Who Mentors the Mentors? Curriculum and Development for Mentors of New Teachers in Israel

by

Annette Jane Ford

A thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy
Graduate Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education
University of Toronto

© Copyright by Annette Jane Ford 2017
Who Mentors the Mentors? Curriculum and Development for Mentors of New Teachers in Israel

Annette Jane Ford

Doctor of Philosophy

Department of Curriculum, Teaching and Learning
University of Toronto

2017

Abstract

Excellent teachers of children are not automatically excellent mentors to new teachers. To effectively mentor new teachers, experienced teachers must understand new teachers’ needs and acquire mentoring skills. However, few teachers receive adequate preparation for mentoring, and few programs offer extended courses in mentor development. In Israel, mentor development courses are coordinated by the Ministry of Education and are taught by teacher educators in universities and teachers’ colleges throughout the country.

This study investigates how the Israeli mentor development program prepares experienced teachers to mentor new teachers. Using case study methodology, the research included semi-structured interviews with 20 directors, coordinators, instructors, and mentors in the program, document analysis, and observation of the mentor coordinator training and the Israeli culture.

The findings highlight the following curriculum themes: (a) Mentor identity, (b) New teacher’s world, (c) Mentor guidance and communication skills, (d) New teacher assessment, (e) Mentor course activities, and (f) Mentor course assignments. The research also reveals
three principles of the Israeli mentor development program, including their challenges and strengths: (1) Mentor courses should benefit all mentors and new teachers, (2) Mentor courses’ curriculum should be both practical and professional, and (3) Mentors should build supportive, trusting mentoring relationships with new teachers. The study also discusses Israeli contextual issues and how they relate to the program.

Consideration of the Israeli program in light of other mentor development programs provides insights for creating mentor development programs in other contexts. Despite the challenges, the curriculum and practice of Israel’s development program for mentors of new teachers can serve as a model for initiating and conducting mentor development in Canada and other countries. Where implemented in context-specific, culturally sensitive ways, the insights from this study could improve new teacher induction, teacher retention and development, and student education.
Acknowledgements

This thesis, like my life, has been a journey – sometimes exciting, sometimes tedious, and sometimes terrifying. And as in my life, my primary source of strength, peace, and hope in researching and writing this thesis has been my relationship with God through Jesus Christ. I give Him thanks and praise above all others.

On this journey, my most faithful, loving, supportive companion “with skin on” has been my husband Stephen. Thank you, Stephen, for believing in me, for encouraging me, and for doing more than your share of the housework. Thank you for sharing my stresses, joys, frustrations, and successes on this thesis adventure and through this, giving me courage to persevere.

Over the past 23 years, my children have enriched my journey and have brought me great joy. Thank you, Stephanie and Daniel, for your support and prayers, even from far away. Thank you, Jonathan and Joanna, for your liveliness and love, and for sharing me with the computer in these years of graduate study.

My journey of life began in the home of Murray and Florence Carter, my first and enduring heroes. Thank you, Mom and Dad, for being my first mentors. Thank you for encouraging me to pursue my dreams and to believe I will accomplish them. Thank you for being role models of faithfulness in service to God and others.

In my OISE journey, I am deeply thankful for my supervisor, Ruth Hayhoe. Thank you, Ruth, for encouraging me to apply to OISE and for “being there” for me as a professor, thesis group supervisor, and then PhD supervisor. You are a role model to me of a highly gifted, widely acclaimed, and yet caring, giving, and humble professor. Thank you for your timely helpfulness in answering my emails, returning my thesis drafts, and arranging
logistical details. I hope to become more like you as I complete my OISE journey and continue on unknown paths.

Clare Kosnik, you are an amazing combination of an excellent teacher and writer, a gifted administrator, and a vivacious, personable professor. Thank you for your astute comments on my thesis and for being an exemplary educator and leader.

Clive Beck, thank you for your kindness. When meeting with you I have appreciated both your scholarly wisdom and your genuine care. Thank you for your encouragement after my comprehensive exam and for your helpful comments on my thesis drafts.

Thank you, Orna Schatz-Oppenheimer, for your generous help and logistical support on my research trip to Israel. Thanks, too, to all my research participants for giving of your time and sharing from your hearts so I could learn about your mentor development program. I am so grateful for your participation.

And many thanks to all my relatives and friends who have encouraged me on this journey. You have made my hope greater, my path brighter, my faith stronger, and my step lighter. Like beautiful flowers along my path, you have cheered my way. Thank you.
Table of Contents

Who Mentors the Mentors? Curriculum and Development for Mentors of New Teachers in Israel.......................................................... i

Abstract ............................................................................................... ii

Acknowledgements ............................................................................... iv

List of Tables ....................................................................................... x

Chapter 1: Introduction ...................................................................... 1
  Context of Mentoring.......................................................................... 2
  Statement of the Problem................................................................... 3
  Rationale for the Research................................................................. 4
  Research Questions ........................................................................... 5
  Significance of the Study .................................................................. 6
  Motivation of the Researcher ............................................................. 6
  Overview of Thesis ............................................................................ 12

Chapter 2: Literature Review ............................................................. 16
  Mentoring Definition ......................................................................... 16
  Mentoring Framework ....................................................................... 17
    Mentoring Functions ....................................................................... 17
    Ethic of Care .................................................................................. 18
  Curriculum Framework ..................................................................... 19
    Basic Principles of Curriculum and Instruction............................... 20
    Sociocultural Theory ..................................................................... 20
    Ethic of Care in Education ............................................................. 22
  Mentoring/Curriculum Framework..................................................... 24
  Teacher Professional Development..................................................... 25
  New Teacher Mentoring .................................................................... 27
  Mentor Development ......................................................................... 29
    AKU-IED Mentor Development Program ......................................... 30
    NTC Mentor Development Program .............................................. 38
    Israeli Mentor Development Program ............................................ 42
  Conclusion ....................................................................................... 49

Chapter 3: Methodology ................................................................. 51
  Philosophical Framework .................................................................. 51
  The Importance of Context ............................................................... 52
  The Israeli Context ........................................................................... 53
  Case Study Methodology ................................................................. 59
    Case Site ........................................................................................ 61
    Case Participants ............................................................................ 61
    Data Sources ................................................................................ 62
    Data Analysis ................................................................................ 64
  Validation of Research ..................................................................... 65
  Ethical Considerations ...................................................................... 66
  Conclusion ....................................................................................... 68

Chapter Four: Program and Participants ......................................... 69
  History and Purpose of the Program .................................................. 69
# Table of Contents

Educational Tensions ........................................................................................................... 203
Conclusion .......................................................................................................................... 204

Chapter 10: Adapting the Program .................................................................................. 207
Comparison with NTC’s and AKU-IED’s Programs ......................................................... 207
  Context of the Programs ................................................................................................. 208
  Mentor Training in the Programs .................................................................................. 209
  Leadership Communities in the Programs .................................................................... 210
  Financial Support for the Programs .............................................................................. 210
Ontario, Canada’s New Teacher Induction Program ....................................................... 212
  NTIP Mentoring and Mentor Training ........................................................................ 213
  NTIP Successes and Challenges ................................................................................... 214
A Mentor Development Program for Ontario, Canada .................................................. 216
  Purpose .......................................................................................................................... 217
  Stakeholders .................................................................................................................. 217
  Courses and Learning Communities .......................................................................... 220
  Course Topics ............................................................................................................... 223
Conclusion ........................................................................................................................ 235

Chapter 11: Conclusions ................................................................................................. 237
  Significance of the Research ....................................................................................... 237
  Research Limitations ................................................................................................... 239
  Future Research ............................................................................................................ 239
  Conclusion: Mentoring for Learning ............................................................................ 240

References ......................................................................................................................... 244

Appendix A: Institutional Informed Consent Form ........................................................... 262
Appendix B: Participant Informed Consent Form .............................................................. 264
Appendix C: Interview Questions – Program Directors .................................................... 266
Appendix D: Interview Questions – Mentor Developers .................................................... 268
Appendix E: Interview Questions – Mentors in Training .................................................. 270
List of Tables

Table 1: Comparison of an Ethic of Care in Education and Psychosocial Functions of Mentoring.................................................................p. 24

Table 2: Course Participants.................................................................p. 62

Table 3: Research Triangulation Matrix..............................................p. 63

Table 4: Course Participants.................................................................p. 76
Chapter 1: Introduction

Excellent teachers of children are not automatically excellent mentors to new teachers. To effectively mentor new teachers, experienced teachers need to understand adult learning processes and teachers’ needs, and they need skill in mentoring (Leshem, 2014; Moir & Hanson, 2008b; Rajuan, Tuchin, & Zuckermann, 2011). This understanding and skill does not automatically result from proficiency in teaching children, but requires learning, preparation, and support that is based on a clear understanding of mentoring and teaching principles and practice (Achinstein & Athanases, 2006; Moir & Hanson, 2008a; Schatz-Oppenheimer, 2014). Few programs, however, adequately prepare experienced teachers to mentor new teachers (Davis, 2006; Leshem, 2014; Schatz-Oppenheimer, 2014). Many programs that do focus on mentor preparation offer workshops and manuals without ongoing inductive, collaborative communities of learning for mentoring (Achinstein & Athanases, 2006; Jonson, 2008). In Canada, for example, the support of new teachers has been “sporadic and inconsistent” (Kutsyuruba, Godden, & Tregunna, 2014, p. 32). Only Ontario and the Northwest Territories have comprehensive induction programs, and not all programs in Canada include mentoring (Kutsyuruba, Godden, & Tregunna, 2014). Because there is little research on curriculum and development for mentors of new teachers, there is need both to study programs that train mentors of new teachers and to develop well-conceptualized curricula for mentor development (Athanases et al., 2008; Helleve, Danielson, & Smith, 2015; Jonson, 2008; Orland-Barak, 2010).

My research examines the curriculum and practice of a broad-reaching program in Israel that develops the mentors of new teachers through planned courses that function as communities of learning. This program, coordinated by Israel’s Ministry of Education, is an
Israel-wide mentor development program (Achinstein & Athanases, 2006, Leshem, 2014; Schatz-Oppenheimer, 2014). My study of this program from the perspective of various stakeholders is intended to offer insights for designing similar mentor development programs in other places.

This chapter considers the context of mentoring and then provides a statement of the problem and the rationale for the research. It then presents the research questions, the significance of the research, and my personal motivation for the research. Finally, it provides an overview of the thesis.

**Context of Mentoring**

The word “mentor” comes from the ancient Greek story of Mentor, who was asked to train and help Odysseus’s son, Telemachus, rise up to “the highest pitch of glory” (Ryley, 1994, p. 215). Since the time of Odysseus, mentoring has provided opportunity for those who are more advanced personally or professionally to come alongside those who are less advanced to offer wisdom, guidance, and encouragement (Buell, 2004; Kalbfleisch, 2002; Newby & Heide, 2013). Mentoring involves both professional development and relationship building (Kram, 1983). In the school context, mentoring often focuses on the induction of new teachers into the profession by experienced teachers who mentor teacher candidates and new teachers (Crasborn, Hennisen, Brouwer, Korthagen, & Bergen, 2008; Ligadu, 2012; Kutsyuruba, 2012; Valencic Zuljan & Vogrinc, 2007). Mentoring in schools can also involve teachers mentoring peers in communities of learning (Richter, Kunter, Klasmann, Lüdtke, & Baumert, 2011; Webster-Wright, 2009), teachers mentoring students (Morissette, 2011; Trepanier-Street, 2004), community members mentoring students (DuBois & Karcher, 2005; Schissel & Schissel, 2008), and students mentoring peers (Fair, Decker, & Hopkins, 2011;
Núñez, Rosário, Vallejo, & González-Pienda, 2013). Up to the present there has been little focus on preparing and mentoring the mentors in any of these areas. The purpose of this study is thus to carry out research on how to prepare experienced teachers to mentor new teachers.

Statement of the Problem

Although there is increasing understanding that mentoring new teachers can lead to greater teacher retention and student success (Athanases et al., 2008; Darling-Hammond, 2003; Ingersoll & Strong, 2011; Jonson, 2008), there is inadequate development for mentors in many schools. Teachers are not being given the opportunity to learn how to be reform-minded, critically reflective, and genuinely caring mentors (Athanases et al., 2008). Instead of relying on a kind of “apprenticeship of observation” from outdated memories of their own teacher training and induction (Kosnik & Beck, 2009; Lortie, 1975; Schatz-Oppenheimer, 2014), mentors need to be guided into collaborative forms of mentoring (Davis, 2006; Rajuan et al., 2011). With guidance, they can learn to critically analyze their own teaching successes and struggles in light of broader teaching theory and other mentors’ practice and then use this understanding to guide new teachers (Jonson, 2008; Leshem, 2014; Moir & Hanson, 2008b). Just as new teachers need mentors to guide them in their learning and adjustment to teaching, new mentors need guidance and training to help them become thoughtful, collaborative, caring, and effective mentors (Moir & Hanson, 2008a, Orland-Barak, 2003b; Schatz-Oppenheimer, 2014). This guidance and training should take place in programs that are founded on a clear understanding of effective mentoring and teaching principles and practice.
Rationale for the Research

Scholarly research shows the need for mentoring and the benefits derived from mentoring relationships for both the mentee and the mentor (Corbett & Paquette, 2011; Daloz, 1986; Detsky & Baerlocher, 2007; Ligadu, 2012). It also shows the benefits of mentoring in teacher induction (da Rocha, 2014; Kutsyuruba, Godden, & Tregunna, 2014; Strong, 2009). In a comprehensive review of the literature, Ingersoll and Strong (2011) showed that new teacher mentoring leads to greater teacher commitment and retention, improved classroom instruction, and greater student achievement. There is little research, however, on mentor development for experienced teachers who mentor new teachers (Athanases et al., 2008; Leshem, 2014; Rajuan et al., 2011). Existing literature speaks mostly about training those who mentor student teachers (Crasborn, et al., 2008; Valencic Zuljan, & Vogrinc, 2007). The literature on mentor development for teachers lacks theoretical and research grounding, largely discussing preparation for teacher mentoring in terms of concrete strategies rather than in complex and dynamic contexts like communities of learning (Achinstein & Athanases, 2006; Feiman-Nemser, Parker, & Zeichner, 1993). There is a clear need for more research “to make sense of the passage from teaching to mentoring, to understand what mentors take from teaching to their mentoring situations” (Orland-Barak, 2003b, p. 207).

My research focuses on the Israeli mentor development program because it is one of very few programs that seek on a broad scale to prepare experienced teachers to mentor new teachers. Studies have been conducted on Israel’s mentor development and teacher induction program in terms of the mentor development courses (Leshem, 2014; Orland-Barak, 2003b; Rajuan et al., 2011), mentors’ perceptions of mentoring in cross-cultural and conflict-affected
contexts (Orland-Barak, Kheir-Farraj, & Becher (2013), the dialectics of new teacher mentoring (Schatz-Oppenheimer, 2014), and the differing perceptions between mentors who had or had not attended a course (Leshem, 2014). There is need, however, for a multi-level study on the perceptions of various stakeholders in the mentor development program – directors, coordinators, instructors, and mentors – of the strengths and challenges of the program.

**Research Questions**

This thesis examines a program in Israel that provides training and preparation for mentors of new teachers. The study was guided by one research question and six sub-questions:

RQ: How does the Israeli mentor development program develop experienced teachers to mentor new teachers?

1) What planned and lived curricula are used in the program to develop experienced teachers to mentor new teachers?

2) How is mentoring enacted in this program?

3) What are the views of the program directors, mentor developers, and mentors of new teachers regarding the strengths and challenges of the program?

4) How does the Israeli context shape the program?

5) What principles of mentor preparation are found in this program, and how valid are they?

6) How could this program be adapted to other contexts?
Significance of the Study

New mentors who seek to guide, teach, and relate to new teachers need guidance from more experienced mentors. The Israeli mentoring system provides a model for how to develop mentors of new teachers. This model could possibly be adjusted and adapted to other contexts because it is based on principles and practices that could be applied to other educational settings. This research on the curriculum and practice of Israel’s development program for mentors of new teachers could provide needed insight toward mentor development programs in Canada and other countries. If implemented in context-specific, culturally sensitive ways, these insights could improve education throughout the world.

Motivation of the Researcher

My motivation for this study is founded on my multicultural background and my teaching and learning experiences. These areas have influenced both who I am and the topic I have chosen for this dissertation.

My interest in international education originates in my multicultural past. I was born to Canadian and American parents in New Delhi, India. Except for grade one in the United States, I lived in India until I was ten years old. After two years in Canada, I spent two years with my parents in northern Italy and three years at a Canadian boarding school in southern Germany. I completed my first university degrees in South Carolina, then worked four years in Toronto, eleven years in Hungary and seven years in Kazakhstan.

My experience in teaching many levels of school in various countries provided a foundation for my thinking about the need for mentoring in education. When I taught kindergarten and then a grade one/two class at a small private school in Toronto, the principal asked me to teach using “learning centers” rather than traditional methods.
Although I now see the potential for educative mentoring in this form of teaching, my training had been in traditional teaching for grades one to eight in my bachelor’s degree and for English as a foreign language in my first master’s degree. In this new context, I received no mentoring, either in professional guidance or in personal support, for my teaching. I felt frustrated and alone.

When I taught grade five in an international school in Budapest I felt like I was pushing the children through an assembly line of subjects each day. I endeavored to make the learning as hands-on and interactive as possible, but I felt the constrictions of the “factory model” of education (Collins & Halverson, 2009). Again, I had received no mentoring for myself as a teacher.

As a new English conversation teacher in a Hungarian high school I received no mentoring or guidance to understand their system of schooling. The same was true when I taught at a private college in Canada, and then at an international school in Kazakhstan. In each of these contexts I not only received no mentoring, I also did little to mentor my students. In some ways, I mentored students through their journals at the Hungarian high school, met regularly with several students to mentor them at the college, and mentored several teachers at the international school in Kazakhstan. Each of these experiences combined to fuel my desire to explore and research the possibilities of a system of mentoring in education.

For three years I studied in the online context in Spring Arbor University’s Master of Arts in Communication (MCOM) program. As much as possible, the focus of my research throughout my communication degree was mentoring in education. My thesis was “Faculty Mentoring of Graduate Assistants in the Online Context: A Case Study from Spring Arbor
University’s Master of Arts in Communication Program” (Ford, 2013). I found that although mentoring graduate assistants in the online context was increasingly important for graduate students, faculty members, and institutions (Clark, Harden, & Johnson, 2000; Johnson, 2010), there was little research on how faculty could effectively mentor online graduate assistants, and there were few models of successful online graduate mentoring programs (Calkins & Kelly, 2005; Corbett & Paquette, 2011). In my thesis I conducted a case study on faculty-graduate assistant mentoring in the online context. My findings showed key relational characteristics and structures for enacting online faculty-graduate assistant mentoring.

My experience in being mentored as a graduate assistant (both research assistant and teaching assistant) furthered my understanding of the need and benefit of mentoring. My work as an RA included researching and writing for book chapters and peer-reviewed articles; researching, writing, and presenting at professional conferences; cite-checking peer-reviewed articles intended for publication; working on an annotated bibliography, and developing the companion website for a communication textbook. I also worked as a TA in developing curriculum, preparing Blackboard learning management system course shells, managing graduate level online or blended learning classes, co-facilitating weekly group discussion in an online forum, grading assignments, and managing communication with students in online courses. I received all of my training online, and also did most of my work online, under the guidance of my faculty mentor. I described him in my thesis autoethnography as follows:

My faculty mentor was a thorough, exacting, but patient mentor to me. He explained the big picture of projects and then gave the details when I needed to know them. He would write a detailed email describing the procedures and then would ask me to do a small portion of the work. I would start working on it, and when I had questions or was confused about it I would ask him, and he would explain how to do it in an email or tell me how to do it in a Skype call. When I had finished the initial work he had
asked me to do he would review what I had done and give me feedback and direction for how to improve it. When he felt confident that I understood the task, he would “turn me loose” on it, and I would complete it on my own, with periodic feedback from him. He had high standards of excellence, but he also demonstrated patience as I sought to meet those standards in my work for him. (Ford, 2013, p. 247)

I concluded the autoethnography section of my master’s thesis by saying,

My experience as my faculty mentor’s graduate assistant mentee has been invaluable…. He inspired me to excellence, he believed in me, and he trained me with precision and skill. I will be forever grateful. (Ford, 2013, p. 253)

This experience in being mentored as a graduate assistant showed me the benefits of an effective mentoring relationship in an educational context.

For my first year as a PhD student I worked as a graduate assistant with two cohorts of teachers who met regularly in an online community of learning. In the summer after the year of observing them and transcribing and analyzing recorded data from the meetings, I met with them in a face-to-face “summer institute.” As I reflected on the differences between traditional professional development and communities of learning, I wrote the following:

**Traditional Professional Development Vs. Teacher Communities of Learning**

**The Traditional Way**

Do it. Do it. Do it. This is how.
No, not that way now. This way.
Do it quickly. Learn it fast.
Do it. Do it. Do it now.
Teachers stressed. Teachers tired.
Doing, doing, fearing, struggling.
Joys and stresses. Teaching, learning.
“Who will help me? Who will guide me?”
Teachers alone in a crowd of students, teachers, administrators, walls, desks, chairs, pencils, papers, books, assessments, standards.
Do it, Do it. Do it now.

**Teachers in Community**

Community.
Oneness, friendship, togetherness.
Not alone. I reach out my hand and find a friend.
Alone I wilt. Together we grow.
A garden of beauty, together.
Strong and beautiful, together. Together.
I care about you. You care about me.
Not soppy, not transient. Committed care.
I falter and fall. You pick me up.
You bend in a storm. I hold you up.
I hurt you. Didn’t mean to but I’m human.
You forgive me because you care.
I am your friend.
Not a number. Not a statistic. Not a name on a page.
We are one.
Different in personality, in giftedness, in experience, in situation.
But we are one.
One.
One garden of flowers.
One body working together in unity.
A living organism.
In community.
A community of teachers.
Together.

The experience summarized in these two texts furthered my desire to understand and develop communities of mentoring and learning.

My interest in the study of Israel’s mentor development program evolved from a desire to study mentoring programs that provided extensive, ongoing training for mentors of new teachers. I discovered that although teacher induction programs would be greatly strengthened by developing experienced teachers to mentor new teachers, very few programs do so. I found three programs in the literature that provided this kind of development for mentors: the New Teacher Center (NTC)’s program in California, USA (and many other places in the United States), the Aga Khan University’s Institute for Educational Development (AKU-IED)’s program in Karachi, Pakistan, and the Israel-wide program coordinated by Israel’s Ministry of Education in Israel. Due to a lack of funding, AKU-IED’s program was stronger in the past than it is now, and it is not focused only on mentors of new
teachers. Israel’s program is broad-reaching and yet has not been as strongly highlighted in the literature as the New Teacher Center’s program.

Although I had had no direct connection with Israel until doing the preliminary trip related to this thesis I have some understanding of Israeli religious and cultural roots because of my extensive and continuing study of the Jewish Scriptures. In the process of this thesis research I have learned more about Israel’s history and culture and have sought to be culturally sensitive in all interactions with my participants.

Through my studies in communication and education I learned that many perceive the world as increasingly “open” and “flat” through widespread access to technology (Bonk, 2009). Many scholars suggest that our education systems are failing, and that the “factory model” of education is no longer preparing our students for the realities of life outside the school walls (Collins & Halverson, 2009; Davidson & Goldberg, 2010; Sheskey, 2010). While some suggest that increased access to technology will ensure success for students in the future (Christensen, Horn, & Johnson, 2008), I see the need for increased human relationship in the form of mentoring in care and community. Schultze (2002) says, “No fancy technologies that promise to relieve us of the burden of being somewhere are adequate substitutes for conversation, let alone for communities of hospitality and neighborliness” (p. 179). Throughout our education systems, there is a lack of personal care and informed nurturing of students and professionals to help them achieve their highest potential. There is need for “a nurturing environment with strong ties of affection and mentoring between teachers and students” (Hayhoe, 2015, p. 221). There is need for mentoring – for more experienced learners to know, believe in, care for, and guide less experienced learners into greater understanding through investigation, collaboration, problem solving, and community
learning. There is need for these mentors to use appropriate tools and innovative methods, with the goal of preparing the learner for effectively navigating present and future life and work. Awareness of this need has led to my desire to study how mentoring for students and teachers could help them in their learning processes, and more specifically to this study on training and developing experienced teachers to mentor new teachers. Through my present and future studies on mentoring in education, I hope to investigate how a system of mentoring could help teachers who struggle to teach children in conflict zones or in areas with restrictions due to poverty (see Mundy, Bickmore, Hayhoe, Madden, & Madjidi, 2008; Mundy & Dryden-Peterson, 2011).

**Overview of Thesis**

In Chapter One, I described the historic roots and present context of mentoring in schools. I presented the problem that few schools adequately develop experienced teachers to mentor new teachers, and I discussed the need for more research in this area. I presented my main research question, “How does the Israeli mentor development program develop experienced teachers to mentor new teachers?” and my six sub-questions. I then discussed the significance of the research for education in Canada and beyond. Finally, I explained how my background and experience has motivated me for this study.

ethic of care in education. After this, I discuss concepts of teacher professional development, new teacher mentoring, and mentor development.

Chapter Three describes my research methodology. First I discuss my philosophical framework, and then I present the importance of context and provide an overview of the Israeli context. After this I describe the case study’s location, participants, and data source strategies, and I explain my analysis of the findings. Finally, I discuss validation and ethical considerations of the study.

In Chapter Four I first present the findings on the history and purpose of the program, including the “staj” induction program, the mentors’ role in the program, and mentor development courses. Then I present individual portraits of each of the participants in the program – the founders and directors, coordinators, coordinators who are also instructors, instructors, and mentors in training.

Chapter Five is devoted to the curriculum themes that emerged from my findings. The first is Mentor Identity, which includes a mindset of mentoring versus teaching, of change and process, and of new teacher growth. The second theme is The New Teacher’s World, which includes new teachers’ identity, communication, and pedagogical challenges. The third theme is Mentor Guidance and Communication Skills. The fourth theme is New Teacher Assessment, which includes understanding new teacher assessment, observing new teachers, and conducting feedback conversations. The fifth theme is Mentor Course Activities, which include case studies and stories, articles and metaphors, role play and simulation, and lecture and PowerPoint. The final theme is Mentor Course Assignments, which include the mentoring portfolio and the mentoring project.
In Chapter Six I look at the findings on the mentor development program relationships. The relationships involve mentors with new teachers; mentor instructors with mentors; mentor coordinators and instructors with peers; mentor coordinators with instructors, mentors, and new teachers; and program directors with coordinators and instructors.

In Chapter Seven I give an overview of the three principles that were identified as underlying the mentor development program: (a) Mentor courses should benefit all mentors and new teachers, (b) Mentor courses’ curriculum should be both practical and professional, and (c) Mentors should build supportive, trusting mentoring relationships with new teachers. Each principle is followed by the challenges and strengths that emerged for that principle.

Chapter Eight considers the findings on the Israeli context of the program and on how participants recommended the program could be adapted to other contexts. I first look at Israel’s cultural diversity in terms of Israeli helpfulness, Jewish audacity and Arab-Jewish differences. Then I consider Israeli tensions around security, racism and teacher struggles. After that I present my findings on potential ways to adapt the program to other contexts.

