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Maximizing the Potential of Mentoring: A Framework for Pre-service Teacher Education

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Maximizing the Potential of Mentoring: A Framework for Pre-service Teacher Education

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Within the professional placement component of pre-service teacher education, mentoring has become a strategy that is used during the practical application of learning to teach. In this paper, we examine mentoring in the pre-service teacher education context by proposing a theoretically based framework for mentoring in this context. Firstly, the nature of mentoring along with mentoring in the context of pre-service teacher education is explored. A mentoring framework that has been developed to enable pre-service teacher educators to maximize the potential use of mentoring during the professional placement component of a pre-service teacher education degree is then proposed.

Keywords: mentoring, teacher education, pre-service teachers

Many researchers have attempted to define mentoring but despite the plethora of mentoring literature there has not been consensus on any one definition. Bearman, Blake-Beard, Hunt, and Crosby (2007) reasoned that mentoring will always be difficult to define as it is a social event that involves interactions between individuals, those being mentors and mentees. Lentz and Allen (2007) noted that the participants in mentoring relationships engage in a wide variety of interactions that concern emotional, intellectual and social spheres. As such, the relationship that develops is reliant on the attributes and beliefs of those involved in the mentoring (Bearman et al., 2007). Some researchers argued that a definition for mentoring is not needed, however it has been acknowledged that mentoring is influenced by the context in which it is be used and is often described according to that context (Jones & Brown, 2011; Ragins & Kram, 2007).

Within the context of pre-service teacher education definitions of mentoring reflect a similar predicament. Mentoring has gained popularity as a strategy to assist pre-service teachers in learning to teach, however multiple ideas about the nature of mentoring within this context exist, thus causing confusion for those involved (Ambrosetti, 2010; Koç, 2011). In this paper, we describe the current state of play of mentoring within the context of pre-service teacher education. We examine the nature of mentoring by delving into the specific context, as well as the interconnectedness of the roles that mentor teachers and pre-service teachers undertake. We propose a theoretically based framework for mentoring relationships that take into account the context of the circumstance so as to enable pre-service teacher educators to maximize the potential use of mentoring during the professional placement component of a pre-service teacher education degree.

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Mentoring and its Components

The existing definitions of mentoring tend to suggest a hierarchical relationship where the mentor is more experienced than the mentee, or that the mentor has or can provide knowledge and skills that the mentee wants or needs (Aladejana, Aladejana, & Ehindero, 2006; Fowler & O’Gorman, 2005; Koç, 2011; McCormack & West, 2006; Price & Chen, 2003). Awaya et al. (2003) argued that in this traditional description of mentoring, the mentor is presumed to be higher ranked and they assume the dominant role, thus creating an environment for possible power struggles between the mentor and mentee. However, Allen (2007) determined that a more reciprocal relationship whereby mentors and mentees are involved in a two-way exchange of knowledge and skills negates difficulties that may be present in a more traditional relationship.

Mentoring is often described as complex (Fairbanks, Freedman, & Kahn, 2000; Heirdsfield, Walker, Walsh, & Wilss, 2008). Ambrosetti (2012) has suggested that mentoring is described as a complex activity as it comprises such elements as the relationship formed between the mentor and mentee, the needs and goals to be achieved within the relationship, as well as the context the mentoring occurs in. In this respect, Kram’s (1985) landmark research *Mentoring at Work* first identified such crucial elements of the mentoring process. Kram (1985) identified that a mentoring relationship is founded on connection, needs and context. Thus, mentoring is made up of three components namely relational (where connections are made between the mentor and the mentee), developmental (where needs are identified and the development of these guide the relationship), and contextual (where the context guides what occurs and how it occurs in the relationship) (Ambrosetti, 2012; Lai, 2005). The difficulty in defining mentoring now becomes apparent as a definition needs to firstly encompass each of the above mentoring components and secondly, match the circumstances and profession it is being used in. We propose that definitions that do not encompass the three components of mentoring are unable to maximize the potential of mentoring. The following describes each of the components in detail.

