

## QUINT PHD Summer Institute – Abstract and extended abstract

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**Title:** Mentor education, supervision and cohesion in teacher education.

## **Abstract**

Most universities offer mentor education to train teachers to supervise teacher students in practice and help them develop as professional teachers. According to the national strategy there is a need for mentor education in Norway. Teacher education has been criticized in particular in regards to the gap between theory and practice, and whether or not students experience practice as relevant. This research explores how mentor education and theoretical knowledge about mentoring contributes to increased quality in the mentoring of students in practice, teachers' professional development and coherence between education and practice. The aim of the research is therefore to explore teacher student's experiences of coherence between education, practice and profession and the supervision/mentoring of students in practice. The used method is a mixed method, concurrent design utilizing both qualitative and quantitative data. The data will be collected from teacher students during their practical training and teachers from four different schools in two different urban municipalities. There is a need for more research on the supervision and mentoring of students in practice and mentor education. This study contributes to a stronger understanding of supervision of teachers students in practice, the effect and outcome of mentor education and students experience of coherence.

## Extended summary

Most universities offer mentor education to train teachers to supervise teacher students in practice and help them develop as professional teachers. According to the national strategy there is a need for mentor education in Norway and it is pointed out that mentoring and supervision of student teachers in practice is crucial in the transition from education to profession (Meld. St. 21, 2016/2017, p. 82). Teacher education has been criticized in particular in regards to the gap between theory and practice, and whether or not students experience practice as relevant (Lejonberg, et. al., 2017). According to Hollup and Holm (2015) about 33% of newly educated teachers quit working as teachers and by 2025 there will be a shortage of 38 000 teachers in Norway. This Ph.D. project want to explore the effect of mentor education and the importance of quality supervision of teacher students in practice.

The main research question for this project is: *Can mentor education and theoretical knowledge about mentoring contribute to increased quality in the mentoring of students in practice, teachers' professional development and coherence between education and practice?* The aim of the research is therefore to explore teacher student's experiences of coherence between education, practice and profession, the supervision/mentoring of students in practice and teachers professional development. The project has the following supportive research questions:

- How can supervisor- and mentor education contribute to teachers' experience of professional development?
- In what way do the mentor education contribute to teachers development as supervisors, their professional development and the collective development of the school?
- How can supervisor and mentor education contribute to teachers collective school-based development and improvement?
- How can mentor education contribute to teachers and student teachers' experience of coherence between teacher education and practice?

The used method is a mixed method, concurrent design utilizing both qualitative and quantitative data. The data will be collected from teacher students during their practical training and teachers from four different schools in two different urban municipalities. These

schools are part of a larger project (Universitetsskoleprosjektet) that focuses on the increased collaboration between university and university schools/practice schools. The study will conduct quantitative questionnaires to all the teachers at the four different schools (approximately 130 teachers), which will be analyzed and discussed in relation to data collected through interviews. Teacher students in practice will also answer a similar questionnaire and interviews will be conducted with teacher students in practice at the schools where all teachers get mentor education and at other schools that are not part of the larger project.

There is a need for more research on the supervision and mentoring of students in practice and mentor education. This study contributes to a stronger understanding of supervision of teachers students in practice, the effect and outcome of mentor education and students experience of coherence. Therefore, this study will not only contribute with knowledge that is relevant for teacher education, but aims at showing relevance to other professions where practical training is a significant part of the education and training.

#### Sources:

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