In Chapter Nine I discuss the findings from my case study interviews, observations, and documents on the Israeli mentor development program. I first consider the planned and lived curricula as seen in the course themes, the career functions of mentoring, the planned curriculum, and the lived curriculum. Then I discuss mentor enactment in the program in light of the psychosocial functions of mentoring, an ethic of care in education, and the issues of trust and evaluation. After that I discuss principles, benefits and challenges of the program, and I end with cultural and educational tensions in the Israeli context.
In Chapter Ten I discuss how the program might be adapted to other contexts. First, I compare Israel’s mentor development program with that of the New Teacher Center in California and of the Aga Khan University’s Institute for Educational Development in Pakistan. Then, I discuss Ontario, Canada’s New Teacher Induction Program (NTIP) as a potential context to adapt elements of the Israeli mentor development program. Finally, in light of the Israeli program and the literature on mentor development programs, I present a potential program that could strengthen new teacher induction in Ontario, Canada and in other places.

Chapter 11 is my concluding chapter. In this chapter, I first present the significance of my study. Then I present the limitations of my study and suggestions for future research. Finally, I discuss mentoring for learning.
Chapter 2: Literature Review

This chapter looks at the mentoring and curriculum theories that frame my study, and at the concepts of mentoring that inform my research. I first define mentoring and then discuss the two main dimensions of my conceptual framework: (a) career and psychosocial functions of mentoring (Kram, 1983; 1988), and (b) an ethic of care (Noddings, 1984). I then discuss my curriculum framework, which comprises (a) “Basic Principles of Curriculum and Instruction” (Tyler, 1949), (b) sociocultural theory (Vygotsky, 1935/2011; Vygotsky, 1978), and (c) an ethic of care in education (Noddings, 1984; Noddings, 2005). I then present concepts of teacher professional development, new teacher mentoring, and mentor development. In my discussion of mentor development, I include a description of Israel’s program and two other programs for preparing experienced teachers to mentor other teachers. All of this constitutes a review of the literature that has been drawn upon in this thesis.

Mentoring Definition

Mentoring is a caring relationship in which a more experienced person guides a less experienced person toward personal and professional growth (Crisp, 2009; Halai, 2006; Kalbfleisch, 2002; Newby & Heide, 2013). After an extensive review of mentoring literature, Allen and Eby (2007) described mentoring as “a unique relationship between individuals,” “a learning partnership,” “a process,” “reciprocal yet asymmetrical,” and “dynamic” (p. 10). Mentoring is a professional growth relationship that is based on an ethic of care. It involves not only instruction and guidance, but also a committed, caring, reciprocal relationship that develops through one-on-one or small group interaction on a regular basis over a period of time.
Mentoring Framework

My study is conceptually framed within Kram’s (1983, 1988) mentoring functions and Nodding’s (1984) ethic of care. This framework provides a basis for mentoring that is characterized by caring professional development and caring relationship.

Mentoring Functions

Kram (1983, 1988) suggested two broad functions of mentoring relationships: (a) career functions, which involve the mentee advancing professionally; and (b) psychosocial functions, which involve relational functions of encouragement and friendship. Career functions of mentoring include sponsorship—promoting the mentee for advancement in the organization; “exposure-and-visibility”—introducing the mentee to key people and advocating for the mentee; coaching—helping the mentee navigate the profession and grow professionally; protection—shielding the mentee from potentially damaging contact with others; and challenging assignments—guiding the mentee through challenging and profitable work that might not have been accomplished alone (Kram, 1988). Psychosocial functions include role modeling—setting an example that the mentee desires to follow; “acceptance-and-confirmation”—showing continued support, encouragement, and appreciation to the mentee; counseling—helping the mentee understand and negotiate personal and organizational concerns; and friendship—expressing interest in the mentee’s life beyond the workplace (Kram, 1988). The mentor can guide the mentee in career functions because of greater experience and knowledge in the field, and can build up psychosocial functions through an interpersonal relationship that grows in trust and closeness (Kram, 1988). The combination of career and psychosocial functions sets mentoring apart from teaching and coaching.
Ethic of Care

Genuine care begins with understanding someone’s need and realizing that “we must act to eliminate the intolerable, to reduce the pain, to fill the need, to actualize the dream” (Noddings, 1984, p. 14). Noddings referred to care as an ethic because it serves as a guide for moral decision-making (1984). An ethic of care is characterized by engrossment and motivational displacement (Noddings, 1984). Engrossment is not romantic involvement but involves putting aside our own preconceptions and plans and turning our attention to fully see, hear, and feel what the other is trying to communicate (Noddings, 1984). The recipient of our engrossment feels the warmth and support of genuine care that is not performed as a duty or for personal credit but is out of sincere interest in the other (Noddings, 1984). Motivational displacement follows engrossment. When we have heard and understood the person’s need, we start to feel motivated to put ourselves at the person’s service and to do something to better the situation. We turn from the motivation to seek our own comfort and instead act on the motivation to value the other person so highly that we will reach out to support that person’s best interests (Noddings, 1984). Caring and being cared for and receiving and being received constitute the core of being truly human, and the reward of care is relationship and joy (Noddings, 1984).

Care is a core component of mentoring relationships, as stated by Kram (1988) in her psychosocial function of mentoring. However, care is also an integral part of the career functions of mentoring. Without care, the mentee can be seen and treated more as an object than as a person. Care is the aspect that humanizes and inspires the mentoring relationship.
Curriculum Framework

I believe that the curriculum that best develops experienced teachers to mentor other teachers is “in a zone between two curriculum worlds: the worlds of curriculum-as-plan and curriculum-as-lived-experiences” (Aoki, 1986, p. 38). In this view of curriculum, learning involves both ordered lessons and consideration of the learner’s interests, needs, motivations, and potential. It involves a combination of careful planning and of freedom for the learner to learn through guided experience and problem solving. The curriculum-as-planned perspective answers the questions of who (teachers, learners and curriculum designers), what (subject matter), where (context), why (theoretical underpinnings), and how (curriculum design, methods, and materials) (see Schwab, 1973). From the curriculum-as-lived-experiences perspective, curriculum can be seen as guided (Vygotsky, 1978) and caring (Noddings, 2005). Aoki (1986) stated, “In-dwelling in the zone between curriculum-as-plan and curriculum-as-lived-experiences is not so much a matter of overcoming the tensionality but more a matter of dwelling aright within it” (p. 42).

To frame my study of development for mentors of new teachers, I consider (a) Tyler’s “Basic Principles of Curriculum and Instruction”, (b) Vygotsky’s Sociocultural Theory, and (c) Nel Noddings’ Ethic of Care in Education. The first provides a curriculum-as-plan view of mentor development—the importance of understanding the needs of new teachers and mentors and of planning how to teach mentors to meet those needs. The second and third look at curriculum-as-lived-experiences in the need for mentors of new teachers to be guided in their personal discovery of how to mentor and how to demonstrate an ethic of care that involves modeling, dialogue, action, and confirmation.
Basic Principles of Curriculum and Instruction

Tyler advocated a planned curriculum with four “basic principles of curriculum and instruction” (1949, p. 1):

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

These principles highlight the need for educational objectives, educational experiences, organization, and evaluation in curriculum planning.

Planned curriculum is necessary for developing experienced teachers to mentor new teachers. Developing mentors entails determining key information that mentors need to know about themselves and about the new teachers and then planning a systematic curriculum to help them learn and practice this information (Athanases et al., 2008). This involves developing mentoring standards and providing training and instruction to help mentors effectively mentor new teachers (Kutsyuruba, 2012). In a study of the mentor curriculum used by mentors of new teachers who had become leaders in teacher induction programs, Athanases and colleagues (2008) found that “tools, scripts, and routines” supported the work and should be adapted to local contexts (p. 766). They concluded that in order to prepare experienced teachers to successfully mentor new teachers, time and resources were necessary “to develop high-quality induction programmes in which mentor curriculum is carefully designed and monitored for effectiveness” (Athanases et al., 2008, p. 767).

Sociocultural Theory

Not only is a planned curriculum important, but also a curriculum that focuses on lived experiences. Vygotsky’s sociocultural theory is based on principles of constructivism and guided learning. Vygotsky stated humans develop through “the interaction of
interpersonal (social), cultural-historical, and individual factors” (Schunk, 2012, p. 242). In a social constructivist manner, learners make meaning by combining what they already know with new information through experience and in community with others (Beck & Kosnik, 2006). Children learn through interacting with other people and becoming like them. They “grow into the intellectual life of those around them” (Vygotsky, 1978, p. 88). By imitating and being guided by adults, they can do things they could not do on their own (Vygotsky, 1978). The learner has background skills and experiences that have led to his or her present level of ability and also has an innate potential for growth and development (Vygotsky, 1935/2011).

A key element of Vygotsky’s sociocultural theory is the zone of proximal development (ZPD). The teacher first seeks to understand the learner’s level of actual development – the level at which the learner can independently solve tasks. After this the teacher determines the learner’s level of possible development – the level the learner can reach if aided by the teacher. The distance between these two levels is the ZPD. The teacher provides opportunities and help for the learner to develop to the next level. Vygotsky (1935/2011) emphasized the need to learn with others and from others through practical problem solving. The teacher guides the learner through modeling, questioning, or beginning a task and then encouraging the learner to complete it. Applications of Vygotsky’s sociocultural theory in education are instructional scaffolding, reciprocal teaching, peer collaboration, and apprenticeships (Schunk, 2012).

In his sociocultural theory Vygotsky focused his attention on the intellectual development of children, but his approach to learning also applies to adult learners. Much of what takes place in new teacher mentoring can be understood within the framework of
Vygotsky’s ZPD. Teachers grow from their current ability to a higher level when a mentor guides them. Mentors, too, grow and learn when more experienced mentors guide them and when they meet with peer mentors in a community of learners (Davis, 2006; Moir & Hanson, 2008a; Orland-Barak, 2003b; Rajuan et al., 2011). When mentors meet regularly with others to discuss mentoring strategies and to give and receive feedback, they are able to grow in ways they would not have been able to grow alone.

**Ethic of Care in Education**

Noddings applied and expanded her ethic of care to the field of education. She said education based on an ethic of care is “moral education” and involves (a) modeling loving care, (b) engaging in genuine dialogue, (c) offering opportunities for practice in caring, and (d) encouraging potential for growth (Noddings, 1984; 2005). This care is often absent from our educational institutions (Bieler, 2013). Noddings (2005) views care as fundamental to all learning—the prerequisite for all subjects.

**Modeling care.** When there is a climate of care in a school—principals caring for teachers and teachers caring for one another and students, the students will learn to care for their learning, for each other, and for the school staff. Simply telling students to care is not enough. Teachers need to model care by living the ethic in a caring relationship with the students (Noddings, 1984). When students are cared for and learn to care for others, they are able to be more receptive to “all sorts of experiences and subject matters” (Noddings, 2005, p. 36).

**Caring dialogue.** Dialogue is an open-ended conversation that involves reciprocity in speaking and feeling that one is heard (Noddings, 2005). In education it gives voice to the learners, allowing them to ask “why,” and fostering interpersonal reasoning – “the capacity
to communicate, share decision making, arrive at compromises, and support each other in solving everyday problems” (Noddings, 2005, p. 53). It both guides in making present decisions and helps to form the mental processes necessary for making future decisions (Noddings, 2005). Facilitated by engrossment, which I defined earlier as putting aside our own preconceptions and seeking to fully comprehend what the other is trying to communicate, dialogue is a means of connection and mutual knowing that fosters a caring relationship (Noddings, 2005).

**Practice of care.** Just as reasoning and rational capabilities are developed through practice, care must similarly be developed. Noddings (2005) advocated that schools offer opportunities for students to practice care in practical ways alongside people who genuinely show care in their service toward others.

**Confirmation.** Noddings (2005) described confirmation as “affirming and encouraging the best in others”—seeing a person’s better side and encouraging its development (p. 25). This attitude of confirmation, rooted in dialogue and relationship, enables us to look beyond a misbehavior to the reason that engendered it, and helps us to point the person toward a “vision of a better self” (Noddings, 2005, p. 25). In confirmation we not only see people as they are, but we see them as they could be, and through caring dialogue and practice we point them toward that better future (Noddings, 1984; 2005).

These four elements of an ethic of care in education are similar to Kram’s (1988) psychosocial functions of mentoring (see Table 1 below). Noddings’ modeling corresponds with Kram’s role modeling and Noddings’s confirmation corresponds with Kram’s acceptance and confirmation. Dialogue and practical care correspond with counseling and friendship.
Table 1

Comparison of Noddings’ Ethic of Care in Education and Kram’s Psychosocial Functions of Mentoring

<table>
<thead>
<tr>
<th>Noddings’ Ethic of Care in Education</th>
<th>Kram’s Psychosocial Functions of Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
<td>Role modeling</td>
</tr>
<tr>
<td>Confirmation</td>
<td>Acceptance and confirmation</td>
</tr>
<tr>
<td>Dialogue &amp; Practical Care</td>
<td>Counseling &amp; Friendship</td>
</tr>
</tbody>
</table>

An ethic of care in education is vital for developing experienced teachers to mentor new teachers. Experienced mentors reach out in care to mentor experienced teachers, who in turn reach out in care to mentor new teachers. The new teachers experience the modeling, dialogue, action, and confirmation necessary for reaching out in care to mentor their students. The students, then, learn to reach out in care to mentor other students. Practicing an ethic of care in developing mentors of new teachers helps them and their new teacher mentees to “deepen their relations with students, restore community with colleagues, embrace new leadership roles on behalf of authentic educational reform, and renew their sense of vocation instead of dropping out” (Palmer, 2003, p. 384).

Mentoring/Curriculum Framework

To provide learners with an education that is meaningful and useful to them, the instructor needs to understand both the curriculum plan and the learners. This involves knowing and caring about each of the learners - their interests, desires, and dreams. Aoki (1986) stated, “She [the teacher] knows that whenever and wherever she can, between her markings and the lesson planning, she must listen and be attuned to the care that calls from the very living with her own grade 5 pupils” (p. 40). When the instructor can live between the two worlds of planning and lived experiences, she can serve as a guide—a mentor—to
help learners see the personal relevance of the things they need to know and to encourage them to delve more deeply into areas of particular interest to them. The instructor directs learners toward the learning they need, providing as much sensory and discovery-oriented learning as possible, and seeks to guide them in deepening and expanding their knowledge, thinking, and experience. This involves aspects of dialectic inquiry and self-reflexivity (Bieler & Thomas, 2009). Although there is need for inquiry into one’s own practice and for questioning assumptions (Cochran-Smith & Lytle, 1999), there is also need for one who is more experienced and knowledgeable to guide one who is less experienced. Experienced teachers who are developing the ability to mentor new teachers may need external guidance to grasp unfamiliar concepts and practices. There is need to combine inquiry both with knowledge based on wisdom from those who have studied the practice of mentoring new teachers and with knowledge constructed through the practice of mentoring. The mentoring relationship is not “top-down,” but rather reciprocal and mutually beneficial, because both the “mentor” and the “mentee” approach the relationship and learning with an attitude and ethic of care.

In developing experienced teachers to mentor new teachers, there is need for the solid roots of planned curriculum and directed professional development. There is also need for the mentor teachers to freely grow and develop through learning in community with others. All of this requires continual nourishment in an environment of care.

**Teacher Professional Development**

There is much debate in educational circles over teacher professional development. Professional development can be defined as the learning opportunities, both formal and informal, for teachers to become more proficient in both their theoretical knowledge and their
practice of teaching (Richter et al., 2011). These learning opportunities typically come in the form of workshops in which teachers sit in large groups and listen to an “expert” tell them how to be a “better” teacher (Kooy, 2009). Although workshops can be informative, they are not enough for teacher learning, because like students, teachers need differentiated learning experiences (Jones, Stall, & Yarbrough, 2013). Kosnik and Beck (2009), in their longitudinal study of teachers, found that in order to develop a healthy professional identity, new teachers need to seek help from and collaborate with other teachers.

In recent years there has been a movement toward “professional learning communities” (PLCs). The intended purpose of PLCs is to enable teachers to learn through interaction and collaboration (Kubiak & Bertram, 2010; Owen, 2015). Some use the term PLC to describe the community atmosphere of a whole school (Nehringa and Fitzsimons, 2011), but in many of these PLCs the focus is more on top-down lecturing and listening than on reciprocal community and mutual learning (Webster-Wright, 2009). Others view PLCs as communities of inquiry in which teachers question and investigate their own practice and create their own knowledge (Bieler & Thomas, 2009; Cochran-Smith & Lytle, 1999). In this thesis, I hold to the definition of PLCs as small groups of teachers who meet regularly in long-term peer groups to learn from and with one another in collaborative, reciprocal learning environments (Kooy, 2009; Richter et al., 2011).

Rather than learning in didactic, compartmentalized contexts, in PLCs teachers can learn in community through experience and reflective action, and in holistic, context-mediated ways (Webster-Wright, 2009). Stoll and colleagues (2006), from their review of PLC literature and from their own study on creating and sustaining effective PLCs, described PLCs as being characterized by (a) shared values and vision, (b) collective responsibility,
(c) reflective professional inquiry, (d) collaboration, (e) group, as well as individual, learning, (f) mutual trust, respect and support, (g) inclusive membership, and (h) openness, networks and partnerships (pp. 226-227). PLCs can offer the authentic community that each teacher needs—community that empowers all the members and neither forces individuals into empty oneness nor fosters competitive individuality, but instead provides a network of relationships in which to grow and belong (Palmer, 1993).

While PLCs can be highly effective contexts for teacher learning and development, there is also need for long-term training in "powerful learning experiences" such as shadowing a more experienced colleague or taking extended outside courses (Stoll et al., 2006, p. 232). In her review of the literature on teacher professional development, Postholm (2012) found that teachers learn best when they cooperate with colleagues and administrators, when they learn things that interest them and are connected with their practice, when they are supported by "expert teachers or other resource persons, or what the theory calls more competent others (Vygotsky, 1978)," and when the learning takes place over time (p. 424). The goal of teacher professional development, whether formal or informal, is not only to enhance teachers’ effectiveness but also to increase student learning (Jones, Stall, & Yarbrough, 2013; Owen, 2015).

**New Teacher Mentoring**

New teacher mentoring can be called "educative mentoring," because the mentor seeks to understand the growth needs of the new teacher and provides learning opportunities and support for the new teacher to become more proficient in teaching (da Rocha, 2014; Feiman-Nemser, Schwille, Carver, & Yusko, 1999; Kutsyuruba, 2012). In educative mentoring the mentor has "bifocal vision"—the ability to perceive the immediate needs of
the new teacher and at the same time keep in mind far-reaching goals for the new teacher’s future development (Feiman-Nemser et al., 1999, p. 19). Although the mentor is more experienced and often older than the new teacher, the relationship is not supervisory in nature but instead is collaborative, and the learning is socially constructed (Feiman-Nemser & Beasley, 1997; Moir & Hanson, 2008a). Because mentoring is a reciprocal relationship, it involves the mentor not only guiding and helping the mentee, but also the mentor learning from the mentee as he or she guides and helps the mentor.

Two studies describe the need for a holistic approach to mentoring—an approach that integrates the whole person and involves a reciprocal relationship. After a review of mentoring literature, Anderson and Shannon (1988) proposed the following model for new teacher mentoring: The mentor is a role model, nurturer, and caregiver; the mentor teaches and guides the mentee through modeling, sponsoring, encouraging, counseling, and befriending; mentoring activities can include demonstration lessons, observations and feedback, and support meetings; and all of these are enabled by the mentoring dispositions of opening oneself, leading incrementally, and expressing care and concern (p. 41). Bieler (2013) presented the need for holistic mentoring of new teachers, which means viewing them and interacting with them as whole people. Student teachers, for example, are far more than students because they have “beliefs, goals, worldviews, life experiences, and expectations” beyond the school environment and curriculum (Bieler, 2013, p. 24). Bieler stated, “Taking a holistic mentoring stance is rooted in the desire to make connections, build relationships, and mend false separations in and out of educational spaces to construct meaningful teaching and learning experiences” (2013, p. 24).
When the mentoring relationship between an experienced teacher and a new teacher involves a caring, reciprocal, mutually beneficial relationship, it can bring encouragement and strength, both personally and professionally, to both the experienced teacher and the new teacher. Through relationships like these, not only do the teachers themselves benefit, but also the students and the broader school community.

**Mentor Development**

Development for mentors of new teachers requires an understanding that mentoring is complex work and that mentors need not only relational support but also the tools and structures necessary for guiding and collaborating with other teachers (Achinstein & Davis, 2014; Moir & Hanson, 2008a). Just as there is “the need for more attention to what teachers of teachers themselves need to know, and to what institutional supports need to be in place in order to meet the complex demands of preparing teachers for the 21st century” (Cochran-Smith, 2003, p. 6), there is also need for more attention to what the mentors of teachers need to know and how they can be prepared to mentor well. However, isolated professional development workshops are not enough to prepare experienced teachers to mentor new teachers. The mentors need ongoing mentoring and encouragement for their own growth and development as mentors (Bullough, 2005; Moir & Hanson, 2008a). This can take place in one-on-one or small group mentoring relationships, or in mentor development courses.

Three programs prepare teachers to mentor other teachers on a wide scale. The programs are coordinated by the Aga Khan University’s Institute for Educational Development (AKU-IED) in Pakistan, the New Teacher Center (NTC) in the United States, and the Ministry of Education (MoE) in Israel. AKU-IED’s program has prepared experienced teachers to mentor other teachers to mentor others and develop professionally. It
has not focused exclusively on new teacher mentoring, but rather on creating sustainable change in a country with many educational issues. NTC’s and Israel’s programs both focus on mentoring in new teacher induction, and the Israeli mentor development program is the focus of my research. These three programs are broad-scale mentor development programs prominent in the literature.

**AKU-IED Mentor Development Program**

In 1993 the Aga Khan University (AKU) established the Institute for Educational Development (IED) to improve education through training and developing teachers and administrators (Vazir & Meher, 2010). The need for AKU-IED emerged from the “continued deepening decline in the quality, effectiveness, relevance, and outreach of education systems in Pakistan and elsewhere in the developing world in the face of growing numbers of children and shrinking resources” (Aga Khan University, 1991, p. 6). AKU-IED aims to improve education in developing countries, and is known as “a leading institution for the professional development of in-service teachers, teacher educators, school heads, educational managers, researchers and policy makers” in Pakistan and East Africa, with outreach into other developing countries (www.aku.edu). AKU-IED in Pakistan offers Ph.D., M.Phil., and M.Ed. degrees and Advanced Diploma in Education and Continuing Education programs. The university also provides continuing education opportunities through three Professional Development Centres (PDCs), in Karachi, Gilgit, and Chitral. For professional educational leaders, the three PDCs offer Continuing Professional Education courses, which include a course in mentoring skills (www.aku.edu).

In the last 20 years AKU-IED Pakistan has partnered with local and foreign agencies in outreach projects to improve education in Pakistan especially in underprivileged
communities (www.aku.edu). Three influential examples are AKU-IED’s partnership with the Pakistani government and with Canadian and Australian aid agencies.

In the late 1990’s the Pakistani government in conjunction with foreign aid agencies piloted a cluster-based mentoring program in the Balochistan region to help teachers “upgrade their content knowledge” and use teacher guides in order to guide teachers in reflection and problem solving, to foster collegiality among the teachers and to “bring about positive changes in their beliefs and teaching practices” (Memon, Lalwani, & Meher, 2006, p. 106). When the government leaders recognized the success of this model, they invited AKU-IED to join with them in expanding the program to train mentors of primary teachers in all the districts of the province (Memon et al., 2006).

From 2009 to 2016, Global Affairs Canada and the Aga Khan Foundation Canada joined with AKU-IED in advancing the Cluster Based Mentoring Program as part of the Strengthening Teacher Education in Pakistan (STEP) project. This program offered an Advanced Diploma in Education with specialties in four subject areas to teachers who served “as mentors to other mentee teachers” and provided “training and peer coaching support to improve teaching and learning practices” (AKU, 2015, p. 8).

From 2010 to 2015, the Australian Aus-AID agency sponsored the Educational Development and Improvement Programme in the northern Pakistan region of Gilgit-Baltistan in cooperation with AKU-IED (Shafa, 2014). Similar to the Cluster Based Mentoring Program, this program sought to bring whole school improvement through the training of professional development teachers (PDTs) who each functioned as a “mentor, community mobilizer, resource developer and change facilitator” (Shafa, 2014, p. 352). In this program, the PDTs worked not only with other educators, but also with school
committee leaders, students, and parents to catalyze school improvement (Shafa, 2014). In this project, like the others, PDTs learned from AKU-IED professionals to train teachers in teaching, class management, and mentoring skills (Shafa, 2014).

In the following sections I first describe AKU-IED’s mentor development program, then I discuss the program’s strengths and challenges as they emerged from the various studies. I use past tense because it is not clear how much of the program continues today with a strong emphasis on mentoring.

**Description of the AKU-IED mentor development program.** Throughout the years, AKU-IED’s mentoring program evolved and changed due to increased experience, aid agencies’ goals, and the dynamics of different parts of the country. Names for programs and personnel changed over time, but much of AKU-IED’s purpose and practice remained the same in the various programs.

**Training mentors of mentors: AKU-IED MEd program.** The first MEd program was established at AKU-IED in 1994. When MEd students completed the program they were expected to return to their home schools to mentor other teachers to become constructivist, reflective, collaborative educators who in turn mentored other teachers (Halai, 2006; Vazir & Wheeler, 2004). The MEd mentoring courses prepared teaching professionals to be school-based mentors with teaching on adult learning processes and supervision, and strategies in teacher development and coaching, seminar discussions, and case analysis to prepare them to be effective mentors (Halai, 2006). For their dissertations, the mentors in the MEd program also did action research on their work with their mentees who became mentors in the schools (Halai, 2006). The process of MEd students and graduates mentoring head educators to
mentor teachers was conceptualized as intentional, nurturing, insightful, and supportive (Vazir & Meher, 2010).

**Training mentors of teachers: AKU-IED field-based programs.** AKU-IED professors and MEd graduates worked in field-based programs to train lead teachers and supervisors to mentor and train other teachers in cluster schools (Hussain & Ali, 2010; Vazir & Wheeler, 2004). The program was based on the principles that (a) teachers can both teach in their own classrooms and serve as effective professional developers of other teachers, and (b) teachers can become reflective practitioners and constructivist action researchers (Vazir & Wheeler, 2004).

The initial training was six to ten weeks in length and was held either in Karachi or in one of the Professional Development Centres in rural areas (Hussain & Ali, 2010; Memon et al., 2006; Vazir & Meher, 2010). This first phase in the program focused on mentoring knowledge and skills to equip the educators to improve their content knowledge and develop mentoring relationships with their colleagues so they would grow professionally (Hussain & Ali, 2010; Vazir & Meher, 2010). They experienced cooperative learning and activity-based teaching and learning methods, such as role-plays and simulations, that they could pass on to those they mentored (Memon et al., 2006; Vazir & Meher, 2010). Mentoring concepts and skills included understanding adult learning, how to be a role model and friend to a less experienced teacher, and how to coach peers, team-teach, prepare workshops, ask thoughtful questions, and problem solve (Hussain & Ali, 2010; Vazir & Meher, 2010). They also received a handbook that described the mentoring activities and responsibilities of the mentor and the mentee (Vazir & Meher, 2010), and they worked toward planning the curriculum for their year of mentoring in their home cluster of schools (Hussain & Ali, 2010).
After the initial training, the participants returned to their own cluster of schools and practiced what they had learned in a one-year field-based mentoring program (Hussain & Ali, 2010; Vazir & Meher, 2010). The mentors worked with a group of teachers in weekly or monthly workshops with follow-up meetings (Hussain & Ali, 2010; Memon et al., 2006). In this time the mentors practiced reflection and critical thinking skills and grew professionally as leaders and researchers as they mentored other teachers through interacting personally, modeling lessons, preparing and teaching workshops, and establishing resource centers at each of their schools (Vazir & Meher, 2010).