The *relational component* of mentoring refers to the relationship that is developed between the mentor and mentee. The relationship can either be of a personal or professional nature and the connection made between the participants is often reliant on the willingness to engage in the mentoring relationship (Eby, 2007; Hobson, Ashby, Malderez, & Tomlinson, 2009). It has been established through research that a relationship that is based on hierarchy and power rarely cultivates connectedness and/or productive outcomes (Ambrosetti, 2012; Eby, McManus, Simon, & Russell, 2000). Therefore, rather than the typical hierarchical mentoring relationship that frequents descriptions in the research, the relational component promotes a more reciprocal relationship whereby the mentor and mentee each have skills, knowledge, and practices to share. However, according to Eby, Rhodes, and Allen (2007), mentoring relationships are more commonly both reciprocal and asymmetrical, meaning that there are shared responsibilities between the participants, but one participant may be more experienced and take the lead within the relationship. Thus, the mutuality of the relationship offsets hierarchical factors that may emerge such as power struggles (Ambrosetti, 2012). Descriptors such as nurture, support, mutuality, and trust encompass the relational component. Likewise, the roles a mentor undertakes in this component are those of advocate, friend, colleague, and counselor.

The *developmental component* of mentoring focuses on the purpose of the relationship and this relates directly to the specific needs of the mentor and mentee. This

component targets the functions and behaviors that are used in assisting the participants in achieving their developmental goals (Lai, 2005). However, the mentee is not the only one who benefits from the relationship, the mentor should also have goals and needs that can be developed through the process of mentoring. In a reciprocal relationship, collaboration would underpin the mentoring process where the mentor guides and coaches the mentee towards the development of their needs. The mentor offers critical feedback, role models skills, and facilitates opportunities for firsthand learning. Equally the mentee would engage in the opportunities provided and work alongside the mentor in order to developmentally grow.

The *contextual aspect* of mentoring is equally important to the relationship as the relational and developmental components. However, the contextual component extends beyond the setting of the mentoring relationship as it focuses on the explicit nuances of the job or profession and how these are communicated to the mentee (Kram, 1985). As such the context is reliant on the relationship. Mentors would role model job/workplace behavior and provide explicit instruction about the culture of the workplace and its operation. The mentee in return would observe the mentor and engage in discussion that confirms or clarifies the observations of the specific nuances of the job and/or workplace.

Mentoring in Pre-service Teacher Education

Mentoring is a strategy that is used in the practical training of pre-service teachers. A pre-service teacher in this paper is a person who is still enrolled in a teaching degree and is not yet a qualified teacher. In the context of pre-service teacher education, mentoring is utilized during the professional experience whereby a pre-service teacher (mentee) is placed with a classroom teacher (mentor) in order to learn how to teach. The professional placement is also considered as an opportunity for pre-service teachers to make links between theory and practice (Allen & Peach, 2007; Turner, 2011; Zeichner, 2010). In this respect, the mentor becomes responsible for and oversees the pre-service teacher and their practical development during the professional placement.

Despite the growing use of mentoring in the area of pre-service teacher education, the conceptualization of mentoring in the pre-service teacher education context needs further development (Hall, Draper, Smith, & Bullough, 2008; Koç, 2011; Lai, 2005; Walkington, 2005a). To date, mentoring has been developed in a haphazard way as clarity about the nature of mentoring varies widely and there is no particular structure of mentoring being used across the sector (Ambrosetti, 2012). This can be evidenced clearly through the use of different terminology within the literature. In particular, the term mentoring has been intertwined and interchangeably used with terms such as supervising and coaching (Koç, 2011; Orly, 2008; Parker, Hall, & Kram, 2008; Sundli, 2007), and few researchers describe how mentoring occurs within the specific context of pre-service teacher education. Thus, the conceptualization of mentoring in this context has been problematic with many mentors using supervisory strategies rather than mentoring strategies (Aladejana et al., 2006; Hudson & Millwater, 2008; Koç, 2011; Walkington, 2005a). It has been noted however, that in the pre-service teacher education context the mentor teacher is often considered both a mentor and supervisor and they take on such roles accordingly (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2008; Walkington, 2005a). Nevertheless, there are distinct differences between mentoring and supervising. Supervision tends to refer to a hierarchical relationship whereby specific skills

