručno usavršavaju i njih same.

Na osnovi toga utvrđujemo kako bi bilo potrebno urediti sustav mentorstva i s formalno-upravnog i sa stručnog gledišta. Mentorstvo bi bilo potrebno formalno-pravno vrednovati uvođenjem dodatnih sati koje bi učitelji – mentori mogli uvoditi u opseg radnih sati. Također bi trebalo financijski stimulirati rad mentora. Za podizanje stručne razine predlažemo partnerski odnos između mentora i visokoškolskih učitelja, didaktičara, stalnu komunikaciju s ciljem usklađivanja očekivanja, zahtjeva i ciljeva koje student mora realizirati tijekom pedagoške prakse. Priliku za podizanje kvalitete provođenja mentorstva, između ostalog, vidimo i u sustavu stalnog stručnog usavršavanja mentora. Pri tome mislimo na ponudu programa vezanih uz razvoj mentorovih kompetencija (potrebna znanja, sposobnosti, spretnosti...).