While in their field placement, they were mentored and supervised by members of the AKU-IED team (Hussain & Ali, 2010; Memon et al., 2006; Vazir & Meher, 2010). The goal of this program was to equip educational leaders to mentor teachers in their home district and equip those teachers to mentor other teachers in the school clusters to improve education in many schools and districts (Vazir & Meher, 2010).

**Strengths of AKU-IED mentor development program.** Educators trained in the AKU-IED mentoring model expressed gratitude for the growth they experienced through the program. Hussain and Ali (2010) stated, “Teachers in the current model appreciated these aspects and almost all of them recognized the observable change within themselves and their colleagues” (p. 76). The mentors also grew in confidence through the support of the AKU-IED appointed district coordinators (Hussain & Ali, 2010). The program showed cognitive and psychosocial improvement in mentors and mentees and whole school improvement.

AKU-IED’s mentor development program focused both on cognitive and psychosocial aspects of teaching and mentoring (Hussain & Ali, 2010). On the cognitive side,
Many of the mentees’ accounts repeatedly mention the use of different activities in stimulating learning, lesson planning and the development of low-cost teaching material made from locally available resources…. As a result of the training the mentee teachers were better able to deal with multigrade situations and in involving the community in school improvement. The workshops helped them build their content knowledge, pedagogy and use of learning aids. These in turn made their lessons much more attractive and enjoyable for the students. (Hussain & Ali, 2010, p. 78)

The program provided excellent in-service development for teachers, giving opportunity for teachers to improve in both content knowledge and teaching skills (Memon et al., 2006).

On the psychosocial side, Halai (2006), in a review of 142 Aga Khan University master’s theses from 1995 to 2002 investigating the impact of the AKU-IED MEd mentors’ mentoring work in schools, found the mentors functioned not just as cognitive developers but also as “critical friends” – caring companions who helped the mentees think critically about their teaching. This critical friendship was similar to professional coaching, but included relational aspects of vulnerability, care, and trust (Halai, 2006). The participants emphasized their need to build a trust-filled, reciprocal relationship with their mentees because without this, the mentees perceived them to be authority figures who could give negative reports on their work and therefore hesitated to be open to them (Halai, 2006).

Participants in several studies also commented on their change in thinking about supervision from a power perspective to a more guiding, reciprocal process. A mentor in Vazir and Meher’s (2010) study, Allah Dino said,

The mentor role is challenging for us, we have learned at IED in such a way that we have developed and grown professionally…. Changing my role from ordering to guiding is very hard. The more I reflect I understand it does not undermine my power as a supervisor. A mentor can be an effective supervisor if he is equipped with better understanding of his role. My new role makes me feel good. (p. 132)

Rabia, another mentor, commented,
Before the mentoring program we think of ourselves as boss but this thought has changed and we are now thinking positively of others as equals. Now we are working for improvement and teachers are now working in a friendly environment with out any fear or threat. Teachers work together and learn from each other’s experiences. We are now working on academic aspects for teaching and learning and feel more responsible ourselves as mentors. (Vazir & Meher, 2010, p. 138).

A mentee in Memon and colleagues’ (2006) study said,

“I liked the mentor’s attitude.... He worked with us as a friend; therefore, I discussed personal matters as well. While discussing a problem, we became critical, but he never reacted.” (p. 113)

Many teachers noted the positive change in their mentors’ attitudes toward them and began to change in their own attitudes toward their students (Hussain & Ali, 2010, p. 78).

The AKU-IED mentor development program not only led to cognitive and psychosocial growth, but also to whole school improvement. Several studies mentioned the mentoring training graduates’ positive impact on schools and learning (Memon et al., 2006; Shafa, 2014; Vazir & Wheeler, 2004). Hussain and Ali (2010) noted, “The classroom observations reveal real improvements in school environments, teachers’ competency and teaching skills, students’ learning and the overall culture of the school” (p. 78). AKU-IED’s mentor development program provided benefits for the mentors, the mentees, and their schools.

Challenges of AKU-IED mentor development program.

A key challenge in this program has been the lack of financial sustainability. For example, when loan-giving agencies suddenly withdraw their finances, the program suffers or even ceases to function in that area (Memon et al., 2006). With Australian and Canadian aid having recently ended, the mentoring program cannot continue in the field to the same extent. Hussain and Ali (2010) stated, “To make the reform sustainable, greater attention must be given to the continuity especially the follow-up of the mentoring activities” (p. 79).
They recommended that teachers be encouraged to continue utilizing the professional development opportunities offered to them and that mentors’ positions be recognized and financed in the districts so they can continue their success in their “dual roles of educational leaders and teacher educators” (p. 79). However, in some instances, the program did continue after the funding ended. Memon and colleagues (2006) stated, “Some clusters are still functioning without any further monetary, professional and logistic support” (p. 114).

Nevertheless, the question of the program’s lack of sustainability due to reliance on outside funding must be answered to ensure the longevity of the program and its desired impact on education in the country.

Another challenge was that although the program prepared mentors to be generalists, both the mentees and the mentors themselves expected the mentors to be subject specialists, which raised the question of how a mentor could work with a mentee with a differing subject specialty (Halai, 2006; Memon et al., 2006). There was need for careful selection of the mentors, taking into consideration the need to prepare materials that are relevant for the teaching context (Hussain & Ali, 2010).

There was also need for adequate field support for mentors, especially those in remote rural areas (Memon et al., 2006; Vazir & Meher, 2010). In their loneliness and discouragement they could lose hope of bringing positive change and instead return to their traditional ways (Vazir & Meher, 2010).

Other difficulties in the AKU-IED mentoring program specifically mentioned in relation to Balochistan included mentors not having enough knowledge of multi-grade teaching and student assessment; provincial education authorities’ unrealistic expectations of immediate improvement in student learning; trained mentors leaving for better-paying jobs;
NTC Mentor Development Program

The New Teacher Center (NTC) in California is recognized as one of the best teacher induction centers in the United States (Jonson, 2008). Its founder, Ellen Moir, while serving as Director of Teacher Education at the University of California, Santa Cruz in the 1980’s, realized that although the experienced teachers who supervised student teachers in the program were exemplary teachers in their schools, they lacked skills in mentoring, so she decided to bring the teachers together for weekly meetings to learn about teacher growth, look at lesson plans, and discuss mentoring concepts and issues (Moir & Hanson, 2008a). When the State of California provided funding in 1988 for the California New Teacher Project, Moir initiated the Santa Cruz New Teacher Project with four teachers who became full-time mentors and who met weekly for a Mentor Forum (Moir & Hanson, 2008a). This program grew until 1998, when the New Teacher Center was established with the mission “to transform the way new teachers enter the profession through intensive, mentor-based induction” (Moir & Hanson, 2008a, p. 155). In 2009 the program became independent from the university and now is a non-profit organization that annually “supports over 6,300 mentors to improve the effectiveness of 26,000 teachers across the country” (www.newteachercenter.org).

Description of the NTC mentor development program. The New Teacher Center (NTC) operates on the premise that “the best induction programs blend support for novice teachers with expertise from veteran teachers, creating collegial groups that benefit all teachers and all students” (Moir, 2009, para. 1). In the NTC program, exemplary teachers are
chosen through a rigorous selection process to work full-time with 13 to 15 new teachers while growing professionally through Mentor Academies and Mentor Forums (Moir & Hanson, 2008a; Moir & Hanson, 2008b).

Mentor Academies, led by NTC Outreach Coordinators, provide training that coincides with the developmental needs of both mentors and new teachers (Moir & Hanson, 2008a). The Mentor Academy meetings take place four times a year for two years and offer insight into concepts and practices such as coaching, giving feedback, working with adults, and cultural sensitivity (Moir, 2009). In a third year of advanced Mentor Academy sessions, mentors study and practice action research and inquiry (www.newteachercenter.org).

The weekly Mentor Forums are supportive, collaborative learning communities in which mentors grow in their mentoring and leadership abilities by learning about beginning teacher development and assessment and by supporting and encouraging one another (Davis, 2006; Moir & Hanson, 2008a). Mentors facilitate the Mentor Forums under the guidance of the program leaders. Mentor Forums include a “Connecting activity” to draw the mentors into the discussion, a “Problem Pose/Problem Solve” activity in which mentors can share challenges they are facing and offer insights, a “New Learning” section in which program leaders and mentors lead discussions on the pedagogy of mentoring and professional learning, a “Reflection” time, and a time for providing “Feedback for Future Forums” (Moir & Hanson, 2008b, p. 65).

In the Mentor Forums, the mentors learn to use a research-based Formative Assessment System to guide their interaction with their beginning teachers. NTC’s Formative Assessment System provides “mentoring tools and protocols for collecting evidence of student learning” (Gschwend & Moir, 2007, p. 21). These tools and protocols include
“measuring growth over time, collecting classroom data, responding to teachers’
developmental needs, using diverse assessments, fostering an internal locus of control among
novice teachers, and mentoring around professional standards” (p. 21). In Mentor Forums,
the mentors also learn to work with new teachers in small groups to construct inquiry-
oriented learning, which in turn fosters a culture of collaboration instead of competition in
the schools (Moir & Hanson, 2008b).

Exemplary mentors who desire opportunity for greater leadership and responsibility
can assume roles such as lead mentors, program directors, or outreach coordinators, and can
join NTC’s Leadership Network for Teacher Induction (LNTI). In this network, mentor
trainers work together to develop curriculum for the mentor teacher programs, support one
another, and grow in advanced leadership (Athanases et al., 2008, p. 749).

**Strengths of NTC mentor development program.** NTC’s mentor development
program is a comprehensive program that involves mentoring at all levels. It provides
professional development that is collaborative and authentic rather than top-down and
unconnected (Gschwend & Moir, 2007). In a study of 50 former NTC mentors, Hanson and
Moir (2008) reported that mentoring:

- Broadens teachers view of themselves and the teaching profession (para. 18),
- Deepens teachers' understanding of teaching and learning (para. 21),
- Cultivates leadership development (para. 35), and
- Supports communities of practice (para. 44).

They found that being a mentor in the NTC mentor development program was pivotal to
some of the participants. One mentor said the experience changed her perception of herself
“from a classroom teacher who is really comfortable with kids to someone who can work
with adults and make changes” (Hanson & Moir, 2008, para. 28). Another mentor said,
This is all of our first year doing this and we’re all learning together. We tap into the ideas and resources that we all have and we get so excited about it and it just bonds us.

It has forced me to do things that I’ve never done before and it’s provided the support to do that, not [just] to say, “Do it.” I’m getting the training and I have the support of my colleagues.

It’s not anything I’ve ever really been a part of – such a large group of people who want to contribute to each other’s development. (Moir & Hanson, 2008, p. 158).

NTC’s guided mentoring model leads to stronger leadership, teaching, collaboration, inquiry, and reflection for mentors; improved teaching and assessment for new teachers; greater teacher retention; enhanced student success; and greater community in schools (Moir & Hanson, 2008a; www.newteachercenter.org).

**Challenges of NTC mentor development program.** Challenges in the NTC program arise from the program directors’ leadership, teachers’ transition to mentoring, and balancing set standards with contextual needs. For the program to function well, the Program Directors must be able both to gain the trust and respect of the mentors, and to lead in co- construction of knowledge (Moir & Hanson, 2008a). This can be difficult if mentors have had negative experiences with professional development in the past, or if the Program Director is not someone who can gain the respect of strong and capable leaders (Moir & Hanson, 2008a). Challenges also can emerge when experienced teachers transition from the routine of full-time teaching to the more unstructured context of mentoring (Moir & Hanson, 2008a).

Another challenge is in using the Formative Assessment Tools along with California’s Induction Program Standards in a way that provides the necessary learning but also contextualizes the learning to the teachers and meets their unique needs (Moir & Hanson, 2008b). A similar challenge is for program leaders to achieve NTC curriculum goals but also to respond to needs and concerns of individual mentors and groups of mentors.
These challenges can be overcome through awareness, appropriate action, and genuine responsiveness to the needs of all involved.

NTC is an exemplary teacher induction program that focuses not only on the needs and development of new teachers, but also on the training and development of their mentors. The program involves mentoring at multiple levels. Mentors of new teachers are trained and mentored in Mentor Academies and Mentor Forums by leaders who are trained and mentored in NTC’s leadership forums. NTC offers direct support to mentors in the Santa Cruz area, but also offers extensive support in materials, training, and networking for teacher induction programs throughout the United States and beyond.

**Israeli Mentor Development Program**

In the mid-1990’s Israel’s Ministry of Education (MoE) determined that every new school teacher should be mentored, and that experienced teachers who served as mentors needed to have opportunity and incentives to be trained for the mentoring role (Orland-Barak, 2003b; Rajuan et al., 2011). These decisions emerged from research that showed the benefits of mentoring new teachers and the problem that “not all experienced teachers have the supervision and leadership skills necessary to guide the new teachers through their first difficult year” (Rajuan et al., 2011, p. 173). The MoE oversees the mentor training courses offered at universities and colleges throughout the country and provides a monthly forum at the Mofet Institute for the training and interaction of the instructors of mentor courses (Rajuan et al., 2011; Schatz-Oppenheimer, 2014).

**New teacher induction in Israel.** The final year of teacher education in Israel is the new teachers’ first year of independent teaching in schools. In this induction year, the new teachers teach their own classes for 8 to 10 hours a week, attend weekly interactive
workshops that guide them in connecting theory with practice, and are mentored by a more
experienced teacher (Leshem, 2014; Schatz-Oppenheimer, 2014). The new teacher is evaluated by the mentor, the principal, and a representative of the MoE in mid-year and end-of-year assessments that culminate in MoE-endorsed teacher certification, which is in addition to the teaching certificate they received from their teachers’ college or university (Leshem, 2014). If they do not succeed in the first year, they repeat the year (Schatz-Oppenheimer, 2014). After successfully completing the first year and two further successful years of teaching, the teacher is awarded tenure (Schatz-Oppenheimer, 2014).

Description of Israeli mentor development program. The development program for experienced teachers who serve as mentors to new teachers involves over one hundred hours of course involvement over two years, free tuition for the university-based courses, increased monthly salary, and travel reimbursement (Rajuan et al., 2011). Mentors are not hired full-time, but instead work as mentors alongside their regular teaching responsibilities. Often the mentors of new teachers in schools also serve as in-school mentors (cooperating teachers) of pre-service teachers (Leshem, 2014). After completing the two-year program, mentors receive the certification of “mentor teacher,” which can lead to greater recognition in the school (Leshem, 2014).

The mentoring courses emphasize mentors as reflective practitioners, action researchers, and co-constructors of knowledge, and provide opportunity for mentors to “document their experiences through portfolios, cases, and stories of critical incidents in their practices” (Orland-Barak, 2003b, p. 195). Leshem (2014) stated the courses’ goals are to:

- develop role perceptions of the mentor as guide, counsellor, and assessor;
- nurture mentoring skills and promote critical and didactic dialogue;
- equip teachers with tools for interpersonal communication; and
- enrich teachers with different evaluation tools for learning and PD. (p. 265)
The key topics are “mentoring skills and styles of mentoring, analysis of mentoring situations, formative and summative assessment, professional ethics, and interpersonal communication skills” (Leshem, 2014, p. 265).

Orland-Barak (2010) described four mentor training courses that she offered at a university in northern Israel. The first was an academic course, *Mentoring Skills and Practices*, which provided a specialization in mentoring for Masters in Education scholars. The coursework involved critical reading of mentoring articles and case studies, opportunities to connect the reading with the mentors’ experiences, and case writing based on their own contexts (Orland-Barak, 2010). The second course, *Mentoring of Mentors*, was a conversation group professional course (Orland-Barak, 2010). In this course, which was part of the broader new teacher induction program, groups of mentors and a facilitator met monthly to discuss their mentoring stories and experiences, and to offer support to one another (Orland-Barak, 2010). The third, *Action Research Course for Mentors of English Teachers*, was a professional course in which participants met every two months for two years to use action-research to learn new facets of the national English curriculum and prepare to teach it to others (Orland-Barak, 2010). The fourth course, *Learning the Practice of Mentoring*, was a two-year university-based professional development course that led to mentor certification. In this course the mentors read articles, heard from experienced mentors, discussed mentoring issues, reflected on their own histories, and presented cases based on their own practice (Orland-Barak, 2010). Each of these courses focused on preparing experienced teachers to mentor new or less-experienced teachers in their schools.

At the Achva Academic College of Education in southern Israel, Rajuan and colleagues (2011) based their mentor training course on Fuller’s (1969) and Conway and
Clark’s (2003) three stages of teacher development – focus on self, focus on tasks, and focus on students. In their biweekly classes they first used metaphors to examine the mentor’s identity in moving from teacher to mentor, then they brought in new teachers’ letters to highlight the knowledge and skills the mentors had gained as experienced teachers, and finally they studied the context and ideology of teaching through considering teachers’ room relationships and regulations (Rajuan et al., 2011, p. 178). The coursework included reading, writing, and a final paper.

Leshem (2014) conducted research on the perceptions of the role and professional development of mentors in Israel. Her participants included 13 mentors who had not participated in mentor development courses, 15 mentors who had just finished a two-year course, and the two instructors of the course. She found that mentors who had not taken a course highlighted the professional aspects of mentoring and did not believe a course would be necessary to be an effective mentor. They mentioned their need for observation tools, feedback skills and innovative teaching methods (Leshem, 2014). Mentors who had taken the course highlighted the need not only for professional interaction but also for personal relationship with the new teachers, and spoke strongly of the need for a mentor development course (Leshem, 2014). They mentioned the need for field experiences, interpersonal skills, and a “space to share experiences and dilemmas” (Leshem, 2014, p. 274). Both groups mentioned that the mentor role in schools ideally is highly appreciated but in reality is just another teaching task to be done at the request of the principal (Leshem, 2014). They felt there was a lack of professional status for mentors in the schools.

Strengths of Israeli mentor development program. Israel’s mentor development courses, which are supported and endorsed by Israel’s MoE, help new mentors to transition
from their role as teachers to their new role as mentors and provide opportunity for growth in critical reflection, sharing of stories, and self-evaluation (Orland-Barak, 2005). Rajuan and colleagues (2011), in their study of mentors in their training course, found that “mentoring presents an opportunity to reevaluate teaching practices in collaboration with a mentee, as well as within a supportive community of fellow mentor teachers, thereby contributing to ongoing learning and development” (p. 187). Leshem (2014) found in her study that mentors who participated in the courses firmly believed in the benefit of learning with and from others in mentor development courses. They discussed the benefits of learning about “the emotional, behavioral and social processes that students and novice teachers experience in the school and inside the classroom” (Leshem, 2014, p. 267). They said learning in community with other mentors meant they could learn from others’ experiences and grow professionally in ways they could not have grown in isolation (Leshem, 2014). Another strength of the program is the monthly forum for the instructors of the mentor courses (Schatz-Oppenheimer, 2014).

**Challenges of Israeli mentor development program.** Challenges for the mentor development program in Israel include dialectical tensions, lack of emphasis on cross-cultural issues, and lack of time and professional status for mentoring in schools. Schatz-Oppenheimer (2014) described five theoretical-dialectical tensions inherent to the process of mentoring new teachers in Israel. Mentors feel the tensions of (a) seeking to encourage the teachers relationally but also needing to assess them for certification; (b) supporting the new teacher professionally and fostering the new teacher’s professional independence; (c) being supportive and understanding of the new teacher’s needs, but also providing advice and constructive criticism; (d) meeting regularly with the teachers but also being flexible and
available to them; and (e) balancing the teachers’ needs with organizational policies and expectations (Schatz-Oppenheimer, 2014).

In a study of mentors in a university professional development program, Orland-Barak (2002) found that some mentors struggled when faced with teacher misdemeanors such as leaving the class in anger when a student swore. Mentors are unsure whether to report such incidents to their supervisor or to maintain the trust of the mentee (Orland-Barak, 2002; Schatz-Oppenheimer, 2014). Some mentors also struggle to balance their role of teacher and mentor. They feel the mentees might lose respect for them as mentors when they see their imperfections as teachers (Orland-Barak, 2002). An important issue in the Israeli induction and mentoring system is how to provide accountability for the mentors while at the same time protecting their trusting relationships with the teacher mentees.

A second challenge involves lack of cross-cultural preparation. In their study of mentoring in Jewish, Druze, and Arab cultural groups in Israel, Orland-Barak and colleagues (2013) found culturally and politically related dilemmas in the mentoring of new teachers in cross-cultural contexts. In a study of 109 new teachers who were mentored in Jewish and Bedouin schools, Michael and Alkalay (2011) found differences in perception between Jews and Bedouins on how mentoring should be enacted, and they recommended that mentor preparation courses address issues of “assertiveness, professional growth and development, expectations, feedback, problem resolution, emotional supports, and interpersonal communication” (p. ix). Israeli mentoring and curriculum documents do not adequately address cross-cultural issues (Orland-Barak, 2010; Orland-Barak et al., 2013).

A third challenge is the struggle of classroom teachers to balance their mentoring with their teaching responsibilities (Leshem, 2014; Rajuan et al., 2011). Teachers whose time
is filled with their own teaching responsibilities struggle to find time to mentor others, especially when the school does not allocate time for this. This can lead to mentors quickly giving mentoring feedback to their mentees in the hallways or on short breaks rather than in longer and more productive times of listening and sharing (Leshem, 2014). Some mentors also struggle with the lack of professional recognition for their mentoring and mentor development activities from their school’s leadership (Leshem, 2014). One mentor in Leshem’s (2014) study said her principal, who knew she had taken the mentor preparation course, did not choose her to be a mentor, but instead chose someone who had not had the training (Leshem, 2014). These challenges can cause mentors to become disillusioned with mentoring and to lack the motivation to commit extra time and effort toward involvement in a mentor development program.

The Israeli mentoring induction system mirrors the Israeli education system in that it is centralized. All new teachers must be mentored, and all mentors are given opportunity and incentives to be trained. Mentor development takes place in universities and colleges throughout the country, in courses that are approved by the MoE, to ensure quality and standards. The Mofet institute also offers training and mentoring for the instructors of the courses and the coordinators who supervise the mentor training.

Israel’s mentor development program aims to develop mentors who reflect on their teaching and professional relationships and are able to help new teachers grow in their own teaching and professional relationships. The goal is to develop “exemplary mentors” who “exhibit highly developed organizational skills, interpersonal relationships, reflexivity, ability to integrate theory and practice, subject matter expertise, professionalism, leadership roles and the right combination of challenge, modeling, and support” (Orland-Barak, 2010, p.
4). I chose the Israeli context for this study because although there is representation in the literature on all three mentor preparation programs, the AKU-IED program is not continuing as it has been described in the literature due to lack of funding, and more is known about the NTC program than the Israeli program. Thus I saw the importance and value of studying the Israeli program in depth.

**Conclusion**

Mentoring in education involves a committed, caring relationship in which someone more advanced and skilled in teaching or learning meets regularly with a person or a small group of people to guide them in their learning and growth. My study of mentor development is framed in (a) Kram’s (1988) career functions and psychosocial functions of mentoring, and in (b) Noddings’ (1984) ethic of care as demonstrated by engrossment and emotional displacement. My study is also based on a curriculum framework in which I view curricula for mentor development through the lens of curriculum-as-plan and curriculum-as-lived-experiences (Aoki, 1986). I view curriculum-as-plan in Tyler’s (1949) Basic Principles, which emphasize the importance of planned educational objectives, educational experiences, organization of experiences, and evaluation in curriculum planning. I view curriculum-as-lived-experiences both in sociocultural theory, which is based on principles of guided learning (Vygotsky, 1978), and care in education, which emphasizes the importance of modeling, dialogue, practice, and confirmation (Noddings, 2005).

After presenting my mentoring and curriculum frameworks, I discussed the concept of teacher professional development first in traditional workshops, in which teachers learn from an expert in a large group, and then in professional learning communities, which are small caring, professional groups in which teachers learn from and with one another. I then
described the concept of new teacher mentoring in terms of “educative mentoring” in which
the mentor, with "bifocal vision," can see both the present needs and future possibilities of
the new teacher (Feiman-Nemser et al., 1999). I finally looked at mentor development,
specifically considering three mentor development programs, the Aga Khan University’s
Institute for Educational Development in Pakistan’s program, the New Teacher Center in
California’s program, and the program coordinated by the MoE in Israel. In the next chapter I
discuss my case study methodology.
Chapter 3: Methodology

In this chapter I discuss the methodology for my study. After presenting my philosophical framework, I discuss the importance of understanding contextual issues in educational research. Then I present the Israeli context that is specific to my study. After this, I describe my case study methodology, which includes site and participant selection, data sources, and data analysis. I then discuss validation and ethical considerations for my research.

Philosophical Framework

My study is framed in postpositivist philosophy. From a postpositivist perspective I believe reality exists, though we do not always fully understand it or grasp it (Creswell, 2013). My study is structured in a postpositivist format with a research problem, justification of research, theoretical framework, research questions, data collection, validity, findings, discussion, limitations, and conclusions. From a postpositivist framework I use multiple means to understand the Israeli mentor development program, and I use triangulation of data sources and of participants for greater rigor (Creswell, 2013; Denzin & Lincoln, 2000). In this process, I seek not to be a distant observer, but instead a caring, culturally sensitive communicator who is seeking to understand the reality of the program from various perspectives.

My framework is post-positivist rather than positivist, because “Positivism assumes that universal general laws can be induced from classified data. Such examples are not contingent, that is, dependent on circumstances” (Holmes, 1981, p. 68). In my understanding, a widespread problem like the lack of training for mentors of new teachers can be explored by examining a program in one context, and from the study can emerge principles and
practices that can provide solutions that could be adapted to other contexts, if the circumstances were right. A normative universal model of education is not my goal because each context and culture is different, and local norms and beliefs must be considered before an outside policy is introduced.

My framework is also post-positivist rather than phenomenological or social constructivist. From the phenomenological perspective, I do not believe my “participants are creating their own social world” (Holmes, 1981, p. 72). Although I believe that greater understanding of people and practices can be gained through shared experiences, there are many perspectives and understandings of a situation, all of which cannot be fully known by humans. Although I believe that individual values should be honored and the researcher’s perspectives are valuable in the research, I do not believe reality in research is found only through co-construction or co-creation between the researcher and researched, because I hold to the postpositivist perspective that “a single reality exists beyond ourselves” (Creswell, 2013, p. 36).