and roles of the job are taught and assessed (Fransson, 2010; Tillema, Smith, & Leshem, 2011; Walkington, 2005b). In contrast, mentoring concerns the use of a supportive and more reciprocal relationship between mentors and mentees whereby professional and personal growth occurs through reflective processes that include developmental and contextual factors (Ambrosetti & Dekkers, 2010; Lai, 2005; Walkington, 2005a). Interestingly within the pre-service teacher education context in Australia, the mentor teacher is required to assess and assign a grade on the pre-service teacher's performance during the professional placement.

In the pre-service teacher context, the mentor teacher has more professional experience in the relationship than the mentee, and takes leadership within the relationship. Therefore, this type of relationship can be classified as one that is asymmetrical. However, researchers such as Ambrosetti and Dekkers (2010), Heirdsfield et al. (2008) and Le Cornu (2010) suggested that mentoring in the pre-service teacher context should also be considered as a reciprocal relationship as both the mentor teacher and pre-service teacher bring their own expertise, skills, and knowledge to the relationship. Furthermore, the mentor and mentee participate by sharing and working together so that each participant has their needs met.

Mentoring in the pre-service teacher context is a formally arranged relationship whereby pre-service teachers are placed with mentors with whom they have no prior experiences. The professional placement is often task orientated and the mentor teacher, on behalf of the tertiary institution, assesses the pre-service teacher's performance. The professional placement in this context generally occurs for a short period of time ranging from two weeks to 10 weeks. The placements may be organized as a block placement or the pre-service teachers may attend nominated day visits that then culminate in a block of time.

Traditionally during the professional experience it is expected that pre-service teachers engage in activities such as observing and reflecting as well as planning and teaching (Ambrosetti, 2012; Walkington, 2004). It is these activities that underpin the *tasks to do* required by the teacher education program. As such, pre-service teachers typically

- observe their mentor teacher and watch them teach, interact with students, parents and other staff, organize and manage the classroom and students;
- develop learning experiences for students which are implemented within the professional placement classroom;
- experiment with teaching strategies and approaches;
- interact with the students within the classroom;
- engage in discussions that focus on teaching strategies, the students in the classroom and feedback; and
- reflect on learning experience implementation.

The tasks in which the pre-service teachers engage in will be dependent on their progress within their teaching degree. Pre-service teachers at the beginning of their teaching program may engage in tasks such as observing and teaching small groups of students, where as a pre-service teacher who is nearing the end of their program will engage in planning and teaching as well as managing the classroom and the students.

The professional experience is considered to be crucial to the development of skills and knowledge of those learning to teach (Sim, 2011). It is well evidenced that the

pre-service teachers themselves report that the time spent in schools and in classrooms is a highly valued component of their teaching degree (Ambrosetti, 2011; Graves, 2010; House of Representatives Standing Committee on Educational and Vocational Training, 2007). However, Allen and Peach (2007) reported that the experiences of pre-service teachers during the professional placement vary greatly with the range of experiences extending from positive and constructive to negative and destructive. While the tertiary institution provides guidelines for the professional placement, these outline the pre-service teacher's requirements and tasks to do rather than outlining mentoring processes, strategies, roles or functions for the participants. It is often assumed that mentoring is a natural skill, however researchers such as Hennissen, Crasborn, Brouwer, Korthagen, and Bergen (2011) and Wang and Odell (2002) believe that not everyone has a natural ability for mentoring, but that mentoring skills can be shaped and developed through preparation. As such, preparation for mentoring can assist in developing the mentor's knowledge of mentoring techniques and skills so that they can effectively mentor (Crasborn et al., 2008; Wang & Odell, 2002). The objective of mentoring in this context concerns the training of future teachers who in turn are teaching the future generation, therefore the emphasis on developing quality teachers needs to begin at initial teacher training (Cochran-Smith, 2005; Darling-Hammond & McLaughlin, 2011; White, Bloomfield, & Cornu, 2010).