The Importance of Context

International research can provide insights that strengthen educational systems, but there is need to understand cultural and societal contexts in international educational research. According to Sadler (1900), educational techniques and practices of one country cannot simply be grafted into the educational system of another (as cited in Hayhoe & Mundy, 2008). The problem is that educators are prone to look to other education systems for “miracle solutions” that offer quick success for their educational problems and then wonder why success is elusive. Sadler stated,

We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves
We need to understand the history and culture of the societies in which educational institutions are found, including “factors such as religion, language, geography, and economy” (Hayhoe & Mundy, 2008, p. 5). Only then can we usefully adapt some of their practices to our own contexts. This adaption process involves a clear understanding of and interaction with the local culture, with “a high degree of intellectual and moral humility” (Farrell, 2003, p. 167). Hayhoe and Pan (2001) noted,

Of greatest importance is the readiness to listen to the narrative of the other, and to learn the lessons which can be discovered in distinctive threads of human cultural thought and experience. (p. 20)

A humble attitude of listening and learning combined with openness to adjustment and change can help to bridge the gap between cultures and bring needed educational development to other contexts. Shared wisdom can enrich all cultures that are willing to listen and learn from one another and to critically evaluate the possible short and long-term effects of each potential decision. To accomplish this, there is need for a commitment to care by seeking to know and understand one another in our cultural contexts.

**The Israeli Context**

The perspective of listening to other cultures and learning from their ways of education informs my study of Israel’s approach to developing experienced teachers to mentor new teachers. I believe there are principles to be learned from the strengths and challenges of this program if educators understand the contextual differences between Israel and their own nations. Because my study is situated in Israel, it is best understood in light of Israel’s demographics, history, government, and educational system.
Israel is a nation of eight million people, of whom 75% are Jewish, 17.5% Muslim, 2% Christian, 1.6% Druze, and 3.9% unclassified (Israel Ministry of Foreign Affairs, 2015). Of the Jewish population, 73% were born in Israel, with the remainder having immigrated from other countries and having received automatic citizenship because of their Jewish heritage (World Population Review, 2016). Israel’s population includes over two million students in schools and over 250,000 students in higher education (Israel Ministry of Foreign Affairs, 2015). Most schools belong to one of three groups, “Jewish state secular (Mamlachti), Jewish state religious (Mamlachti Dati) or Arab education” (Addi-Raccah, 2012, p. 858). Israel is located south of Lebanon, southwest of Syria, west of Jordan and the West Bank, northeast of Egypt and the Gaza Strip, and east of the Mediterranean Sea. Israel’s natural resources include building materials such as gravel, stone, sand, clay, and limestone; manufacturing materials such as potash, bromine, magnesium, and salt; and energy sources such as natural gas and oil shale (Israel Ministry of Foreign Affairs, 2015). Israel’s capital city is Jerusalem, which is considered a sacred site by people of Jewish, Muslim, Christian, Druze, and Bahá’í faiths.

Modern Israel was established as a nation in 1948. Although many believe that Israel’s independence resulted from the Holocaust, the desire and movement toward reclaiming the land of Israel began much earlier with the Zionists, whose vision was to preserve the Jewish people from extinction or assimilation and to form an ideal state (Shindler, 2013). This movement was more ideological than religious. “Zionism regarded itself as the national liberation movement of the Jewish people and looked more to the French Revolution and the European Enlightenment than to the Bible” (Shindler, 2013, p. 12). Instead of waiting for their promised Messiah to return and establish the new Israel, the
Zionists chose to establish the nation themselves. A first wave of socialist Russian Zionists arrived in Palestine in 1882. In 1897, Theodore Hertzl, the “spiritual father” of the Jewish state, urged Jews in the First Zionist Congress to return to Israel and rebirth the nation (The Declaration, 1948). A second wave of socialist Zionists arrived in 1905. A third wave of Zionists arrived in 1924 under the visionary leadership of Ben-Gurion, who declared that instead of communism, the goal should be the development of a sovereign state (Shindler, 2013). The Balfour Declaration of 1917, the Mandate of the League of Nations, the Holocaust, and the 1947 United Nations General Assembly resolution provided further confirmation and impetus for this move toward establishing Israel as an independent state (The Declaration, 1948).

The Declaration of the Establishment of the State of Israel, signed on May 14th, 1948, states that Jewish people had a right to the land of Israel because this land was the birthplace of their nation, religion, and culture, and although they had been expelled from their land, they never lost hope of returning (The Declaration, 1948). The Declaration speaks of the return of many Jews and the great ecological, economic, and cultural advances they brought to the country; also it espouses values of openness to Jewish immigration, development of the country, and “freedom, justice, and peace as envisaged by the prophets of Israel” (The Declaration, 1948, para. 16). It invites neighboring countries to welcome them and accept them as a nation and urges Jewish people in the Diaspora to return to build up the nation and “to stand by them in the great struggle for the realization of the age-old dream - the redemption of Israel” (The Declaration, 1948, para. 17). The Declaration was signed by David Ben-Gurion and the others of the provisional council of the state, with the assertion that their trust was placed in the “Rock of Israel” (The Declaration, 1948, para. 18).
The Declaration of the Establishment of the State of Israel espouses “complete equality of social and political rights to all its inhabitants irrespective of religion, race or sex,” and “freedom of religion, conscience, language, education and culture” (The Declaration, 1948, para. 13). It requests the “Arab inhabitants of the State of Israel” to peacefully cooperate in the nation, and it promises them “full and equal citizenship and due representation in all its provisional and permanent institutions” (The Declaration, 1948, para. 16). The outworking of this ideal established in 1948 has been difficult in Israel. Many Palestinians today, although they are Jewish citizens, are not afforded equal status with Jews in the country (Galnoor, 2010, Pappé, 2011). Tensions between the Jews and the Arabs continue to be high as they engage in disputes over land rights and sovereignty.

Due primarily to the security tensions and unexpected outbreaks of fighting, Israel’s rapid pace of events fosters “a characteristically Israeli pattern of activity – an ethos of pragmatism,” at the heart of which is “the belief that there is no point in planning, or even preparation, because the unexpected will undermine any hope of realizing those plans” (Galnoor, 2010, p. 45). This leads to a culture of improvisation rather than careful planning (Galnoor, 2010). In education, many decisions of policy and practice are made on the basis of putting out fires rather than on research and data-based thinking (Gaziel, 2010, p. 55).

In Israel there is little separation of state and religion, with rabbis’ rulings being sought in many areas of legal and political life (Galnoor, 2010, Mautner, 2011). There is a shift from secular, liberal Jewish philosophy to increasingly fundamentalist Jewish and Muslim philosophy. “In 1960, only 15 percent of the students in the Israeli primary-school system were either ultra-Orthodox Jewish students or Israeli Arabs,” but by 2011 the number had risen to 46% and is continuing to increase (Mautner, 2011). This is cause for concern as
much public funding is directed toward institutions that fundamentally oppose multiculturalism and pluralistic values (Mautner, 2011).

The Israeli government is highly centralized, which can result in inadequate understanding and resourcing of local needs, conflicts of leaders’ loyalties between the regulatory ministries and the minister, and burdensome bureaucracy (Galnoor, 2010).

Too much oversight and control can breed bureaucratization: numerous forms to fill out, endless waiting, and over-complication. The danger also exists that, on the pretext of oversight, the political echelon will corrupt the administrative echelon, making it dependent on its good graces – personal and party patronage. (Galnoor, 2010, p. 114)

Education is also centralized, with direction and control from the Ministry of Education (MoE). The MoE supports over 125,000 school teachers and over 19,000 staff in higher education institutions (Galnoor, 2010). It provides teacher education for elementary and middle school teachers and offers a professional development program with financial incentives for teachers who wish to advance in their career and practice (Gallagher, Hipkins, & Zohar, 2012; Gaziel, 2010). Teachers can be tenured after three years of teaching, but they work harder and receive less professional and financial support than teachers in other countries, and teacher absenteeism and burnout are high (Addi-Raccah, 2012; Gaziel, 2010).

The MoE plans and distributes a mandatory curriculum for elementary schools and provides inspectors to visit schools to control the quality of the curriculum delivery (Gallagher et al., 2012; Galnour, 2010; Gaziel, 2010). Israeli schools tend to be more traditional than innovative, and emphasize “rote learning of facts and algorithmic problem solving” (Gallagher et al., 2012, p. 139). To counteract this, in 2007 the MoE introduced the “Pedagogical Horizon – Education for Thinking” program, which emphasizes thinking and problem solving skills along with the traditional content learning, but changes in government
and new policies for improving test scores have hindered the progress of the program (Gallagher et al., 2012).

The Israeli government, according to its egalitarian ideology, seeks to equalize educational opportunities for all students in the country (Gaziel, 2010). In efforts to reduce the immense achievement gap among Israeli students, disadvantaged schools receive more MoE funding than advantaged schools (BenDavid-Hadar, 2010; Gaziel, 2010). However, despite these efforts, “compared to Organization for Economic Cooperation and Development (OECD) countries, Israeli students exhibit the widest gap in achievements” (BenDavid-Hadar, 2010, p. 115), and Arab schools continue to suffer discrimination in funding and in freedom to adapt the curriculum to their culture and context (Gibton, 2011).

In response to teacher attrition and in an effort to increase teacher effectiveness, the MoE mandated a countrywide induction program for new teachers, which required the participation of experienced teachers as mentors (Orland-Barak, 2003b; Rajuan et al., 2011). In the following years, mentor development courses were established with the goal of providing necessary supervision and leadership skills to guide new teachers through their first year (Rajuan et al., 2011). The Israeli mentoring program is affected by the racial and political struggles mentioned in the paragraphs above in the issues new teachers face, in cross-cultural conflicts and misunderstandings, and in the structure of the program. For example, the Israeli culture of evaluation and external controls was likely one factor that influenced the initiation of mentor development courses, because through these courses the MoE could ensure that the mentoring practices and protocols were being followed in the mentoring relationships.
Although Israel is a nation in conflict, both from ethnic, political, and religious tensions within the country and from political pressures from other nations, it is a nation of remarkable innovation, tenacity, and progress. Despite the ongoing struggles, the nation has forged an education system that includes areas of policy and practice that are worthy of emulation. The mentoring program that is the focus of this study is one such area. The strengths and challenges of this program can inform the development of similar programs in other countries, if educators and policymakers understand them in light of the Israeli context and adapt them with clear understanding of their own contexts. Because the program cannot be fully understood without situating it in its cultural context, understanding the Israeli context is necessary for effectively conducting case study methodology.

Case Study Methodology

After a preliminary two-week trip to Israel to gain cultural and historical insight and to make contacts for the research, I conducted a further two and a half weeks of field research in Israel. Using case study methodology, I collected curricular documents, conducted observations, and conducted semi-structured interviews with mentor program directors, coordinators, instructors, and mentors in training.

I chose case study methodology because my research questions required an in-depth look at a contemporary situation (Yin, 2013) and because I was seeking to explore and explain “a phenomenon within its context using a variety of data sources” (Baxter & Jack, 2008, p. 544). Yin (2013) described case studies as differing in their purposes according to the questions asked, whether “what,” “how,” or “why.” Research studies that ask the question, “what?” are often exploratory studies that seek to develop hypotheses and suggest future research, and that use exploratory surveys, exploratory experiments, or exploratory
case studies for the research (Yin, 2013). “What” questions can also ask “how many?” or “how much?” and use survey or archival methods (Yin, 2013). Research that asks the questions, “how” or “why” is explanatory, “because such questions deal with operational links needing to be traced over time, rather than mere frequencies or incidence” (Yin, 2013, p. 10). Because case study allows for in-depth inquiry, it is one of the preferred methods of explanatory research (Yin, 2013).

Some case study research is both exploratory and explanatory, asking both “what” and “how” questions (Hayhoe, 2007). In my case study research my primary question is explanatory: “How does the Israeli mentor development program develop experienced teachers to mentor new teachers?” Of my sub-questions, three are “what” questions and three are “how” questions, so I am both exploring and explaining the program. As a case study, my research was prepared with a clear problem in mind (Holmes, 1981) – the problem that experienced teachers are inadequately prepared to mentor new teachers. My case study is “descriptive” and “instrumental” (Baxter & Jack, 2008, p. 548-549). It describes a professional development program for mentors of new teachers and can be instrumental in providing suggestions for other programs to follow.

Case study methodology has been effectively used by those seeking to understand mentoring relationships (Schwartz & Holloway, 2012; Young et al., 2004) and is an effective method for understanding teacher development (Reiman & Thies-Sprinthall, 1998). My case study research included four steps: (a) selection of the case site; (b) selection of the case participants; (c) collection of data; and (d) analysis of the data.
Case Site

I chose the mentor development program coordinated by the MoE in Israel as the site for my research because it is one of a very few broad-reaching programs of this kind. Unlike many teacher induction programs, the Israeli MoE’s program focuses not only on new teachers’ needs for mentoring and development and but also on mentors’ similar needs (Rajuan et al., 2011). This program met my criteria of (a) developing experienced teachers to mentor new teachers, (b) appearing to be functioning well, and (c) involving not simply workshops and manuals, but providing ongoing cognitive training in courses and communities of learning. This program is well established and is recognized as an effective program for developing mentors of new teachers (Achinstein & Athanases, 2006). I conducted my research in the northern, central, and southern parts of the country.

Case Participants

At the Comparative International Education Society’s 2015 conference, I spoke with a professor from Israel about my interest in conducting research in Israel. She encouraged me to do so and put me in contact with the head of the Mofet Institute, the professional development institute for professors in teacher education programs in Israel. Because the Mofet Institute provides a 10-day seminar in the summer for educators and researchers, I attended the seminar, “Every Woman Has A Story: The Role of Feminine Power in Designing Social-Educational Leadership” July 21-30, 2015 to learn more about the Mofet Institute, about education in Israel, and about Israeli history and culture. I then stayed in Israel until August 4, 2015 to make further contacts for my research trip in fall 2015. I met with the head of the Mofet Institute, who put me in contact with the director of the department for internship and induction of the Ministry of Education. The internship and
induction director put me in contact with the initiator of the mentor development program in Israel who met with me and then connected me with mentor program directors, coordinators, instructors, and mentors in training.

In my fall research trip I interviewed 20 stakeholders in the mentor development program: three directors, five coordinators, four coordinators who were also instructors, four instructors, and four mentors in training, from six teachers’ colleges, four universities, and from the Ministry of Education (See Table 2). I followed ethical procedures in gaining informed consent from the participants, and I am protecting their identities by using a pseudonym for each one.

Table 2

Course Participants

<table>
<thead>
<tr>
<th>Mentor Program Directors (3)</th>
<th>Mentor Program Coordinators (5)</th>
<th>Mentor Program Coordinators &amp; Instructors (4)</th>
<th>Mentor Program Instructors (4)</th>
<th>Mentors in Training (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lara</td>
<td>Golda</td>
<td>Flora</td>
<td>Devorah</td>
<td>Bernice</td>
</tr>
<tr>
<td>Nissa</td>
<td>Karen</td>
<td>Marni</td>
<td>Kayla (former)</td>
<td>Chava</td>
</tr>
<tr>
<td>Rachel</td>
<td>Pnina</td>
<td>Raisa</td>
<td>Miriam</td>
<td>Galia (former)</td>
</tr>
<tr>
<td></td>
<td>Reuven</td>
<td>Yaffa</td>
<td>Shifra</td>
<td>Ruby</td>
</tr>
<tr>
<td></td>
<td>Umar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participants’ Affiliations
- Teachers’ Colleges (6 colleges, 7 participants)
- Universities (4 universities, 9 participants)
- Ministry of Education (4 participants)

Data Sources

My data sources included semi-structured interviews, document analysis, and observation. These three data sources provided triangulation that added to the reliability of the study (see Table 3 below). Triangulation is a process that draws together evidence from
multiple sources and allows for increased validity when similar information is gained from the different sources (Creswell, 2013).

**Table 3**

*Research Triangulation Matrix*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Source #1</th>
<th>Data Source #2</th>
<th>Data Source #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the Israeli mentor development program develop experienced teachers to mentor new teachers?</td>
<td>Semi-structured interviews with directors, mentor developers, and mentors of new teachers</td>
<td>Curriculum documents</td>
<td>Observations of mentor development courses and interaction</td>
</tr>
</tbody>
</table>

**Semi-structured interviews.** The case study interview is an effective method for providing explanations and personal views (Yin, 2013). For my research I conducted semi-structured face-to-face interviews with program directors, mentor developers, and mentors of new teachers. In the interviews of approximately sixty minutes I sought to (a) listen attentively to the participants to understand the external and internal meanings of their words, (b) interpret participants’ non-verbal cues, (c) ask follow-up questions on what the participants said, (d) ask for clarification when necessary, and (e) ask for further insight on the topic (Seidman, 2006). I sought to gain insight by exploring rather than probing, by avoiding leading questions, and by asking open-ended questions (Seidman, 2006). I recorded the interviews electronically for analysis and accuracy checks. I conducted the interviews in English, which might have hindered some of the participants from interacting with complete ease, but all were able to communicate their thoughts with me.

**Document analysis.** For the document analysis I collected MoE and course curriculum documents to understand the program’s planned curricula. One document was the
MoE mentoring booklet, which describes the philosophy and procedures of the mentoring program (Schatz-Oppenheimer, Mendel, & Zilberstrom, 2014). Other documents were 10 course syllabi from two universities and two teachers’ colleges.

**Observations.** I conducted observations in a full-day mentor developers’ forum and in various informal settings. In my observations I used my five senses to understand the phenomena around me and record what I observed (Creswell, 2013). These observations can serve to enhance the research on developing teachers to be mentors (Reiman & Thies-Sprinthall, 1998).

**Data Analysis**

After the data were collected and transcribed, I sent each transcription document to the appropriate participant to provide opportunity for feedback on the transcription. To prepare for the analysis, I created computer files and documents based on themes and sub-themes from my interview questions. After this, I listened to the recording for each interview and highlighted the themes I had identified plus new ones that emerged (Yin, 2013), and I created new documents for the emergent themes. I then used the Track Changes Comments feature to label the themes on the transcripts, and I copied and pasted the portions of text into the themed documents. Within the broad themes, I created sub-themes that emerged from the data, and I copied and pasted the material into the appropriate sub-themes. When three or more sub-themes emerged, I created a table of contents that was hyper-linked to the sub-theme headings to facilitate quick access to the headings. For the syllabi I created a comparison chart of the regular one-year and two-year (first and second year) syllabi, comparing them also with the Ministry of Education guidelines.
After organizing all the data into themes and sub-themes, I combined the data from all of the documents into two documents—one of participant and program information with the headings, 1) Participant Demographic Information, 2) History of Program, and 3) Description of Mentor Development Program—General, and one of the mentor development program (MDP), with the headings of 1) MDP Instructors and Ideal Mentors, 2) MDP Relationships, 3) MDP Curricula, 4) MDP Mentors and New Teachers, 5) MDP Israeli Context, and 6) MDP Benefits, Challenges, and Recommendations. I then counted the number of comments in each section and the number of participants, and I marked them on the section headings. I also marked the number of references from documents and from my observations.

Finally, I created documents of all the prominent data themes and subthemes, organizing them according to my research sub-questions. Based on the emergent themes, I created five Findings chapters: (a) Program and Participants, (b) Curriculum Themes, (c) Mentor Development Program Relationships, (d) Mentor program Principles, Challenges, and Strengths, and (e) Program Context. In writing my findings, I gave voice to my participants as much as possible by seeking to present my findings in their thoughts and words. After this, I discussed my findings in light of the literature and then considered future adaptations for the program.

**Validation of Research**

One criticism of case study research is a lack of validation of the research. Validation in qualitative research is “an attempt to assess the ‘accuracy’ of the findings” (Creswell, 2013, p. 249). In case study research, validation involves using external checks and balances in the research process to avoid fallacy resulting from the researcher’s bias or lack of understanding of the case’s context or participants. Because my research is founded in a
postpositivist perspective, which values the process of validation, I used various validation strategies such as triangulating through multiple data sources, debriefing with peers about my research, clarifying my own research bias, using “rich, thick description” that included contextual information and quotes, and employing external audits by people who had no connection with the study (see Creswell, 2013, pp. 250-252). To demonstrate the validity of my research, I saved copies of email exchanges with participants, recorded all interviews, and saved all documents related to the data analysis. I saved all recordings and documents on my personal computer or in locked files. I sought to work effectively with a variety of data sources, a practice crucial to the case study method for adding credibility to the research (Baxter & Jack, 2008). I also took care that the case study report contained “sufficient evidence to support the findings” (Darke, Shanks, & Broadbent, 1998, p. 287).

Ethical Considerations

I endeavored to conduct my research according to an ethic of care. This involved first seeking to understand my participants’ context and culture. Noddings (1984) stated, “When my caring is directed toward living things, I must consider their natures, ways of life, needs, and desires. And, although I can never accomplish it entirely, I try to apprehend the reality of the other” (p. 14). To learn about the country and culture, I visited the country before the official research period (Sluka, 1990). I also sought to understand my own biases and those of my participants (Barakat, Chard, Jacoby, & Lume, 2002). I sought to show care by building a relationship of trust through honesty and through demonstrating credibility, which is of high importance in the Middle East (Amour, 2012; Radsch, 2009).

I sought to view my research context not as “an objectified system of empirical objects,” but instead as “an organic body of personal relations and responses, a living and
evolving community of creativity and compassion” (Palmer, 1993, pp. 14-15). This involved seeking to engage the participants in mutually beneficial dialogue and not treating them as research objects. I was alert to their verbal and non-verbal cues, and was prepared, if they seem distressed, to seek to learn the cause of the distress and to mitigate it by changing to another topic or, if they desired, by ending the interview. If they decided at any point that they would not like to continue in the study, or if they preferred not to answer any of the questions, they were free to do so. Noddings (1984) stated, “If I take on the other’s reality as possibility and begin to feel its reality, I feel, also, that I must act accordingly; that is, I am impelled to act as though in my own behalf, but in behalf of the other” (p. 16). I sent my participants their interview transcripts and if they had anything to add or remove from the manuscript, they were free to do so. I sought to share myself with the participants and give to them in any way I could. I practically thanked them by giving them small gifts for their participation.

My research could have potential benefit for the participants and for Israel. I offered to work with any participants who were open to partnering with me toward joint conference presentation(s), journal article(s), and/or a book based on the research. The research could benefit Israel by providing an in-depth look at mentor preparation in Israel and by fostering connections between the Israeli and Canadian school systems if Israel’s mentor preparation program is highlighted and publicized in Canada.

I sought, through genuine care, to go beyond understanding ethical protocol and cultural biases and to seek to avoid exploitation, overcome difficulties, and proactively build reciprocal relationships. I sought to caringly listen, learn, and reciprocate in my research relationships.
Conclusion

In this chapter, I presented my research methodology. After discussing my post-positivist philosophical framework, I presented my view that in international research and education there must be a commitment to understand and learn from other cultures, and to view their educational systems in context. Therefore, I also discussed the Israeli context in some depth. I then presented my chosen methodology of case study. I explained why I chose Israel as my research location, and I outlined my process of participant selection. I presented my triangulation strategy for data collection through semi-structured interviews, document analysis, and observation, and I described the procedures I used for interpreting and analyzing the data. I then discussed how I sought to validate the study within a post-positivist framework, and I presented ethical considerations of the study. In the next chapter I first describe the history of Israel’s mentor development program, then I provide a profile of each participant in the study.
Chapter Four: Program and Participants

In this chapter I present findings on Israel’s mentor development program and on the people who participated in this study. First I present findings on the history and purpose of Israel’s mentor development program. Then I introduce each of the participants of the study: (a) program directors, (b) program coordinators, (c) program coordinators who are also instructors, (d) program instructors, and (e) mentors in the courses. As in the whole thesis, I use pseudonyms to protect the identity of the participants. Throughout each of the findings chapters I seek to give voice to my participants, allowing them to express their views in their own words.

History and Purpose of the Program

The Israeli mentor development program began in the year 2000, after the induction program commenced in Israel. The history and purpose of the program first looks at the “staj” induction program, then considers the mentors’ role in the program, and finally looks at mentor development courses.

“Staj” Induction Program

The MoE mentoring booklet says the MoE has mandated one year of “staj” induction for the new teachers, known as “stajers,” with mentoring for them by an experienced teacher, and then optional “accompanying” by an experienced teacher for the next several years of induction (Schatz-Oppenheimer et al., 2014). The MoE mentoring booklet says,

The Staj year is the first year of employment of the teacher. It is a bridge between two phases: the teacher training phase and the teaching phase. During the Staj year the Stajer works in a Kindergarten or a school. He becomes an equal team member, participates in all the activities of the system in which he is working, and follows its organizational norms. The transition from the student status to the teacher status is sharp and challenging, and is often accompanied by difficult feelings and many challenges. One of the purposes of the Teacher Induction phase is to soften the
absorption process and perhaps even prevent the “reality shock” that is often linked to it. (Schatz-Oppenheimer et al., 2014, p. 5)

Rachel, the director of induction and mentoring for the Israeli Ministry of Education, said the mission of the program is “to facilitate the successful integration of new teachers in the teaching profession, while building their sense of professional and personal self-efficacy, and making the school’s staff members active partners in the new teachers’ growth.” Nissa, a program founder, said,

At the beginning when we started the project of induction in Israel... they [the new teachers] had to work in school as a teacher with salary. And they had to come back once in a week, at least once in a week, to the college or to the institute to have workshop with [a] group, but we wanted that they will have some support in school when they are in school so we decided about a teacher that will help them, support them in school.

These teachers were called “mentors” and served to guide and help the new teachers.

**Mentors’ Role in the Program**

Mentors are the primary agents for the integration of new teachers into the schools. The MoE mentoring booklet says mentors are experienced colleagues who are familiar with the new teacher’s school and who serve a crucial role in the induction process of the new teacher (Schatz-Oppenheimer et al., 2014). The role of the mentor is to help the new teachers “to find their way in the organization and to develop their professional identity” (Schatz-Oppenheimer et al., 2014, p. 5).

**Phases of mentor-new teacher interaction.** The MoE mentoring booklet describes three phases in the mentor’s interaction with the new teacher (Schatz-Oppenheimer et al., 2014). The first phase is before the school year starts and at the beginning of the school year, when the mentor and new teacher get to know one another and the mentor explains the work environment. In this time, the mentor focuses on (a) the professional aspect of mentoring,
such as planning the first days of teaching and establishing effective patterns for preventing wrong decisions; (b) the emotional aspect of mentoring, such as developing the new teacher’s “self-confidence and a trust in his abilities, based on positive experiences;” and (c) the social aspect of mentoring, in functioning as a “socializing agent” to help the new teacher become acquainted with the leaders and colleagues in the school and in building a healthy relationship with the new teacher that does not foster dependence, but rather encourages the new teacher in exercising judgment (Schatz-Oppenheimer et al., 2014, p. 11).

The second phase of mentoring described by the MoE mentoring booklet is the first half of the school year (Schatz-Oppenheimer et al., 2014). In this phase the mentors’ main task is help the new teacher grow in knowledge and skills that are necessary for effective teaching. The mentor observes the new teacher’s class at least twice, and “the Mentor-Stajer’s dialogue should focus on the Stajer’s challenges and needs (p. 11).”

The third phase of mentoring is the second half of the school year, which the MoE mentoring booklet calls, “the stabilization phase” (Schatz-Oppenheimer et al., 2014). In this phase, the mentor sustains the progress made in the previous phases, but changes the focus from “acquiring the knowledge and skills required for effective functioning at present, to developing reflective thinking, which is essential to the Stajer’s functioning as a professional teaching teacher” (Schatz-Oppenheimer et al., 2014, p. 11). The MoE mentoring booklet says that in this process, the mentor should realize that each new teacher is different and will develop at different rates and through different means. Throughout the year, the mentor should meet weekly with the new teacher.