The Interconnectedness of the Roles of Mentors and Mentees

Within mentoring both the mentor and the mentee have specific roles in a mentoring relationship and these roles shape the outcomes of the mentoring (Cherian, 2007; Scalón, 2008). However, roles in mentoring are often not well defined in the pre-service teacher education context (Ambrosetti & Dekkers, 2010). The authors contended that without role clarity for both mentor teachers and pre-service teachers, mentoring relationships will continue to operate according to preconceived perceptions.

A synthesis of the mentoring literature undertaken by Ambrosetti and Dekkers (2010), which focused on the interconnectedness of the roles of mentors and mentees, found that particular mentor roles were prominent in the pre-service teacher education literature. It can be seen from Table 1 that the roles of a mentor are numerous and multifaceted. However, the majority of the roles focus on the development of the pre-service teacher with the exception of the role of reflector which focuses on the development of the mentor teacher. It is this mentor role that provides the opportunity for the mentor to reflect on his or her own development and teaching practices through the work undertaken with pre-service teachers. The roles for the mentor teacher outlined in Table 1 are specifically associated with mentoring. However, the mentor may also need to draw upon supervisory roles such as those of assessor and evaluator in the pre-service teacher education context (Ambrosetti, 2012; Crasborn et al., 2008; Fransson, 2010; Jones, 2000; Le Maistre, Boudreau, & Paré, 2006; Tillema et al., 2011; Walkington, 2005b). As noted earlier, it is common practice in the pre-service teacher context for the mentor teacher to assess and assign a grade to the pre-service teacher as required by the pre-service teaching program (Jones, 2000; Walkington, 2005b). However, Maynard (2000) argued that the assessment of the pre-service teacher by the mentor teacher leads to a more hierarchical relationship where the pre-service teacher may feel unable to take risks, try out new skills and develop their own teaching style.

Table 1
Roles of the Mentor Teacher

Role	Role description
Supporter	The mentor offers encouragement and direction to the mentee. As a support person, the mentor introduces the mentee to other staff, informs them about rules and policies and also provides feedback to the mentee
Colleague	The mentor treats the mentee as a professional by advocating for the mentee and sharing their professional knowledge and skills
Friend	The mentor provides the mentee with companionship and camaraderie. They also act as a critical friend and encourage the mentee to try new tasks and challenges
Protector	The mentor shields the mentee from unpleasant situations, raises the mentee's profile and defends the mentee's actions
Collaborator	The mentor works alongside the mentee. They work on tasks together, plan and implement lessons together
Facilitator	The mentor creates and provides opportunities for learning and development. The mentor allocates time for the mentee to perform tasks and creates a place for the mentees to action a task
Assessor	The mentor assesses the mentee's performance and assigns a grade or marks criteria
Evaluator	The mentor tracks the progress of the mentee by appraising the mentee's progress and provides feedback
Trainer/ Teacher	The mentor provides the mentee specific instruction about performing tasks and assists during the performance
Reflector	The mentor critically thinks and reflects on all aspects of the mentoring process: The performance of the pre-service teacher as well as their own development as a mentor and practitioner
Role model	The mentor demonstrates and models skills and behavior for the mentee. They model tasks, actions, interactions and processes

Note. Adapted from "The interconnectedness of the roles of the mentors and mentees in pre-service teacher education" by Ambrosetti and Dekkers (2010), *Australian Journal of Teacher Education* 35, p. 48. Copyright 2010 by Edith Cowan University. Adapted with permission.

In Table 2 we summarized the roles of the pre-service teacher as mentee. It has been shown in a number of studies that the roles of a mentee can include that of active participant, listener and observer (Freeman, 2008; Kamvounias, McGrath-Champ, & Yip, 2007; Walkington, 2005a). In the mentee role context, the mentee can be responsible for their own learning through the setting of goals, engaging in professional conversations and working alongside the mentor (Freeman, 2008; Kamvounias et al., 2007; Walkington, 2005a).

It can be seen from Table 2 that some of the roles of the mentee are the same as those as the mentor teacher, namely collaborator and reflector. Thus, the roles of the mentor and mentee can be interconnected as shown by Ambrosetti (2012) and Ambrosetti and Dekkers (2010). From this perspective, mentoring can be deemed to be an interactive social process within the pre-service teacher education context. Therefore, it follows that the roles the participants engage in can be dependent on responses and reactions to the interactions that occur. The influence of time, experience, perceptions, interpretations and the relationship itself can also impact on the roles within the relationship (Lucas, 2001). The interconnected nature of the mentor and mentee roles in terms of the three mentoring components is shown in Figure 1. In this figure, the roles of the mentor and mentee are classified into the three components of mentoring and this further

Table 2
Roles of the Mentee

Role	Role description
Contributor	As a contributor the mentee works alongside the mentor by assisting and performing associated roles and tasks
Active participant	The mentee takes advantage of opportunities presented to them to develop their professional skills and knowledge. They initiate tasks, volunteer to undertake tasks and become involved in every aspect of the job. The mentee actively listens and acts on advice
Collaborator	The mentee works alongside of the mentor in planning, implementing and reflecting on tasks
Reflector	The mentee reflects orally and in written format on their own performance, actions and learning, and discuss these reflections with their mentor in order to clarify and develop professionally
Observer	As an observer the mentee observes how tasks or actions are completed by their mentor and keeps observational notes. They discuss their observations in order to develop their skills and knowledge that pertains to the job and the work environment

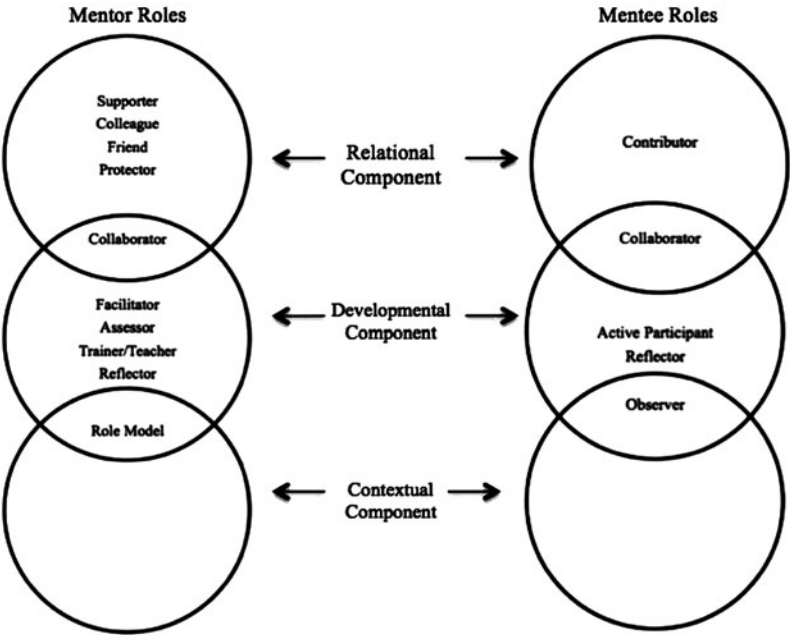


Figure 1. Roles and corresponding components of mentoring.

highlights the interconnectedness between the mentor and mentee roles. It can also be seen from the figure how the roles undertaken by mentors within a mentoring relationship can be specific to each individual component of mentoring, but due to the multifaceted nature of each role, are interconnected and one role may lend itself to several

components. In this respect there are corresponding roles that the mentor teacher and the pre-service teacher undertake in each mentoring component. Although the mentor teacher has many roles to fulfill, the pre-service teacher also has shared responsibility for the relationship and its success.

Two common roles span across both the mentor and mentee, namely collaborator and reflector. Collaborator is classified as both a relational and developmental role as it involves working together in a supportive manner. Reflector is classified as a developmental role as reflection is part of the learning process. As shown in Tables 1 and 2 these two roles, although similar in the actions that occur, are played out from different perspectives.