**Formative and summative assessment.** The MoE mentoring booklet states that assessment for new teachers involves two stages: a formative assessment process in January
and a summative assessment process in May (Schatz-Oppenheimer et al., 2014). In the formative assessment the mentor provides oral feedback on both the new teacher’s strengths and abilities in teaching and the new teacher’s areas needing improvement and practical ways to improve. This assessment is based on mentor’s observations of the new teacher’s work and on regular mentor meeting discussions. It also includes a brief statement from the principal.

The summative assessment is a comprehensive year-end assessment based on documentation of the mentor’s observations, feedback conversations with the new teacher, and feedback from the principal and the school superintendent. Completed formative and summative assessment forms (found in the appendices of the MoE mentoring booklet) must be copied and given to the cooperating university and to the new teacher. If teachers fail the induction year, they must repeat the year. If they fail the second year, they are barred from teaching (Schatz-Oppenheimer et al., 2014).

**Mentor Development Courses**

Parallel to the induction program, the MoE initiated a countrywide professional development program, which includes courses that prepare mentors to effectively mentor new teachers. Nissa said,

> In the beginning… everyone had to find his mentor by himself, and when I saw it I thought that it is not professional that somebody, that a young teacher will come and say, “Hello. Can you be my mentor?” It could, it sounds to me not professional. So I thought that anyway, to be a mentor is a profession[al] thing and you have to study how to be a profession[al]…. So we decided immediately to make some courses to be, how to be a mentor.

Yaffa, a program coordinator and instructor, said initially the individual teachers’ colleges and universities coordinated the mentors and mentor courses, but several years ago the MoE standardized the program and took responsibility for it, so now there are clear standards for the mentors and the mentoring. She said, “I think [Rachel] took it very seriously, and they
make a lot of meetings, and thinking, and brainstorming, to all the process of the program.
And I think that it is good.”

The mentor development courses for PD levels two to six are for 60 hours over one
year and levels seven and eight are for 150 hours over two years. Shifra, a program
instructor, said that from PD levels two to six there is one salary level, and from PD levels
seven to eight there is a higher salary. Shifra and others commented that in order to offer a
mentor development course, a teacher’s college or university must have at least 20 teachers
registered for the course.

The MoE mentoring booklet specifies that an effective mentor in the Israeli induction
system should be:

a. Experienced and knowledgeable about education
b. Proficient in various areas
c. Open to asking questions and finding solutions
d. Aware of the need for integration and socialization in the educational environment
e. Capable and willing to provide emotional support (Schatz-Oppenheimer et al.,
2014, pp. 7-8)

To become a mentor, the teacher should be certified and licensed, work at the same school as
the new teacher, have at least five years of teaching experience, have taught at least one
subject that the new teacher teaches, have graduated from or be attending a mentor training
course, and actively participate in professional development meetings (Schatz-Oppenheimer
et al., 2014, p. 8). Principals or superintendents should not serve as mentors (p. 8).

The courses are taught in colleges and universities by instructors who have training in
pedagogy or counseling. Nissa said most of the instructors are from colleges or universities
and have had experience as teacher educators. Some have doctoral degrees, but not all of
them, because the focus is not only on teaching theory, but also on practical training, so
“most of them have to be people who were involved in the practice.” Pnina, a program
coordinator, said, “In every course, I have a basic staff. And I have always guests that come to give good lectures…. So the basic is like five teachers that go all in the three courses.” She said some are from the pedagogic side and some from the psychology or counseling side. Nissa said the program was patterned after other professions like psychology and social work, in which there is systematic mentoring of new people in the profession.

**Mofet Forums**

To guide instructors and coordinators in planning, organizing, and developing the courses, Nissa and others established a monthly forum initially with only two or three people who were interested in training the mentors. Nissa said the mentoring forum grew and discussion developed about the heart of mentoring and the function of mentoring for induction. The forums take place in Tel Aviv at the Mofet Institute, an MoE-sponsored center for supporting teacher educators’ professional development (http://www.mofet.macam.ac.il). Rachel said the purpose of the forums is to provide all mentor coordinators “empowerment and tools for common development of all the courses.”

When I attended the Mofet Forum for mentor program instructors and coordinators, I observed the program in action. In the morning the group of approximately 60 people, mostly women, sat around tables in a large room in the Mofet Institute. The MoE director of induction led the first session about the importance of the induction year to teachers. I observed,

[Rachel] is saying that many new teachers are not getting paid in their induction year, and she is telling these induction directors from the different universities and colleges that it is their responsibility to make sure the new teachers get paid positions. The group is erupting with comments as she shows different H. Ed [higher education] institutions and how many of their grads are not paid in their induction year. [Nissa] says this is the function of this group – for MoE to give instruction to the leaders to improve the induction.
After this, two Bar Ilan University professors gave a presentation on their Simulation Institute. They described the program and then showed videos of sample simulations. This presentation was followed by breakout groups. In the Mentoring breakout group, an actress involved in the Bar Ilan simulations facilitated a discussion of mentoring conflicts that could be addressed in the simulations. Umar, a program coordinator, said there was need for simulation videos in Arabic. Other suggestions included the problem of principals not supporting the mentors’ training and technology use. After this, the Simulation Centre showed another video, then most of the people left and a smaller group of leaders remained to discuss how to improve the position and remuneration of mentors in schools. The Mofet Forum brings together coordinators and instructors to discuss issues pertinent to mentoring and induction.

Nissa said there are no statistics on how many mentors have had the mentor training, how many teachers have had the training but are not serving as mentors, or if any of the teachers have attained higher status in the schools by having taken a mentor development course. Nevertheless, mentors are being trained and are mentoring new teachers throughout the country. The ultimate goal of the mentor development program is to prepare experienced teachers to mentor new teachers for effective induction into the teaching profession.

**Portraits of the Participants**

The participants in this program represented various levels of leadership and involvement in the program (See Table 4). Participants’ names have been changed to protect their identities, and I have listed them in alphabetical order in each of the sections.
Table 4

Course Participants

<table>
<thead>
<tr>
<th>Mentor Program Directors (3)</th>
<th>Mentor Program Coordinators (5)</th>
<th>Mentor Program Coordinators &amp; Instructors (4)</th>
<th>Mentors in Training (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lara</td>
<td>Golda</td>
<td>Flora</td>
<td>Devorah</td>
</tr>
<tr>
<td>Nissa</td>
<td>Karen</td>
<td>Marni</td>
<td>Kayla (former)</td>
</tr>
<tr>
<td>Rachel</td>
<td>Pnina</td>
<td>Raisa</td>
<td>Miriam</td>
</tr>
<tr>
<td></td>
<td>Reuven</td>
<td>Yaffa</td>
<td>Shifra</td>
</tr>
<tr>
<td></td>
<td>Umar</td>
<td></td>
<td>Ruby</td>
</tr>
</tbody>
</table>

Program Founders and Directors: Lara, Nissa, and Rachel

Lara, Rachel, and Nissa are leaders in the mentor development program. Nissa and Lara founded the program. Rachel is the director of all induction for the MoE, Lara is the director of mentoring within the MoE’s induction division, and Nissa is involved informally in the leadership.

Rachel. Rachel is the head of the MoE’s induction program for Israel. She has been working as director of this program for about 15 years. She did not make other comments about herself, but others commented on her leadership and helpfulness. Reuven said Rachel is “fantastic” and “skilled.” He said Rachel supports his college and encourages every new mentor to take a mentoring course. Karen commented on Rachel’s support in building the arts mentoring course:

When we started 12 years ago with [Rachel], she saw the course. And we built it with her…. She saw that the results were very good for the arts. And she strengthened us all the time and she is really wonderful. She’s cooperative. She’s a very special person. And she and my boss… they get along very well, and I think, they believe in each other. And working together is really — two is better than one, I mean, there’s a lot of strength in it.
In my Mofet Meeting Observation I noted that the Rachel “is a dynamic speaker. She speaks with confidence and passion,” and “is really sharp – dynamic, confident, a good balance of kind and strong.”

**Lara.** I met Lara briefly at the Mofet Forum in Tel Aviv, and then interviewed her on Skype. She has been involved in the mentoring program since the beginning with Nissa. First Lara worked with Nissa to develop the program in Lara’s college, and then together they developed a program for teachers in training – “in the stage where the teachers are learning to be teachers.” Then she and Nissa discussed how to help mentors develop in their mentoring ability and they developed a course for mentors at Lara’s college. She and Nissa also worked to develop the Forum for the coordinators and instructors of the program from the teachers’ colleges and universities. Lara co-coordinated the mentoring program with Nissa for several years and now is fully responsible for the mentoring aspect of the Israeli induction program for new teachers. In this role she works with Rachel and sometimes with Nissa to strategize for the programs. She also reads and approves the course syllabi from each of the colleges and universities. At times she visits the campuses to meet with the program instructors.

**Nissa.** Nissa hosted me for much of my time in Israel, so I interviewed her in her home in the central part of the country. Nissa is warm-hearted, friendly, and committed both to her professional life and to her family – her husband, grown children and grandchildren. Despite her high associations with the MoE of Israel, she is not pretentious or condescending but instead is helpful and hospitable – a kind and genuine scholar. I accompanied her on trips to her university campus and to the Mofet Forum. In my November 22 observation I wrote,

I am in Jerusalem now with my host at her university campus. She pointed out sights all along the way, and described the history – the story of the places. She seems to want me to understand her country and people, and the education system. I’m learning background things that are shaping my thinking and understanding of this
country. She clarified for me their system of teacher education and induction, which was really helpful.

Nissa has worked with the Israeli mentoring program for many years. She was very involved in the program from the beginning until about three years ago when another person stepped into leadership, but she still teaches in the program and is involved in leadership discussions and decision-making about mentoring.

The directors of the mentoring program are approachable and willing to dialogue about the hard issues. They have earned the respect and confidence of those working under them.

**Mentor Program Coordinators: Golda, Karen, Pnina, Reuven, and Umar**

Golda, Karen, Pnina, Reuven, and Umar are mentor program coordinators. They work in northern, central, and southern Israel.

**Golda.** When I met Golda in her office at her university in southern Israel, I could see she was committed to high standards of excellence in her work and to collegiality and kindness in her interactions with me and with others. She said her university has courses for both new teachers and mentors, which provide insight into both worlds. Her university offers six mentor courses in various locations, to better enable teachers to attend the courses. They only offer the two-year, higher level courses for experienced teachers. While taking the course, the teachers are required to mentor a new teacher, preferably one they are already mentoring, but if not, they must find someone to mentor. The course instructors teach the roles of the mentor necessary for fulfilling the MoE standards of mentoring and evaluation. Golda has personally never taught the courses, but serves as administrator of the courses for her university. She attends the Mofet forum meetings to better coordinate the courses. Her
Course instructors include a teacher educator, an educational counselor, a psychologist, and a former principal who also lectures in the principal program.

Karen. Karen met with me at a mall in central Israel. She was personable and passionate about dance and about Israel's arts mentoring program, which she coordinates. She is a ballet teacher who began teaching at the Bordeaux Company and School in the mid-1970s and has been teaching dance ever since that time. She also managed a high school dance department for 10 years. Now she works for the MoE in integrating dance with technology. She said she took a mentoring course 12 or 13 years ago and has mentored a number of students. About 12 years ago she initiated on the arts mentoring course with several others, and now coordinates mentoring for all the arts departments. She said the arts mentoring courses include topics such as mentoring and coaching, the privilege of a teacher teaching, and criticism and assessment. She does not directly teach in the courses, but she often visits the classes. She seemed to be a gifted mentor.

Pnina. Pnina welcomed me into her home in Jerusalem for our interview. She spoke with wisdom and experience about the mentoring courses and program. For about 26 years she has been a teacher educator and mentor, and she has been preparing teachers to be mentors for 18 years. For the past six years she has coordinated the mentor courses for her religious teachers' college. She said, "I like it very much. I like education, I like teachers. I like young teachers. I like the all stajers. I like it." Each year in her program there are 60 to 70 teachers who are preparing to be mentors in three groups. Some of them have been mentors for years and now have come to learn more officially how to mentor effectively. Others are more interested in the PD points than the course content. She misses teaching in
the classes, but for the past two or three years she has done little teaching because of her administrative responsibilities in coordinating the program.

Pnina likes working with the mentor development program because she enjoys influencing people. She said, “I want to tell you that for me, it’s one of the things in my life that makes me happy. Yes, you have an opportunity to be significant, and to bring influence.” She encourages teachers who are weary from many years of teaching to come to the mentoring program, saying, “Listen. Here you are coming and you have a wonderful place and people want to hear what you have to say – they need you.” She said mentors still have to work hard because the new teacher has demands, like, “Tell me what to do, tell me if I’m good or not,” but it’s a different platform from regular teaching. As she grows older, she thinks about how every teacher lives to influence others. She said, “If he’s a good teacher, he lives spiritually” and his teaching has a ripple effect that influences many people. She said when you are a mentor and when you are a mentor of mentors, you have opportunity to produce a ripple effect of influence. She seemed to be one who exerts lasting positive influence on many educators at various levels.

Reuven. I interviewed Reuven in the lobby of a museum in Jerusalem. He is a man of experience, wisdom, gentleness, and strength. He coordinates the mentor program at a religious teachers’ college that offers bachelors’ and masters’ degrees in many areas of education. He has served as the head of the induction program there for about 15 years, and for the past 10 or 12 years has coordinated about seven mentor courses each year. They offer some courses in their college, but also go out to other cities to offer courses where the mentors live and work. He served for many years as a principal before he came to this position at the teachers’ college, and said his experience as a principal taught him to choose
only the best instructors for the mentor courses. I could see he was committed to excellence in all aspects of his mentoring program.

**Umar.** Umar met with me after the Mofet Forum meeting at the Mofet Institute in Tel Aviv. He is Bedouin Arab from a Bedouin area in northern Israel and has worked with the MoE induction program for three years at his teachers’ college. Besides coordinating the induction courses at his college he is also a teacher educator. He coordinates 20 courses, some for mentors and some for new teachers, and he teaches one of the induction courses. About 10 instructors teach in his induction and mentoring courses. The one who is directly responsible for the mentoring courses is on Umar’s leadership team in the induction program. Umar said he and the others in the education department meet frequently and also do research together. When I interviewed him, he and several others had recently returned from a conference in Spain where they had presented their research. Umar feels that because he has been in this position only three years, he has much to learn. He really appreciates the Mofet Forum meetings because they provide insights for his role and for improving the induction courses offered at his college. Umar is a strong leader who cares deeply about his people and advocates for their needs. He is committed to developing himself and his program to strengthen education particularly among the Bedouin community.

**Mentor Program Coordinators and Instructors: Flora, Marni, Raisa, and Yaffa**

Four participants served as both program coordinators and instructors in the program: Flora, Marni, Raisa, and Yaffa. They work in colleges and universities in northern and central Israel.

**Flora.** I met with Flora before I met with Reuven at the museum in Jerusalem. Flora is working on her PhD in education and has been teaching at a teachers’ college in the
education faculty for five years. She also mentors and supervises student teachers in their teaching placements. She said, “I’ve been teaching forever.” After teaching high school for 25 years she moved to the United States for 12 years and directed a Jewish day school. Then she returned to Israel and taught elementary school, then applied to teach at the college where she now works. She is the head of the mentoring program at her college and also teaches a mentoring course in which she teaches experienced teachers how to work with new teachers in their first year. She also teaches new teachers in their induction classes, so she has an overall view of the process of induction. She said, “I should do some research about it because I have the whole line of the whole spectrum.” She said she loves teaching and sees the importance both of mentoring for the adjustment of new teachers and of mentor training to help the experienced teachers understand and remember what it is to be a new teacher.

Marni. I met Marni at her teachers’ college in the north of the country. She is highly capable, strongly relational, and full of energy and life. She started teaching at the college when the head of induction at the time asked her to be an instructor in the program. As an instructor she sees herself as a role model to the mentors. She said, “I as a mentor need, in my head, in my heart, I need to have skills to be… not a teacher but a counselor.” After a few years, the head of induction asked Marni to become the coordinator of the mentor courses. She said, “And of course I like it very much.” Since then she has been working to improve the courses to best guide mentors in their growth. She has continued teaching courses as well, because she said, “It’s very important to me to know the teachers, not just be the coordinator.” Every year she teaches 8 to 10 hours of every course. This year there are three courses and two other instructors with her in the course teaching. She strives to make the
courses deep and life-changing rather than purely technical or focused on the mechanics of teaching and mentoring.

Raisa. Raisa teaches both at a university and at a teachers’ college in central Israel. I interviewed her in the professors’ lounge at the teachers’ college. Raisa teaches three induction courses at the college and university and also teaches teacher education courses at the college. She said at the university the courses are mostly for high school teachers and at the college mostly for elementary teachers, but sometimes they are mixed. This is the second year that Raisa also has been teaching the mentors’ courses at the university, and she works with Nissa to coordinate the two mentor courses there. Raisa provided insightful comments especially about the mentor program’s curriculum development and challenges and about the Israeli cultural context.

Yaffa. Yaffa invited me to her home in central Israel for the interview. She was a gracious host and very articulate. She had been working for six months in the educational department of a university in teacher induction, which included coordinating and teaching in the mentoring program. Before this, she was an elementary principal for ten years and worked in that capacity with the mentoring program, so she brought a principal’s perspective to this study. She had also served as an inspector, one who visits schools for the MoE to check for quality and standards, which she said gave her a broader understanding of the program. She said that when she was principal, she had an excellent school, and they received “educational plus” donations twice from the MoE. Teachers in her schools did not leave because she protected the new teachers by assigning them a mentor from the same subject area to help them. Yaffa said she could identify with new teachers’ loneliness at the schools because when she moved into her current role at the education department she found
everyone friendly, but she felt alone. This identification is the main idea of her mentor courses.

**Mentor Program Instructors: Devorah, Kayla, Miriam, and Shifra**

Three participants, Devorah, Miriam, and Shifra, currently work as instructors in the program. Kayla was involved in the formation of the program and was a course instructor for the MoE in the beginning, but now coordinates and teaches only MA courses in mentoring at her university. These instructors work in northern, central, and southern Israel.

**Devorah.** I met with Devorah in an office at her university in southern Israel. She is a school educational counselor who also teaches mentor development courses at the university. Because of her work in the school, she understands the issues teachers face and tailors her courses toward practically meeting those needs. She was the first to develop and teach the mentor courses at her university. In developing the course, she drew from her experience as a new teacher and a counselor and brainstormed the issues new teachers face when they come to school. As a counselor she meets the new teachers and sees and hears their problems and questions, so she developed the course based on these issues. Devorah seemed to be a highly organized, effective communicator and teacher.

**Kayla.** Kayla met with me in her office in her university in northern Israel. She said her university was the first to start the mentor development courses. Her PhD was based on the ideal of building a mentoring program and she has written a number of articles and a book about the elements of mentor preparation. In the beginning she collaborated with the MoE in an in-service course toward a mentoring certificate, then several years later she created the first MA in Mentoring program at her university. Her idea was that all mentors would have an MA in Mentoring, and only those with MAs would be mentors in schools. She
has “a cluster of four courses that are specializations in mentoring.” She also developed a practicum in mentoring, which has elements similar to practicums in teacher education programs. She said,

In the same way as you are learning to become a teacher you have to learn to become a mentor and then you have to do field work, which means both different courses which are not only the dialectics between theory and practice but also the actual practical work of doing mentoring in the field and then getting feedback and then organizing the program around that.

She said many people in her city have graduated from the program over the past 10 years, so now few practitioners are involved in the MA in Mentoring program. She said, “There’s so many in the field already, and the people who are getting this [MA] are people who are interested in the theory, but they’re not people, I think, who are going to practice it.” Kayla is very knowledgeable about mentoring and has differing views from the MoE on the structure and purpose of mentor preparation in Israel (See Chapter 7, principle 2).

**Miriam.** Miriam met with me in an office at her university in southern Israel. She teaches mentor development and induction courses for the university and also works in a broader supervisory role for the MoE in induction. She first heard of the mentor development program when she met a new teacher who was part of the mentoring program. Miriam said,

I recognized the difficulty she had and she was a very strong person, very clever one, so this was my first meeting with her and she knew how to ask me and to ask for guidance and then I thought, “Why? Something here is worthwhile to learn, to investigate.”

Miriam is one of five instructors in the mentor development courses at her university.

**Shifra.** I met with Shifra at a coffee shop in a mall in Jerusalem and also spoke with her briefly at the Mofet Forum in Tel Aviv. She has worked as a mentor course instructor for four years, two in a university and two in a college, and this is her third year in the college. She started as a schoolteacher and has been a teacher educator for 20 years. She also is a
leader and coach with Points of You (http://www.points-of-you.com). She became a mentor developer through her interest in coaching, and she teaches the mentors to be coaches, because teachers often naturally prefer to teach rather than listen. She said the mentors appreciate her teaching.

Shifra understands the problems teachers face from her experience as a teacher. When she was a new teacher she did not have a mentor and her first year of teaching was very difficult. She said in her first year the parents did not want her to continue being a teacher, so she had to struggle with them, but her students wanted her to continue as their teacher. She did not know what to do and none of the other teachers asked how she felt or how she was doing. She said she succeeded because she was “a very good teacher,” but she will never forget that year. Because of this negative experience, she seeks to raise up skillful mentors so new teachers today will not struggle as she did. Her vision is that all new teachers would have a mentor because she knows how much she needed one.

**Mentors in Training: Bernice, Galia, Chava, and Ruby**

Four mentors, two from central Israel and two from southern Israel, participated in this study. Bernice had only attended two classes so far in the mentor development course, Galia had attended the course several years ago, and Chava and Ruby were in their second year of the course.

**Bernice.** Bernice and I met at a library in Jerusalem. She has been a teacher for about 26 years. Currently she is an elementary art teacher and her new teacher mentee is also an art teacher in another school. She started mentoring about 10 years ago when she was on sabbatical and her principal school called to ask if she would come to the school for a few hours a week to mentor a new teacher who needed help. The teacher came from an Orthodox
school and was “very different” from her civic school that was not at all religious. She said, “He was very religious, with a beard…. He was a man, and all of the teachers are women.” The principal asked Bernice to help him connect with the other teachers and grow in his teaching ability. Bernice guided him in his course preparation and teaching, and encouraged him to speak less and to allow the children to speak more. The mentoring had positive results. Bernice said, “It was very nice and I think that it was good for the teacher and also for me.” She realized in this first mentoring experience that she had abilities not only in teaching children, but also in working with adults. When I interviewed her, Bernice had only attended two classes of the first year of the mentor course and wished the course was less discussion-based, but she is sure of the need for mentor training. She would like to become a teacher educator in the future.

Galia. I interviewed Galia at her home in Jerusalem. She has been an English teacher for about 10 or 11 years and teaches junior and senior high school, from grades seven to twelve. She started mentoring new teachers about four years ago. She said,

A teacher in my school was attending a mentoring course and she asked me if I was willing to mentor someone before I took the course. - That they really needed someone desperately. So I started mentoring. I was not sure I had it in me to give to someone else. But when you start you realize that you have a lot to contribute to someone new and I liked it very much.

She started mentoring the new teacher toward the middle of the year. Half a year later Galia started the mentoring course. She said, “Because of the mentoring I went to the course.” Since then she has mentored a new teacher each year. In the interview she described much about her experience in mentoring and in the program, but she also mentioned that the most significant mentor she has had is her mother. She said her mother pushes her to do things, which is helpful because she tends to procrastinate. Her mother also gives her ideas or the
inspiration to do things. She finds that her mother’s mentoring gives her the confidence that she can do things, to believe in herself. She said,

I think it’s very important. Sometimes, just from talking, then you decide, ok, this is what I’m going to do. This is how I’m going to talk. Sometimes you don’t know how to treat someone. I’m not very assertive. And sometimes you need to come into your headmaster and say, “I want this, and I want this. I deserve it.” I think she makes me understand what I’m worth. Or what I should get. - What I should ask for.

For Galia this relationship exemplifies true mentorship.

**Chava.** I interviewed Chava and Ruby together at their university in southern Israel. They had come in for their mentoring course and agreed to be interviewed. This was their second year in a two-year mentor development course. Chava has taught school for many years. This year she is on sabbatical, but usually she teaches grades 5 and 6 – eleven and twelve-year-old children. She started the mentoring course just to get from PD level seven to eight, but she appreciates what she is learning. She said at the moment she does not have a new teacher mentee because the one she had left the school, but she will probably have another one. She said last year her mentee taught in different areas from her, so she didn’t have as much natural contact with her as Ruby with her mentee. Eight times in the year she had to meet with her mentee to give reports for the course, but she was also friends with her. The new teacher could come to Chava anytime she needed advice, and Chava could speak with her about situations, so there was open communication between the eight official meetings. Chava plans to continue mentoring after she finishes the course. She said, “The experience was good. It felt very good to share the experience. - To share the knowledge.”

**Ruby.** I interviewed Ruby along with Chava at their university in southern Israel. Ruby has been teaching school for 27 years and has been mentoring new teachers either officially or unofficially for 10 years. She said this year she is mentoring someone who is
teaching grade five just as she is. She meets with her mentee at least once a week for an hour or so. She said, “When there is great problems, we’re like two hours a week or more, it depends. - If there’s a big problem, sometimes more. But usually it’s once a week we’re sitting together for an hour and discussing things. Ruby started meeting with her new teacher mentee in August before the school year began and also spent a lot of time with her in September, “to teach her and to show her how school works and what is the ABC of our school.” Sometimes her new teacher mentee calls her at night for help. Ruby said, “She has little children, so she puts them to sleep and it begins at 10 o’clock till 1 o’clock, 2 o’clock. Depends how deep is the problem. And there are many problems.”

Ruby not only helps new teacher mentees with their problems, she also guides them in standing up for their rights. She said last year her new teacher mentee realized in the end of October that she was pregnant and was afraid that if she told the principal, she would be fired for not informing them in August that she was pregnant. Ruby said,

So we opened the book of rights of the teacher, and we looked at what month you should report to the principal. And I saw it was like the end of the fifth. So I told her, you’re okay. You don’t have to tell her now. Be okay with yourself, and then go to her. And we wrote down what she has to say to her. And it was very nice. They didn’t throw her away.

Ruby said new teachers do not know their rights and do not know how to read the MoE’s book of rights for teachers. She said, “They have to learn how to read the rights and to use it, and where to go to ask the questions. And that’s why we’re here to guide them.” Ruby seemed the kind of teacher whom new teachers would be drawn to and would learn much from. She said, “All the new teachers are going to [Ruby]. Automatically. But now I’m getting paid, I hope.” – And she laughed. She expressed eagerness in learning new things in the course and growing personally as a teacher as she learned to mentor new teachers.
Most of the participants were educators with many years of experience. Whether a mentor, instructor, coordinator, or director of the program, each one had much wisdom to share.

**Conclusion**

The MoE mentor development program in Israel is seeking to raise the standard of education by providing help and training for experienced teachers who are mentoring new teachers. The program is multi-faceted and multi-tiered, with a system of guidance and instruction that takes place at various levels. The participants of this study are women and men with much experience and wisdom as educators and mentors. Although from differing religious groups, higher education institutions, parts of the country, and ethnic backgrounds, each one offered views on mentoring and induction that are valuable to educators in other contexts. In the next chapter I describe the six curriculum themes that emerged from the findings.
Chapter 5: Curriculum Themes

What planned and lived curricula are used in the program to develop experienced teachers to mentor new teachers?

This chapter examines the findings from the MoE mentoring booklet, the course syllabi, the participants’ comments, and my Mofet Forum observations as they relate to Israel’s mentor development course curriculum. After giving an overview of the course curricula in the MoE documents, in several participants’ programs, and in the syllabi, I present six themes in the curricula that emerged from the data analysis. Both planned and lived curricula are woven together throughout the themes, but the lived curriculum aspects are seen mostly in the mentor course activities.

Mentor Development Course Curriculum

The mentor development course curriculum is outlined by the MoE in the mentoring booklet and adapted by coordinators and instructors for their individual courses. To introduce the curriculum as it is planned and practiced in the program, this section considers (a) the MoE mentoring booklet’s curriculum outlines, (b) the curriculum as described in detail by Reuven, and briefly by Devorah and Miriam, and (c) the curriculum themes found in the syllabi.

MoE Mentoring Booklet Curriculum Themes

The MoE mentoring booklet presents the following broad curriculum areas for the 60-hour one-year mentor courses and 150-hour two-year courses:

Basic training for Mentors and Accompaniers in levels 2 – 6 (60 hours)

1. The concept of the Mentor and Accompanier role (30 hours)
2. Support and assessment on the job (30 hours)
In-depth course for Mentor and Accompanier training in levels 7 – 8 (150 hours over two years)

**Year 1**
1. The New Teacher’s world (15 hours)
2. Developing guidance and consulting skills (30 hours)
3. Personal and group supervision of training events and portfolio management (30 hours)

**Year 2**
1. Assessment as an empowering process in teachers’ professional development (30 hours)
2. Guiding the New Teacher with regard to coping with children with special needs (15 hours)
3. Personal and group supervision of training events and portfolio management (30 hours) (Schatz-Oppenheimer et al., 2014, pp. 19-22)

These curriculum themes are each outlined in more detail in the MoE mentoring booklet (Schatz-Oppenheimer et al., 2014).

**Participants’ Curriculum Descriptions**

Reuven described his college’s 150-hour, 60-hour, and new 30-hour courses. He said in the two-year (150-hour) courses the instructors devote about 50 to 60 hours to “the central aim of the course,” the relationship between the mentor and the mentee. They look at theory, psychology, body language, conflicts, the nature of new teachers, problems with the new teacher, and relationship between the staff and new teachers. The rest of the time is spent in learning about pedagogical aspects of mentoring, for example relating to and meeting with parents, what is good teaching, what is a good teacher, and how to evaluate the young teacher. About 15 to 20 hours are spent in discussing special education issues, dealing with children who have problems with learning or who struggle with ADHD, or those who are gifted. Reuven said the purpose of this training is for mentors to be more specialized and be able to pass on their knowledge to the new teachers.

When asked how the one-year courses differ from the two-year ones, Reuven said the one-year courses are only 60 academic hours and they are less academic. Most of the
elements of the 150-hour courses are there, but in abbreviated form. He said about 30 hours are devoted to the relationship of the mentors and mentees, the nature of new teachers, and the problems of new teachers, and 30 hours are spent on pedagogy, such as how to deal with parents.

Reuven also described a new 30-hour mentoring course that his university has developed for mentors who are actively mentoring. He said the mentors meet with a mentoring specialist for four academic hours one night a month and discuss mentoring issues such as problem or success situations. For example, the instructor asks them to think back over the past weeks and identify a problem they have been facing in their mentoring. Then after the mentors have shared their problems, they discuss possible solutions. Sometimes they hear the problems and return home to contemplate and research answers, then return to the next class with solutions. He said the participants say, “In social work and psychology the mentors need a mentor, so why do we not have this in academia?” He said the problem is that in academia there is the demand to work whether one has a mentor or not. Because of this, mentors are rarely mentored. Reuven said in the 30-hour active mentors’ courses they also discuss new issues in mentoring and mentoring theory. The instructors “search for something that is new that gives them new ideas because part of them or most of them were in the courses before…. It has to be interesting and if you don’t answer anything you don’t do anything.” He said they benefit from the input of the other mentors in the course, “Because you know 15 mentors, they give the best ideas – how you can do the solution.”

Devorah developed her courses to discuss issues such as models of coaching, emotional issues, new teacher motivation, dialogue, empathy, the environment of teaching, and better lesson preparation and delivery. Miriam discussed four areas covered in her
courses. The first is the mentors’ soft qualities. The second is mentors’ pedagogical and didactic knowledge, which she said many of the mentors do not think they need to learn more about. The third is procedures and bureaucratic issues mentors need to know, for example, about how the MoE expects new teacher evaluations to be conducted. The fourth is how mentors can adapt all these subjects to their own contexts, and in this she works with the mentors to develop a plan for mentoring, considering the special characteristics and culture of their schools.

**Course Syllabi Themes**

In this case study I compared the MoE course standards with seven course syllabi from three institutions – a one-year syllabus and first and second year syllabi of a two-year course from a religious college, first and second year syllabi of a two-year course from another religious college, and first and second year syllabi of a two-year course from an online university. All of the syllabi addressed specific topics of the new teacher’s world, organization and time management, guidance and training skills, communication skills, building trusting relationships, teaching children with special needs, and assessment and feedback skills. The two religious colleges’ syllabi also addressed development of mentor identity, skills for class management, and communication with parents. There were few differences in the topics addressed in the one and two-year courses. In each course, significant class time was spent on guidance and training skills and assessment skills.

After comparing the curriculum content of the MoE Booklet with the course syllabi, I considered them in light of the interview data and synthesized the prominent curriculum aspects. From this comparison and synthesis, six broad curriculum themes emerged as key topics in the Israeli mentor development courses: (a) Mentor identity, (b) New teacher’s
world, (c) Mentor guidance and communication skills, (d) New teacher assessment, (e) Mentor course activities, and (f) Mentor course assignments.

Theme 1: Mentor Identity

In the MoE mentoring booklet, the first half of the one-year program is devoted to “the concept of the mentor and accompanier role,” which involves understanding teachers’ professional development phases and professional identity (Schatz-Oppenheimer et al., 2014, p. 19). The course syllabi addressed topics of the mentor’s professional identity, the mentor’s transition from meaningful teaching to meaningful mentoring, the mentor and new teacher, and dilemmas and complexities in the mentor’s role. In the interviews, several participants spoke of how they addressed issues of mentor identity in their courses. They discussed the need for a mentor’s mindset of (a) mentoring versus teaching, (b) change and process, and (c) new teacher growth.

Mindset of Mentoring vs. Teaching

A salient issue addressed in the courses is the difference between a teacher and a mentor. Reuven said, “Mentoring is different from teaching. The first lesson in our courses is what is the difference between teaching and mentoring. You can be the best teacher and you can do the best faults.” Pnina said when teachers who have not had the mentor training start to work with their new teacher mentees,

They want to teach them, they want to give them materials of what they have already taught, especially to teach [the] same discipline – the material, the paper, and ideas of good lessons and everything. And also when they have the opportunity to give from themselves to a new teacher, to influence them, they want very much to tell about [what] they did and what good they did. And they don’t have enough the place to listen and to see who is in front of them.

Marni said she works with the mentors to help them understand that in mentoring new teachers, they need skills other than being a teacher. She said,
It’s not pedagogy. It’s not pedagogy—when we take the child with us and move him to another point. No. That’s not the issue. The issue is andragogy and [it’s] different from pedagogy because the one we meet is mature, he’s a man or woman with a basket. His basket is full with things.

She said the mentor needs to move from the “teacher” chair to the “mentor” chair, to relate to the new teacher differently from the way he or she would relate to a child. Every year Marni sees the mentors make that move and begin to understand that if they are being a teacher in their mentoring they will not be doing their work well enough. A key aspect of the course content on mentor identity is the need to move from the mindset of “teacher” to the mindset of “mentor” who leads the new teachers and points the way for them rather than instructing them like children.

**Mindset of Change and Process**

The mindset of change and process is also a key issue in course discussions on mentor identity. Marni said an important part of her courses is to address the professional identity of the teacher who becomes a mentor and the process of change that needs to take place within the mentor through mentoring and through the course. She said,

The main issue in the course is this issue of looking at everything as a process: a process of I with myself; a process of I when I am involved with the one standing next to me; a process of I as a teacher in my class, pause, looking at myself as a process from one point.

Flora, too, said,

One of the subjects in the course is change, how to make change, the fact that change is something difficult. And you need to be [a] type of person that is open to change. How you make yourself open to change. Because we are asking the new teachers to change, but at the same time you as a mentor can’t stay the same. You also go through a process of change. And if you’re stubborn and fight it, then you are a type of person that maybe by some help should make a little change. But, the awareness of it always helps.
Marni said she tells the mentors in her classes that even if they are very experienced teachers who have taught for 20 or 25 years, if they cannot see themselves for who they are, and if they do not continue to move forward and to check themselves, no one near them will grow. She said if they are not in motion, no one near them will move either, so they must be in process.

**Mindset of New Teacher Growth**

Another course topic in the area of mentor and new teacher identity is the need to develop a mindset that allows the new teacher to grow. Marni said, “All the time I say, ‘You are really not something else than growers of young teachers.’ And we have to give them the most comfortable ground to do it.” In her courses she tells her students that a mentor is not a teacher who comes to class to fill the class with herself, but instead she must leave her ego behind and make space for the new teacher to grow. She says when a large tree has extensive branches, nothing can grow beneath it in its shadow, so we need to make its shadow as small as possible. Then she compares the tree to mentors, describing the need for mentors to pull back some of their ego to allow the new teachers to grow. She urges them to understand this is the only way others can grow near us. She said,

> It’s a simile that makes you understand it. But then they say, “It is very hard.” The ego, the ego – wow! And they say, “I have so much experience in my bag so I’m sure I can help. I can show, and help, and say….” But, ok, let’s see, what is the most thing that will help? … They have to listen.

Reuven addresses this issue in his courses as well. He said,

> You know the best teacher wants to give his trail, but the young teacher is different from his personality. So if the good teacher wants to force the young teachers to go in his way it is - it can be - a fault, a big fault.

Flora also commented on the need for mentors to learn to give the new teacher room to grow. She said,
Another thing that we focus on during the course is to make room for the teacher. Not to spoon-feed him, but to be there and let the new teachers grow, develop. Not dictate them how because then they become an image of yourself.

Raisa said,

It’s really, really important to make these mentors more flexible. Flexibility is very important for their training. Empathy is very important. Humility. Some kind of humility is important and the best thing that you do for somebody is helping them grow. So if you understand that, then you’re helping the mentors. For them it’s very intuitive, and for them it’s one of the hardest things to do. So it’s like to understand that you are very important in this relationship if you can let go a little bit. To be - it’s not really passive. It’s not really passive. It’s active passivity, something like that. And it’s something they need to know. More than formalities, more than skills… I more believe in a dialogue and learning, ongoing learning situations, so they need to do it in order to do better.

Pnina discussed the need for mentors to allow for new teacher growth in terms of moving beyond an attitude of helping the new teachers. She said if experienced teachers have not learned enough about mentoring, they will function only at the most basic level of mentoring, which is helping. She said helping means doing something instead of the other person. Instead of this, the mentor needs to move toward an attitude of emptying oneself of power and control and not seeking one’s own gain. She said mentors come to her course saying, “I’ve done this for years. Why do I have to learn it?” and they do the mentoring quite well, but they mentor from intuition and miss the professional aspect. In this they sometimes become more of a mother than a mentor to the new teachers. She said they need to learn how to be patient rather than jumping in to help and do things for the new teacher. Mentors in the mentor development courses learn a new mindset of allowing for autonomy and growth in their new teacher mentees.

Theme 2: New Teacher’s World

After grasping the mentor’s own identity, mentors need to understand issues of the new teacher’s world. The MoE booklet, course syllabi, and participants’ comments highlight
the need for mentor development courses to guide mentors to understand issues of (a) new
teacher identity, (b) new teacher communication, and (c) new teacher pedagogical challenges
of lesson planning and teaching, class management, and special education.

**New Teacher Identity**

To understand the new teacher’s world, the mentor first needs to understand the new
teacher’s identity. The course syllabi highlight phases in new teachers’ development, the
process of changing from student to new teacher, paradigms in the new teacher’s world, and
professional and emotional aspects in the classroom. The courses seek to guide mentors in
identifying with the new teachers and in understanding new teacher identity in the school
context.

**Identification with the new teacher.** Several participants commented that to
effectively mentor new teachers, the mentor needs to understand the new teacher’s needs and
position. Flora said that in order to do this, she reminds mentors of their first year of teaching
and how overwhelmed they were, and asks them to remember who took them under their
wing and helped them. Raisa said,

> What I am trying to do is to bring them back to their memories, to their feelings of
what they used to have - what they felt, what their problem used to be when they
started. - In order to be more empathetic towards the students and to understand
things from their point of view.

Devorah, too, tries to bring the mentors back to the time when they were new teachers to
remember the problems they experienced. She tries to help them become more sensitive to
new teachers’ problems, dilemmas, and emotional issues and feel more empathy.

**New teacher identity in the school context.** New teachers also need support in
building their identity in the school context. The MoE mentoring booklet’s one-year course
outline includes the new teacher’s professional identity in transitioning from training to
employment and the new teacher’s “perceptions of the Mentor and Accompanier, the school, the staff, their self-image and their interaction with the training institution” (Schatz-Oppenheimer et al., 2014, p. 19). It also addresses the need to understand “the ambiguous professional identity” of new teachers, the

... tensions and feelings of dissatisfaction, frustration, helplessness and loneliness. Overload and difficulties in private and professional time management, sensitivity to criticism from various entities, and concern regarding the professional image as crystallized in the eyes of students, colleagues, parents and the system as a whole. (Schatz-Oppenheimer et al., 2014, p. 21)

Umar said new teachers need support for induction and identity development in the school context. They need emotional support to be successfully inducted into the school community - “to build the new relations in the schools, with the managers, with the principal, with the students, with the families.” He said this is important because the teachers are young and some of them have low self-esteem. He continued,

We concentrate on building a new model to build a good identity. You are a teacher. You are a teacher. And teachers - it’s very, very important job. You have a vision, you have a model, you have studies, and you have to be yourself. Don’t try to be copy of any, but try to be yourself.

Yaffa said the mentors learn how the new teacher thinks and feels when coming to the school - lonely, sad, confused, needing friends. She said it is difficult because the school is like a train. Everyone is running, everyone is under pressure, and no one has time to talk to the new teacher and answer questions. So the mentor can be the person that the new teacher turns to for answers.

Marni shared how she discusses new teacher identity in her mentor development courses. In one section of her course they learn about the nature and characteristics of the new teacher. She brings in an article that compares a new teacher to a newcomer to a country and also to a new soldier. She said new teachers in Israel often feel like new soldiers who
have to adjust to an unfamiliar system and sometimes have to follow rules that they neither agree with nor understand.

Raisa and Lara said the courses help mentors guide the new teachers in becoming aware of the situation in the school, which better prepares them to deal with the issues. Devorah, too, said the courses help mentors prepare new teachers for the environment of teaching.

**New Teacher Communication**

Communication for new teachers is often difficult. The MoE mentoring booklet says mentors need to understand how to assist the new teacher in “communicating with stakeholders: The principal, teachers, the professional staff, the parents, etc. (Schatz-Oppenheimer et al., 2014, p. 21). The course syllabi highlight issues of general new teacher communication such as improving written communication, working in interdisciplinary teams and working with teachers. Galia, a mentor, described how her new teacher mentee came to her needing help with how to communicate with teachers, students, and parents. The new teacher would come to her with questions like,

“What do I do with the kids, what do I tell to the homeroom teacher?” You have to come and say, “These kids are disturbing. I want it.” - Or the connection between the parents and how to speak to the parents. We had a parents meeting in school. So she needed help. She needed to know what to do with the parents meeting. It was also important.

Devorah spoke of the importance of mentors learning how to guide the new teachers in “better dialogue” with parents, with other teachers, with the principal, and with the children, and how to cooperate with everyone at the school.

The course syllabi strongly highlighted communication with parents in preparing for meetings with parents, discussing student involvement, managing the meetings, and dealing
with criticism. They mentioned psychological and educational aspects of dialogue with parents, ways of communicating with parents, cooperation with parents, understanding parents, and building optimal connection with parents. Marni said in her course she addresses “how to deal with parents and with the triangle- parents, teachers, and children.” She said, “It’s an adding to their new language, because it’s different glasses than they used to deal with this triangle before they came to the course.” Ruby said communication is one of the most important issues for new teachers to learn.

**New Teacher Pedagogical Challenges**

Mentors need to understand the challenges new teachers face in teaching. Key challenges that emerged in this study besides challenges in communication (discussed in the previous section) were challenges in lesson planning and teaching, in class management, and in special education.

**Lesson planning and teaching.** The MoE mentoring handbook says mentors need to learn about challenges for new teachers “in the area of teaching the pedagogic content – mastering the discipline, combining various teaching methods and tools, short term and long term planning and organizing, teaching a heterogeneous class, incorporating technology, etc.” (Schatz-Oppenheimer et al., 2014, p. 20). The syllabi address challenges of lesson planning and teaching in these areas: the advantages and limitations of the didactic approach; organizing the three lesson components: introduction, discussion and conclusion; improving teaching methods; organizing the teaching; knowing learner types, learning strategies and differential teaching; marking assignments; and using training tools. The syllabi also discuss the “homeroom teaching hour” – creating a positive classroom climate; methodological principles and tools; teaching honesty, trust, and mutual respect; and general tips for the
homeroom teaching hour. Devorah said her courses address how to make the lessons better and the class better.

**Class management.** The MoE mentoring booklet says mentor courses should teach about “typical problems in class management and organization,” such as “switching between the individual to the learning group, students’ discipline and behaviour problems, students’ study habits and work routines, learning motivation, the class as a social group” (Schatz-Oppenheimer et al., 2014, p. 20). The syllabi address class management issues of organizing in-class learning and dealing with discipline issues, comparing different psychological approaches for explaining and changing behaviors, employing various methods for effective inclusion of all the students in the lesson, teaching assertiveness and remedial teaching as tools for dealing with discipline problems, characteristics of the heterogeneous class, and discipline issues of interconnected authority and touching the heart of the challenging student. The syllabi also address issues of time management and ICT skills. Although participants mentioned stresses of teachers in class management, they did not speak of this directly in the context of their course teaching.

**Special education.** In Year 2 of the two-year course, the MoE mentoring booklet includes a section on “Guiding the New Teacher with regard to coping with children with special needs.” This includes:

- The Integration Law and identifying diversity characteristics in the standard class
- Working with multi-system teams
- Coping with at-risk children and youth
- The concept of inclusion in the education system. (Schatz-Oppenheimer et al., 2014, p. 22)

The syllabi address special education issues of defining learning disabilities, available accommodations and their objective, class mapping, identifying special needs students,
reading evaluation reports, integration law, and treating Attention Deficit Disorder in
students and Stajers. One syllabus from a religious college was specifically designed for
special education teachers. Devorah said that her courses emphasize issues of how to teach in
different kinds of classes, teaching both children with difficulties and children who are
gifted. As mentioned above, Reuven said 15-20 hours of his courses are spent on special
education issues.

When mentors understand issues of new teacher identity, new teacher
communication, and new teacher challenges of lesson planning and teaching, class
management, and special education, they are better able to understand their new teacher
mentees. They are also better able to guide them and communicate with them.

**Theme 3: Mentor Guidance and Communication Skills**

The mentor development course curriculum emphasizes the importance of both
guidance skills and communication skills for mentors. These skills need to be understood and
practiced in the course context and then applied in interactions with the new teachers.

**Mentor Guidance Skills**

Guidance skills are crucial for mentors to learn, especially since mentors tend to
direct from above rather than guide from below or from the side. The MoE mentoring
booklet says the mentors need to understand “different phases in the guidance process,
hidden and revealed dynamic processes,” and “different models of training and guidance
(cognitive, analytic, emotional, etc.),” and they need to be able to identify their personal
training styles and how to use them (Schatz-Oppenheimer et al., 2014, p. 21). In the course
syllabi, guidance instruction includes developing guidance and counseling skills, models and
styles of training and guidance, counseling and support in mentoring, phases of guidance,
resistance to guidance, the helpful attitude, mentoring as coaching, leading from the front and behind, and dealing with new teachers’ resistance and manipulations. Marni said mentors need to learn the skills to deal with the new teacher not as a teacher but as a counselor. Yaffa said the mentor needs to both understand the new teachers’ needs and to develop the skills needed for mentoring. Devorah and Flora address concepts of coaching in their courses.

Flora said,

> We highly recommend to sit down and share expectations. Sometimes even to write things down. Kind of like an, an agreement or a contract. Only just between – what are our goals in terms of working together? Or even for the mentor to find out what the teacher would like to reach, accomplish, this year. What’s their dream? And then come down to reality, a little bit, you know.

Umar said the courses teach the mentors to build the new teachers’ thinking, to help them reflect in order to support their thinking. This includes mentors modeling good teaching for the new teachers, but not expecting them to become identical copies of the mentor. In guiding new teachers, mentors need to come alongside the new teachers not to direct them, but to facilitate their growth.

**Mentor Communication Skills**

Communication skills are also crucial in the mentor-new teacher relationship. The MoE mentoring booklet says mentors should also learn consulting skills, which include:

> Personal and interpersonal processes: Expectation alignment, listening, empathy, communication, resistance, cooperation, assertiveness, dependence and trust, developing reflection and introspection, professional self-image, growth and development, letting go. (Schatz-Oppenheimer et al., 2014, p. 21)

Mentor communication skills in the syllabi included interpersonal communication principles, models, processes, and skills such as listening; dialogue; using body language, intonation, and words to influence behaviors, thoughts, and feelings; trust-building and creating a safe
space for the new teacher; and conflict management skills in observing how conflicts arise and learning to deal with them.

The interviews showed that skills in relationship building, listening, and dialogue are necessary for mentors to effectively communicate with the new teacher. Nissa said the courses discuss how to build a trusting relationship:

We are talking about how you build relationship between mentor and mentee. Like, you are doing at the beginning you are doing a contact with them. And you are explaining them that what’s going on in this room will not be going outside.

Shifra said she teaches the mentors to be ones that the teacher will come to with their problems and “to feel the confidence to be with him.” Raisa said mentors need to learn listening skills. Marni, too, said,

You have to listen. You have to check very well the place that the young teacher is now from where he came. - What he wants, what he needs. Not what you want, what you want to tell. - What he needs. And they have to make the mentoring as much as they can from [an] equal position. Because, “You have many things,” I am telling them, “You have many things to teach the young. I’m sure they have also things to teach you. Can you be in [a] position that you can learn from them?” We are talking about it. It’s hard for them, for a few of them it’s hard, it’s hard.

Umar said mentors need effective skills in dialogue and in being able to successfully convince the new teachers of wise ideals to help them succeed. Yaffa said she and the other instructors talk with the mentors about how to converse with the new teachers. Shifra said the mentors need to first listen to all the new teachers’ difficulties and successes, and then offer tips for how to improve, whether in subject specific areas like mathematics, or in relational issues. Skills in guidance and communication are important to address in the mentor development courses, especially when mentors need to also assess the new teachers’ work.
Theme 4: New Teacher Assessment

New teacher assessment is a significant component to the courses. The MoE mentoring booklet, the syllabi, and participants’ comments highlight three aspects of new teacher assessment covered in the mentor development courses: (a) understanding new teacher assessment, (b) observing new teachers, and (c) conducting feedback conversations.

Understanding New Teacher Assessment

According to the MoE mentoring booklet, both the one-year course and the second year of the two-year course should include 30 hours on assessment, and the first year of the two-year course should include 30 hours on supervision and portfolio management (Schatz-Oppenheimer et al., 2014). The mentor development course syllabi address assessment foundations of how support and assessment are linked, types and roles of assessment, formative and evaluative assessment, using the new teacher assessment form, and developing and evaluating tools and assessment methods. Raisa said in her courses the instructors work on the evaluation forms and other paperwork with the mentors because “really they need to be experts for the bureaucracy, which is very, very hard for them.” Flora said,

We know that there is an evaluation at the mid of year, at the end of year. Evaluations have standards. So we would like the mentors to be well known about the standards and there won’t be a surprise for them at the end of the year or at the mid of year and they wouldn’t know how to guide their teacher to stand up for these standards.

Flora described the standards, saying,

It’s like how they stand in the class, how they teach, their communication with the students…. their relationships within the staff and the school, whether they take upon themselves some initiatives or how they blend it in the school. I mean relationships with parents, all those. And they are many. And they need to be aware that they, in few months, have to fill up all these standards. They have to write something about the teacher that they are mentoring. So they need to know what is required from them.
An extensive rubric of new teacher standards is found in the MoE mentoring booklet appendices (Schatz-Oppenheimer et al., 2014). Pnina said the mentors in her courses learn about evaluation when the instructor brings evaluation documents and guides the mentors in understanding the parameters from which they are built. Lara, too, said that the best way to understand the basics of evaluation is to give the mentors the evaluation papers and provide opportunity for them to fill them out in the course. They practice the skills in the course and receive needed input from the instructors as they learn about assessment.

**Observing New Teachers**

The MoE mentoring booklet says mentors must observe their new teacher mentees’ classes twice each semester to assist and guide them in didactic aspects such as teaching methods and in educational aspects such as discipline (Schatz-Oppenheimer et al., 2014). Other purposes of the new teacher observation are:

- Providing more meaning and deeper insight to the experience; reinforcing and backing appropriate decisions made during class teaching, and appropriate activities that were planned and executed; reacting to challenging points and mistakes made; and listening to questions, dilemmas and doubts that came up. (Schatz-Oppenheimer et al., 2014, p. 14)

The mentor takes notes on the observation, and then uses them as the basis for discussion with the new teacher and for filling out the formative and summative assessment forms. The MoE mentoring booklet also encourages new teachers to periodically observe the classrooms of their mentors and to participate in follow-up conversations in which the mentors explain their lesson planning and delivery processes and in which the new teacher can offer feedback as a “critical professional friend” (Schatz-Oppenheimer et al., 2014, p. 15). This provides opportunity for reciprocity and peer learning.
The syllabi discuss the need for mentors to learn important aspects of new teacher observation, such as fostering a professional image, observing a class, and developing an observation rubric. Participants, too, commented on the need to prepare mentors for new teacher observations. Flora said,

We spend some time on how to sit in a class and observe the teaching. So we go through observation, what you need to do before the observation, what are the things you are looking at, what are your definitions about a good teacher.

She said when there is a gap between what the mentor considers a good teacher and what the standards say, they discuss this. Flora then asks the mentors to formally observe at least one lesson taught by their new teacher mentee and to write down everything they observe. She said,

And then they bring it to class and we share some of them. We see how they felt when they were doing it. For them at the beginning it’s very overwhelming. They’re used to sit and write only the things that they want to correct. Or the things that they think were not good enough. I mean, you know, criticism.

And then we try to make them first to give the compliments, to see the positive, always to start with at least two, three, four things that worked. Focus on the objective, the instructional objective. Whether they were accomplished or not, not to say much, more to listen, maybe to ask a little bit and hear from the teacher.