A Mentoring Framework for the Pre-service Teacher Education Context

Although there are mentoring programs and frameworks in existence (Clutterbuck, 2007), mentoring in the pre-service teacher context is quite different to other professions. Such differences include the timelines and organization of professional placements, school/classroom culture and the presence of a classroom full of children. This has led the authors' toward the development of a mentoring framework that addresses the specific context that pre-service teachers and their mentors experience.

As noted previously, guidelines provided by pre-service teacher education programs for the professional placement primarily focus on the requirements of pre-service teachers with little or no information about the mentoring process. The mentoring framework presented in Figure 2 is comprised of two parts, namely a theoretical model for mentoring in a pre-service teacher education context and guidelines for the implementation of mentoring within the context. In developing this framework the authors have taken into account the nature of mentoring within the pre-service teacher context and the process the mentoring relationship that follows.

The Mentoring Model

The model presented within the framework provides the theoretical underpinnings for the mentoring that occurs. The model comprises the three mentoring components identified earlier, namely relational, developmental and contextual. Lai (2005) identified that

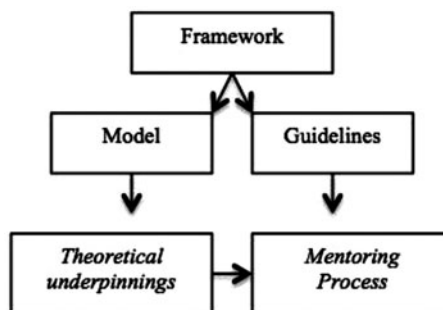


Figure 2. Mentoring framework.

in many cases, only one or two of the components are addressed within mentoring definitions. In the pre-service teacher education context, a similar concern has been raised (Ambrosetti, 2010, 2012). Thus, it can be concluded that mentoring is not viewed as a process that is holistic. Conceptualized in Figure 3 are the three components of mentoring as a holistic process, rather than a process that is of a piecemeal nature. Although the model places the relationship as the central component, each of the components is equal in importance. The relationship is positioned at the center of mentoring as the developmental needs and context shape the interactions that occur between the participants. As such, the connection made between the mentor and the mentee will determine if the relationship achieves its purpose.

In Table 3 we provide an overview of the three mentoring components by providing a brief description of the component and the associated actions undertaken within each component in a pre-service teacher education context. Each component, as it is situated within the pre-service teacher education context, is then described in detail. Although each component has been described separately, the components need to be considered as a holistic method as shown in Figure 3, so as to ensure a mentoring experience that provides the opportunity for a successful placement.

The Relational Component

In the pre-service teacher education context, the mentoring relationship formed through the professional placement is one that is of a professional nature and is specifically focused on learning to teach. Thus, the mentoring relationship is one that is interpersonal where both the mentor and mentee contribute to the development of the relationship. Although the mentor teacher would be seen as the expert within the relationship, the mentor would work with and provide opportunities for the pre-service teacher to contribute to the relationship (Ambrosetti & Dekkers, 2010; Tillema et al., 2011). Therefore, the relationship is dependent on the interactions that occur between the mentor and mentee. As the relational component centers on nurturing the pre-service teacher, the mentor would provide support and encouragement to the mentee, as well as ensure that the mentee felt included within the relationship through frequent communicative exchanges.

The Developmental Component

Within the context of pre-service teacher education, the developmental needs of the mentor and mentee focus on the goals to be achieved. The developmental needs may include

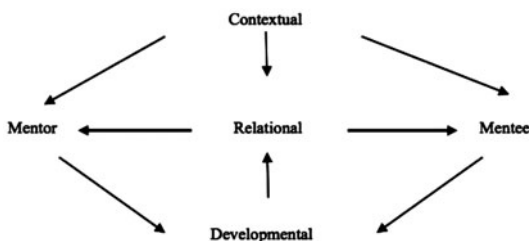


Figure 3. A holistic mentoring model.