And then to talk about one thing they would like to make a change. One. Not more than one. Max, max, max, two. Not more than. And that should be the goal for the upcoming weeks.

Galia said that after observing her new teacher mentee she has to “write a report about them. About their way of teaching, about how they handle the class, discipline issues, or how the connections to the school.” She said this is much easier to do when her mentee is in the same school as she is teaching because, “I can evaluate her not only by what she says, or how she’s in class, but I see the whole school, you know, how she is with the teachers, with the students. They come to me. They tell me.” Miriam said she plans to ask her mentors to film themselves “to see how they realize their optimal way of watching and giving feedback to
their new teacher.” Rachel mentioned mutual observation between mentors and new teachers, and said, “New teachers are encouraged to teach the experienced teachers innovative teaching methodologies.”

Reuven said his college has a unique practice in training mentors for new teacher observations. They find a new teacher who is willing to teach a sample lesson and be observed by all the mentors in the course. The mentors learn in the mentor development course to note positive aspects of the new teacher’s lesson and to search for the new teacher’s giftings. After the mentors observe the lesson, they offer feedback to the new teacher, who then tells the mentors how the feedback made them feel. Reuven said the new teacher receives an automatic 100% on their induction course grade because it is not easy to teach a lesson in front of 20 experienced teachers. When the new teacher leaves the room, the course instructor debriefs with the mentors on what they did well and how they could improve their observation and feedback skills. He said this requires extra work for him to arrange for the sample lesson and overcome all the logistical problems in arranging with the principal and going on a teaching day, but it works. Observing the new teacher is closely tied with conducting feedback conversations.

Conducting Feedback Conversations

The MoE mentoring booklet describes “feedback conversations” as opportunities to develop the new teacher’s professional understanding and practice of teaching. In these meetings, the mentor should seek to provide both professional support and assessment to the new teacher. In feedback conversations that follow observations, the new teachers can reflect on their teaching in light of the correlation or discrepancies of their lesson plans and their lesson presentation, answering questions such as, “What were the teaching objectives?
Which decisions were made in real time? What is their meaning? Which other alternatives may be suggested?” (Schatz-Oppenheimer et al., 2014, p. 13). The MoE mentoring booklet says these conversations should be conducted “with good faith and in an atmosphere of calmness and mutual respect” because,

> When there is a sense of failure or of losing control over the class, and when teaching is perceived as complex, embarrassing and unpredictable, it may be threatening and frustrating. Disclosing these feelings and experiences can only happen if there is trust, which enables disclosing challenges (while maintaining confidentiality) and proposing strategies for dealing with them. (Schatz-Oppenheimer et al., 2014, pp. 13-14)

The feedback conversations “should strike a balance between reinforcement, praise and encouragement and a professional discussion, which includes criticism and judgment” (Schatz-Oppenheimer et al., 2014, p. 14).

In the course syllabi, feedback conversations include topics of why and how to conduct verbal assessment, preparing for the first meeting, setting achievable objectives and goals with the mentee, feedback and dialogue, and how to move from resistance to opportunity. Shifra said mentors are required to give feedback to the new teachers, which is hard when the teacher is “not good.” She said she works with the mentors in her course to help them learn how to reflect well and offer helpful feedback. Flora said, “Sometimes we exercise those things [mentoring and coaching] in the class. How to give them that feedback, how to observe, how to talk, how to focus on the successes.”

Galia, from her vantage point as a mentor, said the mentor should not come with the attitude of judging the new teacher and giving specific direction on how to do something, because there is more than one way of doing things. She said, 

> You can say, “I think you should, maybe you could have…, maybe if you tried a different way of thinking….” And of course to calm down the person in front of you if he is, “I don’t wanna be a teacher, da da da da” – It’s very easy to get into this
corner. First year, every teacher has a breaking point. - That they come and they cry and, “I don’t wanna be a teacher and I’m not a good teacher.” And I think it’s like being an artist.

Galia tries not to force her own style on her new teacher mentees. She said,

The teacher that I mentor this year, she is very strict. This is the way she teaches. I will not change it because this is good for her. And this is good in general. I’m not strict enough for instance. I’m more lenient. But for me, what is important is the connection with the kids. It’s to teach them with, I don’t know how you call it, with love, with interest, not that they will be afraid and come, “Oh, I didn’t know. I don’t know!” They will come and they will remember the nice things that we do, and the English. And enjoy the language. That’s what I believe in. But I will not tell her, “Ok, now you have to be more lenient.” Because this the way she works. And this is the way for her. And she will – I will not change it. I think the important thing is to work with her. And help her.

For example, Galia said in working with her new teacher mentee, she sought to guide her in dealing with discipline problems in the class. The teacher was frustrated that the students were not doing their homework, so she would take away points from them. Galia encouraged her not to focus on what they were not doing, but rather on what they were doing – to reward them for what they were doing to encourage them to do more. She said, “Because if you all the time punish them, ‘You should stay after class, detention.’ It doesn’t work for everyone.”

While it would have been easy to just tell her what to do and how to do it, Galia sought to help her see what she could do without telling her directly. Feedback skills are important to learn in the mentor courses.

**Theme 5: Mentor Course Activities**

The activities that emerged from the study were mostly discussion-oriented. These activities were not included in the planned curriculum documents, but rather emerged as lived examples of the curriculum in practice. In the mentor development courses, instructors and mentors discuss many concepts related to mentoring. They also discuss and practice communication skills such as how to listen and speak with their new teacher mentee, the
students, the parents, other teachers, and the principal. Raisa uses discussion as a training activity for the mentors. For example, she said,

> If we are working about giving feedback to students… we talk about feedback. We work with them on their ideas and on their feelings about it and then they practice on each other, in order to give feedback and trying to do it in an orderly way with the right ideas. Usually when I’m in the class we talk a little bit about the theory of stuff and then we bring a lot of their memories, ideas, and… what they saw in class, their problems they have with students. We talk about it and then we try to do all kind of workshop activities.

Marni described an activity she coordinated in her mentoring course two weeks previous, in which they discussed why they were there, why they had chosen to be teachers, what was their purpose in teaching, and how they could accomplish that purpose. From this activity they created broad and bold mission statements, like “I want to change the world. I want the world to be better.” She said this is an example of group learning: they learn in the group, then talk about what they did, then discuss how to translate it to their work with the new teacher. Yaffa said her course meetings are set up like coaching sessions in which the mentors learn a concept, practice it in the course, and then apply it to their mentoring. After that they return to the course and discuss the problems and challenges they faced as they applied the concepts with their new teacher mentees.

> Discussion activities are a core of the courses’ curriculum. Discussion-based mentor preparation course activities include case studies and stories, articles and metaphors, and role play and simulation. Some instructors also use lecture and PowerPoint slides.

**Case Studies and Stories**

Participants mentioned case studies are used to stimulate discussion and learning. Chava and Ruby, current mentors in a mentor training course, highlighted the benefit of discussing their own case studies. Chava said,
Half of the course students are telling about the cases - their experience and their mentoring experience. And the thing we as listeners have to do is after one of the students is telling about a problem the new teacher had and how we helped him, what he did. Our duty is to think and discuss about what was good in the moves he made. What was not so good maybe he had to do something different. How would we do it.

Ruby also commented on the importance of mentors sharing their own stories. She said,

It’s very important. Every lesson - almost every lesson, we’re some of us telling [a] story about what happened at class or with children or the parents and we’re discussing it. That’s very important. That I think helps better than - not better, but it comes together with the theory. - The discussion of a case.

Devorah said,

I am using stories of teachers, of the teachers themselves and the stories that I found in all kinds of researches about new teachers. In all the lessons, I bring - how do you call it - all the issues, they see all the issues on the board, and the discussions, case study, researches that I bring to the class. - Lots of talking and discussions. This is the better way to learn something from my experience, from them, their experiences.

Marni commented, “On the whole it’s one hour and a half for 8 times, 16 hours just for them to bring from outside to the group a case study, experiences that they have and they want to share, to hear, to ask.” For example, they come to class saying, “I just brought a conflict with the principal.” She said after discussing the issue with the others in the mentoring course, the mentors sometimes understand something that helps them with their own life, like in their relationship with their fathers. So they see that this outside incident with the principal provides insight even into their inner issues. Marni said this kind of learning is exciting and new for the mentors. She concluded, “They said all the time that it became the most important part for them.”

Raisa discussed using new teachers’ stories in her courses. She described them as “real life material” that is “really good.” She explained,

They have a story contest every year. And the students are doing wonderful, wonderful posters. Sometimes the poster is even better than the story, because it’s
visual and you can relate to it very easily. So we work with it also. Trying to find ways to bring forward really what students feel and what the problems are.

Nissa also said course instructors use the books of stories that new teachers wrote about their experiences.

Karen said one instructor uses stories of memories of the past and dreams to stimulate discussion. She said,

She finds the strength of the person through that, and empowerment of the person. And it’s very interesting and something very intimate happens in the class. The group becomes very close to each other and they support each other also years later—helping, asking questions, you know, getting help from one to each other. Which is wonderful.

Miriam said she uses “very little lecture, and much more discussion, self-learning, and I bring the material.” She gave an example of a lesson on evaluation in which she divided the students into groups and gave each group a folder with a short situation in it, “not very academic and long.” Each group had to write and design the optimal way of watching and evaluating a lesson. She said, “So this is the main way of teaching and I believe in it.” Case studies and stories provide opportunity for deeper understanding and analysis of the issues of mentoring new teachers.

**Articles and Metaphors**

Several of the course instructors mentioned using research articles and metaphors in their teaching. For example, Shifra said in her courses they read articles and then have “jigsaw” discussions about them. Marni gave an example of bringing in a research article that compares the young teacher to a newcomer of a strange country and to a new soldier to guide mentors in discussing how new teachers feel. One of the instructors in Pnina’s courses asks the students, “Please give me metaphors for young teachers,” so the mentors bring their ideas and actively participate in the learning. Shifra uses the metaphor-rich “Points of You”
coaching cards in her courses to stimulate thought and discussion.

**Role Play and Simulation**

Role-plays and simulations are also practiced in the courses. Shifra described a role-play she did with the mentors in her class the day I interviewed her. She asked them to turn to one another in pairs and ask the other how they would like their husband or boyfriend to compliment them on their birthday. She said this reveals significant information about the other person and is a useful activity to do with their new teacher mentees. Reuven said his instructors give the mentors a problem situation, for example classroom discipline. They say to two groups of mentors, “You are the mentors and you are the young leaders, so you have a problem of discipline…” and the mentors act out the scenario.

Galia, remembering when she attended a mentor training course, said, “Role-play in the classes was very important because I saw other teachers mentoring and it gave you an idea of how other people also mentor. It gave me ideas what to do, what not to do.” She found role-playing gave her confidence as she realized she did not have to know everything. It was enough at times to simply listen to the new teacher share her problems and then tell her something small that opens her eyes.

Some course instructors take their students to the Simulation Centre at Bar Ilan University, where mentors can be “tested” in their mentoring skills by being filmed and evaluated while meeting with an actor who poses as a new teacher with many problems. At the Mofet Forum I observed a presentation on this institute in which they showed a mentor simulation video. I observed about the video:

The practicing mentor is real. The “new teacher” is an actress, almost in hysterics about the children’s misbehavior. The mentor pulls his chair toward her, speaks
calmly…. He tells her the class is hard and tells her what she’s doing well in the class…. The “teacher” has calmed down and is listening. - Now open for discussion again. She’s asking, “As a mentor, what would you do?” … All the movies are on the Internet. Over 4 years 8,000 people have used this center.

Galia described her experience playing the part of the mentor with a new teacher at the Simulation Centre. The “new teacher” was hysterical, saying, “They mess up my class and they shout all the time and I don’t know what to do.” Galia said, “It was like too, too much. And you had to handle it. To see how you can help.” She remembers her instructor saying, “Listen, you were great in the role playing.”

Flora and Raisa said they had not yet taken their classes to the Simulation Centre but they planned to do so. Raisa said it is a good tool for practicing how to give feedback and what to do when new teachers have problems with other teachers, but some of the older teachers might be embarrassed being filmed. She said, “They’re very good at talking about things. It’s hard for them to try to do it themselves. It’s not easy, but we try.” Lara said there are also simulations on the complicated question of being a friend or a mentor. She said not all courses make use of the Centre because most of the campuses are not near Bar Ilan (in Tel Aviv), so mentor development courses have difficulty getting there.

Golda said her instructors take their mentors to Bar Ilan for the simulation experience, but they also see benefit in recording or filming real conversations between the mentors and their new teacher mentees, which the mentors do in their second year. She said that after recording the conversation,

They bring it to their lesson and all the group analyze it and learn from it. This is part of the lesson and the other part is to continue to talk about how to mentor, to analyze experience for their mentoring.

Golda said the difference is that at Bar Ilan the mentors are working with actors in a simulation, which is beneficial, but the local recordings are of actual conversations between
mentors and teachers, which is more realistic.

Shifra uses the recorded simulation movies from the MoE website in her courses and uses them to show how to conduct feedback conversations. She said one of the mentors applied what she had learned in the course at her school and the principal asked her who taught her to do it so well. Pnina, too, uses movies of new teachers to guide mentors in evaluating their mentees’ teaching both from pedagogic and encouragement standpoints. After watching the movies they discuss these questions: “How do you change? How do you make this process? How do you encourage her? What do you think she feels when you do it? How do you do it in a good way? - That she is not threatened?” (Pnina). Role play and simulation activities are rooted in discussion and provide opportunity for practical application of the course learning.

**Lecture and PowerPoint**

Several participants mentioned a more didactic, lecture-oriented side of the courses. Pnina said some of her instructors teach in a discussion-oriented, dynamic, feeling way, and some use traditional methods of lecture and PowerPoint slides. She said there is a place for this form of direct teaching, such as in the lesson about characteristics of the new teacher. She said for example, one instructor taught this lesson using PowerPoint slides and very clearly delineated six difficulties for the new teacher. Karen, too, mentioned using lecture in the courses. Chava said in her course the instructor also uses PowerPoint presentations for every subject she talks about, and the mentors in the course take notes of the most important points.
Nevertheless, communicative, discussion-based activities form the core of the lived or enacted course curricula. Galia said, “I think what I remember the most is the sharing of people inside the group.”

**Theme 6: Mentor Course Assignments**

The mentoring courses include a portfolio assignment for the one-year courses and a capstone project for the two-year courses. The assignments are not graded, but are required to pass the course.

**Mentoring Portfolio**

The MoE mentoring booklet says the one-year capstone project includes “Putting together a Mentoring portfolio according to the tools acquired in the course” which involves “Implementing Mentoring tools through real-life experience and documenting it professionally” (Schatz-Oppenheimer et al., 2014, pp. 20). Lara explained the one-year course’s portfolio, saying, “They have to write about one teacher that they tried some of the skills that they learned in the program.” Bernice said they make notes on each meeting with the new teacher and answer questions that stimulate their thinking. Umar said the mentors write a paper that evaluates the new teachers based on a questionnaire and on their own reflections. Chava said at the end of the year they as mentors have to hand in a paper recording all their mentoring meetings and reflections. Devorah said in the first year of the two-year course,

They just have to bring and write eight events of work with the new teacher. Every teacher has to choose a new teacher in their school. And he has to work with him all of the year. But to the course, he has to write just eight of them. And to do something as reflection of themselves in all of the eight events.

Raisa spoke of the value of this portfolio assignment, saying,
I think that we learn a lot from what they’re writing, because then I can see if they use any of the skills or ideas that we have in class and I can even see a little bit of how they were talking at the beginning of the year and with assignments at the end of the year, so you can see a bit of the development.

One participant, a university mentor development program instructor, sent her assignment syllabus rather than the full course syllabus to be used in this study. The syllabus states that the mentors are required to maintain a mentoring portfolio throughout the course. The portfolio includes recorded notes of all the mentoring meetings as well as a “professional personal reflection.” In addition, the mentors have to choose one of the following assignments:

1. **Interview a mentor of new teachers for at least 30 minutes.** The interview needs to be recorded and transcribed. Then you need to try extracting from the text the characteristics of a mentor’s work. This assignment includes:
   - Identifying the mentor’s educational approach
   - Learning from the interview about tensions in mentoring (e.g. empathy and judgment; this can be based on the analysis in the paper on the mentoring concept – please refer to the list of references)
   - Identifying the mentee’s difficulties, and their focus (educational; moral; social; authority; etc.)
   - Learning about the mentor’s coping patterns and characterizing his/her style of authority

   Your answers must be based on accurate quotations from the interview.

2. **Choose 3 stories from the story books** at http://cms.education.gov.il/EducationCMS/Units/Staj/Mitmahim/TaharotMitmahim/shipurei_mitmachim.htm and suggest mentoring outlines for the reality reflected in each story:

   Had you been the mentor, how would you have supported the Stajers described in the story? Please include the problems you identify and your considerations with regard to dealing with the reality depicted in the story.

3. **Watch the two videos on the Staj website that deal with Stajers’ events and dilemmas.** Which mentoring outlines would you recommend? What is your recommendation based on, and what were your considerations with regard to your intervention in the events?

When asked about mentor evaluation, most participants in this study either directly or indirectly mentioned the portfolio assignment.
Mentoring Project

The MoE mentoring booklet describes the capstone project for the two-year course as, “Executing a project for developing an absorption culture for Stajers” (Schatz-Oppenheimer et al., 2014, pp. 22). Reuven described the two-year course’s capstone project, saying the mentors need to write a five-page paper on a mentoring situation that they analyze based on what they learned in the course. Raisa described her course’s project, saying, “They work on ideas for their school, how to accept in a better way the new teachers. That they have the atmosphere in school be more understanding and facilitating for the students.” Lara said the two-year course’s final project involves creating something innovative in the school about mentoring or induction. For example, she said last year a teacher created a GPS-type application that guides new teachers in navigating the unfamiliar school campus.

Devorah said in the second year of the two-year course the mentors have to “write a model of how to teach and how to accept new teachers in their school.” She said that some models are more theoretical and some more practical and that many mentors write about the need for mentoring to have a higher profile in their schools. Devorah said one mentor wrote her paper on the need for someone in the school who is approved by the principal and works in cooperation with the principal to serve as a point-person for the new teachers. The new teachers need this additional point-person because they are frightened of the principal and because most principals don’t have time to talk to the new teachers. The point-person’s job would be to coordinate the new teachers, answer their questions, and champion the cause of the mentors in the school.

The portfolio and project assignments are the primary form of mentor evaluation in the courses. Nissa said there is no evaluation of the mentors other than the portfolio paper
that they hand in at the end of the course. Raisa, too, said there is no formal evaluation of mentors’ work directly with the new teachers, but she sometimes has several of the new teacher mentees in her internship class, so she can learn from them what the mentors are doing or not doing.

Conclusion

The curriculum in the mentor development courses is informed by MoE guidelines, but the course instructors have freedom to adapt the guidelines to their own contexts and to include ideas from their own experience or the experience of others. Some shape the curriculum based on student evaluations, some adapt other programs’ ideas that are shared in the Mofet Mentor Forums, and some include concepts gleaned from scholarly research. Many of the curriculum ideas are applicable to other contexts, so there is much that can be learned from the Israeli curriculum. In the next chapter I present the findings on the mentor program relationships.
Chapter 6: Mentor Development Program Relationships

How is mentoring enacted in the program?

This chapter considers the findings on mentoring and relationships in the Israeli mentor development program. First I look at the key mentoring relationship described in the program: the mentors’ relationships with new teachers. Then I consider the mentor instructors’ relationships with mentors, the mentor coordinators’ and instructors’ relationships with peers, the mentor coordinators’ relationships with instructors, mentors, and new teachers, and the program director’s relationships with coordinators and instructors.

Mentors’ Relationships with New Teachers

Mentoring in the program was described particularly in the relationship between mentors and new teachers, which is the program’s focus. The MoE mentoring booklet says that during the induction period, the new teachers “benefit from the guidance of their mentors, and while they “focus on their survival and expect to get maximum assistance, especially quick and clear solutions,” the mentors “wish to develop a continuous educational process and to foster the professional and autonomous career path of the Stajers” (Schatz-Oppenheimer et al., 2014, p. 4). Therefore, mentoring new teachers “focuses on empowering the novice teacher in his new role and developing his independence and autonomy” (Schatz-Oppenheimer et al., 2014, p. 4). Rachel summarized the process of new teacher mentoring in the following way:

Mentoring occurs when a successful teacher, with a proven teaching record, from within the educational institution, who has been trained to mentor and accompany new teachers, becomes a mentor for a stajer or a new teacher in the staff. The mentor helps the teaching staff member professionally, personally and socially with his/her integration in the classroom and the educational institution. Mentoring takes place once a week, at a pre-determined time. It is based mostly on reflective conversations about teaching, but also on mutual class observations and on assessment processes.
In this study, effective mentors of new teachers emerged as role models, releasers, reflectors, professional supports, emotional supports, and excellent teachers.

**Role Models**

Mentors of new teachers serve as role models to their mentees. Participants described excellent mentors as ones the mentee can emulate. Shifra said a mentor is one who inspires her. She said her first mentor was a mentor of values and she, too, became a mentor of values to the new teachers. Ruby said, “I see a mentor as one that stands in front of you, and you want to do everything he’s doing. - To be like him.” Chava said the mentor should be someone the new teacher can look up to. Umar said like in many other professions, teachers need a model to give them ideas for how to better fulfill their role.

When Bernice started teaching, she was inspired by an excellent teacher with great charisma. At that time Bernice struggled to quiet the children when she entered her classroom, so she asked the more experienced teacher if she could observe her when she entered her class. The experienced teacher said, “Please. You’re welcome!” Bernice positioned herself so the children couldn’t see her and when the teacher came, Bernice saw that she opened the classroom door and all the children became quiet. Bernice said,

And I see a very big smile. “Oh. Hello children. My children.” And I saw all the love of children and she said “Oh very good you are ready for my lesson. Very good you are ready”. But she said the name of each of each. And I saw other children very very want[ing] to be ready. And I said, “It’s good. I want like this.”

She said it took her a few tries to implement the experienced teacher’s style and find success, but she succeeded. She learned to seek excellent teachers in the school and learn from them. Mentors of new teachers can serve as role models to teachers.
Releasers

An effective mentor of new teachers also allows the mentee space to learn and grow as an individual. The MoE mentoring booklet says mentors should be open to asking questions and finding solutions (Schatz-Oppenheimer et al., 2014). This requires an openness to not provide all the answers for the new teacher mentee. Raisa said a mentor is, “more of a facilitator, somebody that helps you grow by yourself. - Find your own strength. - Understand your weaknesses. - Work on your confidence to deal with the weaknesses. Basically, somebody that helps you grow by yourself.” Umar recommended that mentors try to be excellent models for new teachers, but should allow the new teachers to be themselves. He said, “This is one of the problems we see: new teachers at Inductions trying to be a copy of some teachers. They can’t because they are different.”

Reflectors

To encourage growth, the mentor can foster reflectiveness in the new teacher mentee. Raisa said, “a mentor is somebody that should reflect to you who you are, help you by reflecting, but basically trying to work with you for you to grow by yourself.” Bernice said a mentor serves as “a mirror with translation,” because the mentor does not simply make a reflection, but also translates what the mentee says and sees. It is a process of thinking together. Pnina said a mentor helps teachers reflect on themselves to evaluate their effectiveness, and when the mentor brings up these thoughts and questions, the teacher grows and changes. Mentors reflect back to the mentees who the mentees are and what they are doing, and thus encourage their professional and personal development.
Professional Supports

According to the participants, a good mentor is a strong support to the new teacher mentee. Karen said,

The thing is to support the person, and strengthen the person, and help him go into the organization…. You know when they come to you they want tips—“How would you do that? How would you do that?” And what we do, we strengthen them, and let them find their own way. But we give them the space and the support. It’s the place where they come very uptight, and when they finish the session with you they should be relaxed, with strength, with maybe ways of looking at things and trying things. And they always know that they can come back to you. And get your support. And really we have to strengthen them.

Reuven said good mentors have the sensitivity walk step by step with the mentees to draw them out, keep them from mistakes, and catch the problems, raising them up to do their best.

Emotional Supports

The MoE mentoring booklet says a mentor in the program is one who is “capable and willing to provide emotional support” (Schatz-Oppenheimer et al., 2014, p. 8). Galia said, “I think you have to be patient. You have to be willing to listen. You have to be open-minded or else you can’t be a mentor.” Chava said a mentor needs “an open mind and open heart to understand.” She said,

Because sometimes it’s very easy to say, “How can you not see it? Like — do it!” And to go back to the first years, and how hard it was, and the lack of experience, and to understand from their point of view. It’s something, you need the heart and the mind to do it.

Miriam said mentors need to be understanding and empathetic. Reuven, too, said mentors need to be kind and empathetic.

Yaffa said ideal mentors of new teachers do more than just sit with the mentee for an hour each week. They pay attention to what the new teacher says in the teacher’s room or in the class. They notice how his face looks today. They think about how they respond when the
new teacher calls at night. The mentor says, “You can ask me everything that you want. You can tell me about your problem and your success” (Yaffa).

Miriam highlighted the importance of the mentor “to see the little things, not the setting, not the ‘I will come to see your lesson in the class,’” but rather relational things that are not written in the manual. Raisa and Galia said mentors should be non-judgmental, seeking to see the mentee’s point of view.

**Excellent Teachers**

According to participants, an effective mentor of teachers not only is a skillful role model, releaser, reflector, and professional and emotional support, but also is an excellent teacher. The MoE mentoring booklet says effective mentors are “experienced and knowledgeable about education,” and are “proficient in various areas” such as the disciplines the new teachers are teaching, the curriculum, and students’ needs (Schatz-Oppenheimer et al., 2014, p. 7). Miriam said mentors must have a well-defined concept of pedagogy and be an excellent teacher. Shifra described her former mentor who had much experience in teaching mathematics and who helped her in this area. She said she liked speaking with the teacher and learned much from her. Bernice said when she started to mentor she was a university instructor and had no contact with children. She said,

> We have to be in touch with the children to be a good mentor. I think you can’t be a mentor if you are in the university - high university, in the clouds of the university - and you’re speaking about education. It’s not likely, so you have to be on the field, to feel, to remember what is it to be with the children. Not speaking about, about education but live, feel the education.

Pnina, too, said, “I used to teach ten hours in school because I wanted to keep the connection. Now, not any more. But it’s good to be a teacher when you are [a] mentor.” Ruby said, “I
think I have to be a very good teacher to mentor the new teachers,” - not just a mediocre teacher, but a very good one to be able to mentor well.

The six characteristics of mentors that emerged from the findings are role modeling, releasing, reflecting, professionally supporting, emotionally supporting, and being excellent teachers. Some of these are also reflected in the other mentor development program relationships.

**Mentor Instructors’ Relationships with Mentors**

In response to the question of whether the program includes a mentoring aspect for mentors, the responses were mixed. Pnina said she sees herself as a mentor to the mentors in her courses. She said, “I think that people can learn a lot of theory, a lot of important things,” but a “mentor meets you where you are.” Devorah, too, said she sees herself as a mentor of the mentors and they see her in this way as well. Several instructors said they see aspects of mentoring in their relationships with the mentors in their courses. Shifra said she mentors the mentors in her course by helping them grow, and after the course the mentors say they are better, not just as teachers, but also as humans. Flora said she sees herself somewhat as a mentor to the mentors in her course. Miriam said, “I would like to believe that first of all I’m a little a role model and secondly that I respond really to the needs they identify that they feel as they sit in the field, - I hope.”