Table 3
Mentoring Components in the Pre-service Teacher Education Context

Mentoring components	Description	Mentoring actions
Relational	The interpersonal relationship that occurs between the mentor and the mentee	<ul style="list-style-type: none"> • Support • Inclusion • Encouragement • Collegiality • Advocacy
Developmental	The functions and processes used to develop the personal and professional goals of the mentor and mentee	<ul style="list-style-type: none"> • Reflection • Sharing • Guidance • Role modeling • Communicating • Provision of opportunities • Assessment and feedback • Reflecting
Contextual	The setting of the mentoring in which the mentee is immersed in	<ul style="list-style-type: none"> • Work of a teacher • Behaviors of a teacher

both professional and personal goals. However, it is the functions and processes that the mentor and mentee employ within the relationship that will provide opportunities for the development of goals. As such the roles that the mentor and mentee undertake determine the opportunities that occur. Within a reciprocal mentoring relationship, the mentor and mentee would work together as a team in order to develop the needs of both the pre-service teacher and the mentor. Thus, the roles of the mentor teacher include collaborator, facilitator, teacher and role model, and the pre-service teacher in return actively participates and collaborates.

The Contextual Component

The contextual component of mentoring in the pre-service teacher context centers on the work of a teacher, involves the day-to-day management of the classroom and learners, as well as the functioning of a teacher within the school community (Ambrosetti, 2011). In this context, the mentor teacher becomes a role model for the pre-service teacher who in return observes and reflects upon the behaviors that teachers exhibit in the classroom, within the school grounds and with other teachers. In addition, the mentor would provide explicit demonstration or instruction about specific school procedures as well as the complexities of the job of a teacher (Feiman-Nemser, 2003; Lai, 2005).

Mentoring Implementation Guidelines

It has been observed that classroom based teachers who mentor pre-service teachers are often unsure of how to mentor, lack confidence in their mentoring abilities and are often unprepared for the interactions they need to engage in (Giebelhaus & Bowman, 2002; Valeni & Vogrinc, 2007; Walkington, 2005b; Wang & Odell, 2002). Pre-service teachers also are unsure of their role and responsibilities in the mentoring relationship (Ambrosetti, 2012). The second part of the mentoring framework provides the participants with guidelines for implementation of the mentoring relationship.

The implementation guidelines proposed here are underpinned by the phases that a mentoring relationship progresses through. The mentoring phases identified by Kram (1985) are well documented in the professional sphere and are used as a foundation for the guidelines outlined here. Kram (1985) identified four phases, namely initiation, cultivation, separation and redefinition, however in Kram's research, the phases spanned over considerable periods of time that averaged years. As noted earlier, mentoring relationships in the pre-service teacher context are short term in nature thus a model is needed that accommodates this factor. Using Kram's phases as a guide, we propose a four-phase implementation guide that takes into account the short-term nature of the professional placement as well as the formal nature of a mentoring relationship in this context. As can be seen from Figure 4 implementation features four phases, namely preparation for mentoring, pre-mentoring, mentoring, and post-mentoring. It can also be seen that the mentoring process is initially linear, but then proceeds in a sideward direction once the mentoring relationship develops.

The model shown in Figure 4 has a precise structure, however it can be seen from Table 4 that each of the mentoring phases has a specific focus. The first phase, preparation for mentoring, occurs before the mentoring relationship begins and provides the mentors and mentees with knowledge and skills of mentoring. As such, the importance of the relational component of mentoring becomes apparent as the pre-mentoring phase that occurs before the mentoring begins sets the tone of both the relationship and the professional placement. The developmental and contextual components are embedded within the mentoring phase and shape the direction of the relationship.

It can be seen from Table 4 that there is a defined process for mentoring. The preparation for mentoring and pre-mentoring phases provide the foundation for the mentoring relationship. Preparation for mentoring imparts the participants with the theoretical

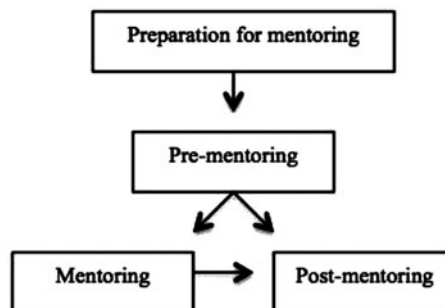


Figure 4. Phases of implementation.

Table 4
Phase Focus and Considerations

	Phase focus	Considerations
Preparation for mentoring	Training for mentors and mentees before the participants meet	Training that centers on: <ul style="list-style-type: none"> • The nature of mentoring • Processes of mentoring • Roles of the mentor and mentee • Conflict resolution
Pre-mentoring	Initial meeting before the professional placement begins	<ul style="list-style-type: none"> • Defining expectations for the relationship • Outlining goals for each participant • Defining roles for the mentor and mentee • Mapping out a time line • Setting up communication channels • Setting up meeting schedule • Induction (to the school) • Socialization
Mentoring	Development of the relationship and progression towards the achievement of goals	<ul style="list-style-type: none"> • Opportunities for development of competencies and capabilities (skills, knowledge and processes) through teaching and coaching, active participation and collaboration • Feedback approaches • Reflective opportunities • Interactions that endorse reciprocity (sharing, modeling, facilitation)
Post-mentoring	Continuation or completion of the relationship	Continuation: <ul style="list-style-type: none"> • Progress review (formal tasks and duties) • Redefining needs/goals and mentoring roles Completion <ul style="list-style-type: none"> • Assessment • Relationship evaluation

underpinnings in which to build the relationship on, whereas the pre-mentoring phase explicitly targets the fundamentals of a formal relationship such as expectations, goals, roles, and communicative processes. Research studies which highlight relationships which have failed or had negative outcomes often pinpoint fundamentals which are part

of the pre-relationship phase as the reason for the failure of the relationship (Eby & Lockwood, 2004). The third phase focuses on achievement of the goals articulated by the participants whereby the development of skills and knowledge occurs. The final phase in the guidelines is an evaluative phase where the participants either redefine goals or assess their progress.

Summary and Concluding Remarks

Pre-service teacher education, we believe, is a high stakes entity and it is vital that we get it right. If our mentor teachers and pre-service teachers do not have a thorough understanding of the nature and processes of mentoring and the roles they play in the process, there is the potential of experiences that are unsupportive of learning goals for both the pre-service teacher and the mentor teacher. Mentoring within this context is impacted by the short-term placement of pre-service teachers in unfamiliar schools and with unfamiliar mentors, the required tasks to do, as well as assessment of the mentee by the mentor. This paper reviewed mentoring in general terms and examined mentoring within the pre-service teacher education context. In doing so, it demonstrated the interconnectedness of the roles of the mentor teacher and the pre-service teacher within the relationship. This notion can be used to further maximize the potential of mentoring in the pre-service teacher education context.

It has been asserted in this paper that mentoring is a complex, multifaceted process that is not well understood in the pre-service teacher education context. Accordingly, we have conceptualized mentoring as a holistic process that includes relational, developmental, and contextual components and we have applied these to the circumstance. The complexity of mentoring has been demonstrated and it was inferred that within the pre-service teacher education context, mentoring is still being conceptualized. Mentoring within this context does not reflect the components nor the nature of mentoring that should occur. However, it has been indicated in the literature that a shift towards a more contemporary form of mentoring whereby reciprocity is embedded within the relationship is needed.

We have identified that there are specific roles of the mentor teacher and the pre-service teacher and that some, such as assessor, are unique to the context. The roles, the interconnectedness and the link that can be made to the holistic mentoring process presented have established that mentoring is not a haphazard event. As such new conceptualizations have been made and further research is needed to further maximize the potential of mentoring within this context.

Within the proposed framework, we have outlined a structure and process for mentoring within the pre-service teacher education context. Based on the existing research of mentoring, the structure and process have been adapted to suit the context by considering the unique circumstance of the context and has incorporated the holistic conceptualization of mentoring. Such a framework is the missing link in pre-service teacher education and it aims to provide clarity about the importance of mentoring, the nature of mentoring as well as how we organize and manage a mentoring relationship. The utilization of classroom-based teachers to mentor those learning to be teachers will continue well into the future, however we contend that without changes in the conception and delivery of mentoring in this context, the disparity between experiences will continue to be the same.

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