Galia said her mentor course instructor was more of a mentor to her after the course was finished than during the course. She said,

I had a problem last year with a teacher that I mentored. She was a very nice young woman, but she thought that I am supposed to be there for her all the time. And... I don’t have all the time in the world, and I just had a baby. I told her in advance. I told her, “Listen, I can mentor you, but it’s very difficult. It’s the first year, and I know it takes a lot of energy from you to be a new mom.” I mean my, my older one is fourteen. So it has been a while since I’ve been a mother for such a small age. And I
told her in advance, “Listen, I won’t be able all the time. Sometimes I’ll have to cancel or reschedule to a different.” And you know, we used to meet all types of places. Here [in Galia’s home], in coffee shops, just to make it comfortable for her.

And at one point she said, “It’s difficult for me that you’re not available for me.” And she stopped the mentoring. It was very – it made me feel very bad. It made me feel like a failure. In this I spoke to [my former course instructor] at that time and told her. I knew that she – the person herself she had issues. You know.

And then after a while – it was around Pesach [Passover] that we stopped – and then she invited me to her wedding! Yes, that was very strange. She called me to say that she met this guy at the beginning, before. She met the guy, and she is so happy. And she wanted to share it with me. And I said ok. Something new.

Galia’s former mentor course instructor was a strong support and encouragement to her when she struggled with this difficult relationship. She said the relationship she formed with her former instructor was more personal after the course in speaking to her and asking her for things.

Other participants said the course instructors are not mentors to the mentors in their courses. Chava and Ruby, who are mentors currently in a course, said they did not feel their mentor course instructor mentored them. Chava said the instructor gives instructions and feedback, but it is not a mentoring relationship. Raisa, an instructor, said she feels like her relationship with the mentors in her course is not really mentoring. She said,

It’s more like colleagues because they are really experienced. They have a lot to learn and I want the workshop to be like – for them not to come, you know, like a course in a university and to write. I want them to be more active and to feel not like hierarchy and more like symmetry…. It’s not like if I was a supervisor, like doing supervision like we do it with psychologists, guidance counselor. It’s not that mentoring, but it’s like a bit of mentoring, like a more of a colleague, but I am showing things from another perspective and they also know that I work with the students. With staj [internship]. So sometimes I can bring into my staj classes perspective from the teachers and--and vice versa so I’m like more like a negotiator between the worlds – something like that.

She said her teaching of the mentor courses,
…is a bit like mentoring, like a model, because we want them to do it with the young teachers. To listen to them, to understand them. Only then to try to give advice, maybe, and because we want things to help them grow by themselves and not to tell them what to do. So it’s kind of, that’s the way I see it. I know that some of the people have been doing the courses for many years consider themselves mentors, I think. But I don’t see my role that way.

Nissa said there has been discussion about the need for mentors to be mentored. She said, “we tried it before, and we have a thought about it, but it’s a matter of budget, that you can.” She said, “It is very common in other profession – in psychology, in social working - and I thought about it, but we don’t have a budget to do it. These comments show a mixture of views on whether or not the instructor’s role is that of a mentor, but most did not view instructors as clear mentors to the mentors in their courses.

**Mentor Coordinators’ and Instructors’ Relationships with Peers**

The monthly forum at the Mofet Institute, the MoE supported institute for the professional development of teacher educators, provides opportunity for peer interaction among mentor coordinators and instructors. Lara said,

So the group that we are working together, it is a way of consulting with other members of the group…. We are working with the Ministry of Education and they have several things that we have to give, several things that they want us to do in our program. Like [Rachel], she knows that the Ministry of Education wants us to work in several ways in all the programs over all the campuses. So in this group that we are meeting once a month, we’re talking about it. We’re talking about the changes. We’re talking how to do it in every campus. So it’s a way to meet all the friends and to talk about all the things that are included in this program.

Lara described the forum as a place where all the induction coordinators meet together in the morning, and then in the afternoon the mentoring program coordinators meet in a smaller group to discuss issues specific to mentoring, such as supervision and mentor recruitment.

One participant in the study said she wished she could be more connected to the other coordinators than what takes place in the forums, and she felt some people come to the
forums more because they are required to as program heads than because they personally desire to be there. However, Umar said he felt connected with the other leaders both at the forum and through Internet contact. He described the benefits of hearing each month about a successful project from different colleges, hearing about research, and sharing ideas. When he returns to his college he shares with his colleagues the ideas he learned at the forum, and they discuss how to adapt the ideas to their Bedouin Arab context. At the end of the year they make changes to their curriculum based on the things they learned from the Mofet forum.

The Mofet Forums could provide opportunities for peer mentoring, but they seem to be more instructional and less relational than a peer mentoring group would be.

Pnina described a mentoring relationship she has with a peer in the north of the country. She said,

We have a good connection and we share things, you know, many times even complain together. We cry together. And we exchange materials and papers and what you think to do – show you a syllabus, I tell you what. You know, the task for the end of the course. What we learn from each other.

Other coordinators and instructors did not mention peer mentoring relationships, but several commented on the strong collegial relationships they have with their peers and mentor course instructors in planning course materials.

**Mentor Coordinators’ Relationships with Instructors, Mentors, and New Teachers**

Several coordinators spoke of their relationships with others in the program. Pnina said her interaction as coordinator with the mentor course instructors involves giving them many materials, sending them places on the Internet, and advising them on the courses. She said

I emphasize to you that I know personally every teacher…. I tell them, “This what you should bring.” And I tell, before they started teaching, “You must go to the website of the Ministry of Education and you have to read what they want.” I tell
them, “Listen, it’s boring.” You know, it’s boring. It’s very dry. “You have to do it now. Go to all your professional things that you do and please bring me materials, bring me ideas. Bring me simulations that you want to do.”

She said they then sit together and discuss what they will do in their courses. She finds they bring many interesting materials, which is important to her because she really wants to know what they are bringing for their course preparation. Yaffa said,

I am not teaching these courses. I manage the teachers in the courses. But I build the syllabus with them. Everything with them. We meet several times and we think about such meeting. What it means, what we expect from the meeting, what is the purpose, what is the results of things. It is a long - it is hard work.

Umar, too, said he plans the courses with the head of professional development for his area and with one of the advisors to the head of the college. They lead the project as a team. He said, “We put some ideas in order to think together as teamwork.” He said they plan for the future and their courses are successful, but they are continually learning.

Umar also described his interaction with mentors who attend the courses in his program. He as program coordinator asks mentors to share insights from the field that would strengthen the courses. He said,

If they bring us new ideas and we think these ideas are good, I will accept with happiness. I will be happy. Because I feel then that we choose good mentors if they can bring us good strategies and good new models… any unique idea. It helps us develop our models and to go ahead.

He also advocates for mentors who are struggling in their school mentoring positions. He said often mentors face principals who do not give them freedom, but who expect them to deal with the new teachers according to their own model, which is a goal conflict. He said “Sometimes we have to go to the schools and to discuss with them – with some managers [principals].” He and others work with the mentors to coach them in how to dialogue with the
principal, but at times they have to intervene. He goes to each of the induction classes to speak about the mentoring model and to build interaction with them. He said,

I tell them that my office is open if they have questions or any notes. And sometimes some of them are coming to say notes for me: “We have a good mentor.” “We have bad mentors.”

The coordinators did not specifically refer to their relationships as mentoring, but they showed some of the mentoring functions such as support and openness.

Program Director’s Relationships with Coordinators and Instructors

Participants highlighted the helpfulness and support of the MoE leadership. Pnina said the head of the program, Rachel, is very valuable. She said it is wonderful that if you ever have a question you can call or write and she will answer you. She also said the head of the internship mentoring (Lara) is “a wonderful woman. And she gives a lot of information and she helps and sends mail.” Marni said,

And, for me, this is, it’s— all the time, I very appreciate [Lara] and my colleagues there. And I feel that I have, I really have the freedom to do what I think right thing to do and it’s modeling, great modeling.

Karen said,

It’s wonderful— we have a wonderful chance to work with wonderful people in the Mentor department, really wonderful women. All of them. [Rachel] has a wonderful team. Really, we’re very lucky. And the children are lucky. And the teachers are lucky. I think she’s making a little change in the system. And it’s growing all the time. And the fact that their research is going, and becoming, you know, more intensive, it’s wonderful. There’s a lot to learn from all the mentoring in the Ministry of Education.

Golda said she sees that the MoE mentoring leaders listen, and they acknowledge the problems in the program. She said, “They know what’s the problem and they’re doing a lot of things to deal with it.” The directors of the mentoring program have respectful, cooperative relationships with the course coordinators and instructors.
Conclusion

The Israeli mentor development program focuses on the mentoring of new teachers, not on mentoring in other relationships such as those of the instructors with the mentors in their courses, the mentor course coordinators and instructors with their peers, the mentor coordinators with instructors, mentors, and new teachers, and the program directors with coordinators and instructors, though elements of mentoring are evidenced in these relationships as well. The instructors, coordinators and directors of the program focus on training the mentors to effectively mentor their new teacher mentees. In the next chapter I present my findings of three principles of the mentor development program and their associated challenges and benefits.
Chapter 7: Mentor Program Principles, Challenges, and Strengths

What principles of mentor preparation are found in this program, and how valid are they?

What are the views of the program directors, mentor developers, and mentors of new teachers regarding the strengths and challenges of the program?

This chapter addresses the key findings of the research regarding three principles of Israel’s mentor development program. These principles state the program developers’ and participants’ vision of the ideal program, free from flaws and strengthened with all necessary resources. Of course, not all program participants behave according to the ideal or even accept the ideal (Holmes, 1981). Although the program is far from perfect, it nevertheless has much to offer. In this chapter I present each principle and then discuss the program’s challenges to the principles and the strengths that support the principles. The principles that emerged from the research are (a) Mentor courses should benefit all mentors and new teachers, (b) Mentor courses’ curriculum should be both practical and professional, and (c) Mentors should build supportive, trusting mentoring relationships with new teachers.

**Principle 1: Mentor Courses Should Benefit all Mentors and New Teachers**

The first principle of Israel’s mentor development program is that all mentors of new teachers should have completed or be participating in mentor training courses, and this training should directly benefit the mentors and indirectly benefit the new teachers. The MoE mentoring booklet states that in order to ensure that the new teachers are “as skilled as possible,” the training courses for mentors are mandatory (Schatz-Oppenheimer et al., 2014, p. 18). The MoE mentoring booklet says,

There is a clear need to define the role of a Mentor… and to specify the required methods and skills. Today, Mentors… must be trained for their role in a Mentors and Accompaniers Training course in one of the academic training institutions, i.e. Teacher Colleges or universities, in order to develop their Mentoring and
Accompanying skills, in addition to their teaching skills.” (Schatz-Oppenheimer et al., 2014, p. 4-5)

Therefore, one of the prerequisites for an experienced teacher to serve as a mentor of new teachers is that the mentor be “a graduate of a Mentor Training course, or committed to participate in a Mentor Training course while working as a Mentor” (Schatz-Oppenheimer et al., 2014, p. 8). The mentor development courses’ goal is to benefit both the mentors and the new teachers.

**Benefit to mentors.** The purpose of the mentor development courses is to prepare teachers to be effective mentors. Rachel said it is important to train mentors of new teachers because “It is ‘an additional layer’ on top of ‘good teaching.’” Pnina said that when she publicizes her mentoring course, she writes on the flyer, “If you are a good teacher (three dots) come to learn to be a good mentor.” She emphasized that her point was not to “be a good mentor,” but to “learn to be a good mentor.” Golda said it is very important to learn to be a mentor,

Because even though you are an experienced teacher it's different to be a teacher, and to be a mentor is a different thing. You can be a great teacher and not make a good mentor… So, it's very important to have tools how to do it because, I think, another thing that because they're experienced maybe they forgot how it is to be new. And it's difficult and it's changed - the education system today, the school today is different from when they started.

Umar also commented,

You can be a very good teacher but you can’t be a mentor. You can be a good teacher - very good teacher - but you can’t be a principal. There are different, different aspects in this one. So, I think this model at least help[s] them open so many ideas. - Gives him so many ideas how to do his role better.

Yaffa said the mentor training provides for a win-win connection between the mentor and the new teacher. The new teacher has the benefit of a mentor, and the mentor learns skills to be more sensitive and empathetic, and to be a better teacher.
Benefit to new teachers. The courses are also intended to benefit the new teachers. According to the MoE mentoring booklet, mentors are “the key element of the teacher induction period” (Schatz-Oppenheimer et al., 2014, p. 5). Adequately prepared mentors facilitate the new teacher’s induction into the school context. Flora said:

It’s very important. It’s crucial for the adjustment of the new teachers, of the novice into the system. When they transfer from their studies to the real work. It’s quite shocking. I mean this huge gap between what they do at the college and then after, once they finish and they move into the real world, the real work. So, it’s very important that they would have a system that would make it easier.

The new teachers indirectly benefit from the mentor training because the mentor program objectives outlined by the MoE are (a) to develop the concept of the mentor as a colleague who helps the new teacher, (b) to foster the mentors’ ability to understand and guide the new teacher’s adaptation process, (c) to provide “tools for creating reflective educational didactic dialog in support of the autonomous professional development” of the new teacher, (d) to guide the mentors in assessing the new teacher, and (e) to foster an “absorption culture” in the education system (Schatz-Oppenheimer et al., 2014, p. 19). The “culture of absorption,” which means helping the new teacher adapt or be absorbed into the school culture, is fostered by “the head of the educational institution, the professional staff and particularly the Mentor” in order to “create a supportive professional environment, which facilitates professional and personal growth and development” and is demonstrated by “interpersonal relationships that are based on mutual respect, acceptance and support” (Schatz-Oppenheimer et al., 2014, p. 6).

Reuven said that a teacher who has a good mentor can be a better teacher and not make as many mistakes as he would have otherwise. Miriam said,

I think the mentors are not... aware at all [of] the difficulties of the new teacher.... Not only the mentors, but also of course the principals of the school.... It’s a matter
that has to be put on the table and speak loudly and yes, yes, and it’s very important to do it seriously, profoundly.

Flora said,

The strength is that it’s an asset to new teachers. They should be like, a source. The new teachers can rely on them in various ways, professionally and also behaviorally at the school. So, that’s a big advantage of having a course like that.

Umar said new teachers need mentoring because they “need help in so many aspects: emotional, professional, pedagogical.” Reuven said there is a need for “skilled mentors that know to do it grade by grade” and who are empathetic and “know the psychology of them,” who know what good teaching is, and who “know the problems of the parents in Israel, the conflicts with the parents with the young teachers.”

When new teachers are mentored into the school environment, there is less likelihood of their leaving the profession. Ruby said, “We have many, many, many new teachers. Some of them are running away, so it’s very important.” Marni said the mentor’s role is highly important in the school. If effective mentoring does not happen, the new teacher may want to escape as far away as possible.

**Challenges to Principle 1**

Although the first principle is that all mentors of new teachers have participated in mentor training courses and that the training directly benefits both the mentors and new teachers, there are also challenges. First, many experienced teachers who are currently mentoring new teachers have not had the mentor training, primarily because many principals do not value and support the mentoring program. Second, many experienced teachers start taking mentor courses only for professional development points. Third, many who start a mentoring course feel it is a waste of time. Fourth, many mentors do not feel adequately supported in their mentoring.
Challenge 1.1: Many mentors have not had the mentor training. Many of the participants commented that one of the greatest difficulties in the program is that few of the people who mentor new teachers have had the mentor training. When the researcher asked Lara, a director of the program, about her vision for the future, she said her first goal would be that every mentor would finish the program before serving as a mentor to new teachers.

Lara commented:

One big problem that we have…, most of the teachers that get to be a mentor don’t go to the program. Half of them. Half of the teachers don’t go to the program. Although they have to… So we have a big problem, how to make most of the mentors to be mentors that learn in our program. This is the biggest problem that we have. The program is very good. But if we have like fifty percent [of] mentors every year that didn’t follow the program, we have many problems in every year with these, some teachers.

Marni said teachers would be able to mentor if they would just take the course, “but we are not there, still, still we are not there.” Shifra said when she started to mentor new teachers, she had not had any mentor training. She said if she had known then what she knows today as a mentor trainer, she would have been a much better mentor. She said experienced teachers mentor the new teachers without having had training, but “It is not good… because they don’t learn how to be a mentor.” Flora said, “Usually they are chosen by the principal and they are made mentors without any knowledge of how to do it.” She added, “The challenges are that there are very few who really come to the courses. So, to motivate more teachers to take the course, even if they’re not planning currently, they’re not mentoring.” Rachel said, “In reality, sometimes new teachers start working in a school where none of the teachers have been trained for the job, and then it is executed by experienced teachers without any mentoring training.”
Yaffa commented that in general the mentors are obligated to have completed a mentoring course or be taking a course, but “in reality, not all of them had the course.” Reuven said, “Many till now, many of the mentors don’t do any course. This is the truth.” Raisa, too, said the main problem they have is that many mentors never attended a mentoring course even though it is obligatory, and with so many new teachers, the schools do not have enough mentors who took a course. She said if the schools were not able to accept new teachers or if the new teachers were refused their teaching license if the mentors had not taken the course, the problem would soon be solved. She said many mentors who have not had training do not understand what they should do when meeting with the new teachers so they sit and chat with them, but if they went to the courses it would be so much better. Golda, too, also said many of the mentors are not taking courses and many of those who are taking the courses are not mentoring.

Lana said that the Arts program requires their mentors to have participated in the mentor training, and they find greater success in the mentoring processes. In most of the programs, however, because every new teacher must have a mentor for the induction year, there is more emphasis on the urgent issue of the new teacher receiving a mentor than on the mentor being adequately prepared for mentoring. This is exacerbated by the principals’ lack of support for the mentor development courses.

Participants made many comments about principals’ lack of support for mentors to attend the courses. The MoE mentoring booklet states that for experienced teachers to take a mentoring course, they must have “a recommendation from the school principal or the Kindergarten Superintendent” (Schatz-Oppenheimer et al., 2014, p. 19) Many of the principals and kindergarten superintendents lack knowledge and interest about the mentor
development program and therefore do not give the permissions or encourage their teachers to attend.

Several participants said the principals do not know enough about the mentoring process. Pnina said even though every fall they receive from the MoE a “codex of rules” which includes a chapter on mentoring new teachers, the principals don’t seem to know much about mentoring or to “put much thought” into who they send to the courses. Nissa said,

I think that the principal and all the other levels, administration level[s] in Israel, don’t know enough about this option. About the use or the functions, the role of this person that can be very, very important in school.

This lack of knowledge leads to a lack of permission for teachers to take the courses and also a lack of permission for trained mentors to mentor new teachers. Shifra said the challenge is for the principals to grant permission to those who would like to attend the course to gain tools for being a mentor. She said the teachers in PD levels 2 to 6 do not often come to the courses because the principals allow them to be mentors without the training. She said this leads to the problem of the teachers’ colleges not being able to offer the courses because there are too few who register, which happened in her case this year. Reuven asked:

What is the problem? Who is the man that decide[s] who is the mentors? The principal! …. Till now the advice, the advice to the principal was that to take only the teachers that excel, but it’s not [it doesn’t] work.

Mami said one of the students in her mentoring course asked her principal if she could be a mentor, and the principal gave the mentoring work to someone who was not in the school. A mentor coordinator in my Mofet Forum observation commented, “When you are going to a mentor training course you have to have commendation – principal says you can go. MoE Inspectors of kindergarten don’t want to give permission. They want the teachers to get other
PD.” Some principals value other professional development courses, such as subject-specific PD, over the mentor courses, so they encourage or require their teachers to take those courses rather than the mentor development courses.

Many principals are not involved at all with mentoring in their schools, even though they should be the ones giving permission for teachers to attend mentoring courses and assigning mentors to new teachers. Nissa said two years ago she and two others conducted a study on 700 mentors and 200 principals, asking, “Who is choosing the mentor?” Many of the principals said they chose the mentors in their schools, but in reality did not know who the mentors were in their school. Nissa said, “There is a gap between what they are saying and what is going on in the reality life. But the principal cannot say, ‘I don’t know’ or ‘I didn’t do it.’” Nissa described the difficulty of reaching the principals “because they have lots of problems and lots of work.” She said principals are so burdened by the basic operations of the school that they do not consider how a “non-essential” function such as mentoring could strengthen their school. She said principals do not understand that mentoring increases the life and health of the school: “If you will make a good mentoring you will have teacher[s] in schools. And they will not quit from the schools. And it is money, at the end.” But principals see mentoring as a frill rather than essential to the health of the school. Many principals do not understand the need for the mentor program and therefore do not provide the needed support. This results in many mentors mentoring without having participated in the mentor development courses.

Challenge 1.2: Many mentors begin the courses with negative motivation.

Another challenge in the program derives from teachers beginning the mentor development courses with motivation other than to grow in their mentoring abilities. Yaffa said, “Not all
the teachers came to this course with the feeling of mission.” Many teachers begin the courses only for the professional development points. At the beginning many also perceive the course to be a waste of time.

**Only for PD points.** A challenge many of the participants discussed was that many teachers take the mentor development courses only to advance in the professional development system. Nissa said,

> Lot[s] of people are coming to do these courses to get points for the salary, and not be a mentor. It’s not so interest[ing] for them. And, and it’s [a] pity… There are lot of very old people, I mean not old, I mean, with many years of experience, and they are before their pension and they want to have another 2 points. So they are coming and their interest is very, very low. I think that the interest of young teachers is much, is much [more] important when you are 6, 7 years in school and you want, you have the passion to develop and you have the passion to be a mentor for people who are new one[s] because you were a new one and you know what is [the] experience to be a new in school.

Chava shared from her experience,

> I had to do a course to get a new level. We have [to] every few years. And to get to level seven to level eight, you have to do a course in the academy – in the university or something. And it was the course I chose.

Pnina said, “Some of them don’t know about mentoring. They come because they want the hours. They want the reward. They have to learn.” Yaffa, too, said many of the teachers come just to advance in their PD levels. Golda suggested that if the mentor courses were more prestigious, like the subject courses, then more people would want to take them.

**Perceived waste of time.** A number of participants also commented that teachers at the beginning of mentor courses often feel the courses are a waste of time. Bernice is a mentor who had attended only two classes in the mentor course when I interviewed her. She said she felt she was learning nothing. The course was too focused on conversations about
personal experience and not focus enough on scholarly research. Marni said teachers come to her mentoring courses wondering if the courses will be a waste of their time:

They come to the course and what they, what I feel that they’re saying to me, “Okay, what else can you teach me? Enough, enough!” And then, I’m telling them, “Okay, we start from [a] very low point and we have together, I have the program, but you have to be here. We’ll see, we’ll talk at the end of the year, you’ll tell me if it was worth, and if you learned something new.” And it works!

A point to note here is that these comments about the mentor courses describe course participants’ misgivings or lack of interest at the beginning of the course, not after having completed the course.

**Challenge 1.3: Many mentors feel a lack of support in their mentoring.** Another significant challenge to the principle of all mentors benefiting from the mentor courses is the mentors’ perceived lack of financial and personal support.

**Lack of financial support.** Mentors find the lack of financial incentives for the program to be a deterrent for participating in the program and serving as mentors. Kayla said:

As much as I have tried to struggle with this idea of remunerating and giving them a formal status and permanency – you know, you’ve probably heard it from others – this has not happened, for all sorts of reasons related to policy issues. So mentors are still not in a position where their status has been formalized in the way I would have liked to.

Bernice said the pay she receives as a mentor is insignificant, and before this she mentored for four years with no remuneration. Pnina suggested it would help if some teachers became expert mentors and received their salary as mentors, or if a teacher were given fewer teaching hours so they would have time to mentor. Ruby commented:

I think that ones who run the project should give more hours to guide the new teachers. It’s like volunteering. It is volunteering! The money that we get is nothing, it’s a drop in the sea…. We stay at our time, after school. Nobody pays for these hours, and long hours on the phone. If you want me to do a better job, pay for it! So if it’s very important for the Ministry of Education, take an amount and say this is for the mentors, or for the new teachers, or for someone who -!
Chava said, “I’m doing it voluntarily. I’m not getting anything, I’m doing it because of the course.” Galia mentioned why she took over for someone else as a mentor:

She was in the course at that time and she was mentoring and she didn’t have time anymore. She is a full time teacher and homeroom teacher and everything and she didn’t have any time to mentor. It’s good for people who can, you know, put it inside their schedule.

Ruby and Chava both suggested, like Pnina, that another option beside increased financial remuneration would be to lessen their teaching load. Chava said, “Like for example one hour in the week, instead of teaching…. And I’ll get it like I was teaching. Because I teach somebody – I teach a new teacher.”

Umar said because mentors do such a complicated job for such a low salary, he finds it hard to convince teachers to be mentors. He said, “You believe in what you are doing - trying to do it because you believe in it. But how can you convince him if you don’t give him enough? If you don’t respect his job?” Devorah, too, said, “They ask me, year after year, what about money or something else? Hours of - sometimes the office, the educational office, the government, they are paying with hours.” She said, “If we want teachers to continue in this job, in this work, we have to spend some money.”

The MoE is not ignoring this issue. MoE leaders recognize the problem and are seeking operable solutions. In my Mofet Forum observation, a group of MoE leaders and program coordinators spent part of the afternoon discussing the issue of the pay and status of mentors. They commented that the mentors’ salary is very small and is a separate stipend from the MoE rather than part of their teaching salary. One person commented, “It is important that it is part of the mentor’s position.” The lack of financial support or release hours for mentors is a challenge to the program.
Lack of supervision and onsite support. Another support challenge mentioned in the study was the lack of supervision and onsite support from the MoE. Chava said, “Nobody comes to see us as mentors.” Pnina suggested the program needs more supervision. She said, “It makes like a rejection, ‘What – you supervise me?’ But you know it’s for, it’s good. At last, you thank for it. At last you thank for it.” Nissa said a big challenge is to find a way “to see that they are doing the work – good work.... We don’t know enough what is going on in the field with them,” but that this should be done not by inspections but in a professional way. Ruby suggested that the program would improve if one of her mentor course instructors would visit her in her school:

I think that we can improve it if one of them, maybe teachers [instructors] here -the academic university, would come once a month or something, once two months. Sitting together with me and my new teacher, and discuss problems. The principal of the school doesn’t have the time for it. It’s quite a job that it has many things to do. Someone who cares about the project could guide me and the new teacher and sit together once sometimes and improve things.

Financial and onsite support for mentors could improve the program.

Strengths of Principle 1

The first principle states that all mentors and new teachers should benefit from the mentor courses. Although many mentors have not participated in the training and some who start the training lack the motivation or feel under-supported, many who complete the mentor courses see great benefits in the course, both to the mentors and to the new teachers. Course instructors and directors commented on remarks they heard from teachers who completed the courses. Marni said,

The Ministry of Education force[s] them to learn so that, they [do] not like it – at the beginning.... And we begin each year from this low position.... And then, when we start and when they get [used] to our way of leading the course – that it’s in a group, that we talk, they have a place to bring themselves, with their problems and conflicts. And at the end of the year, most of them very appreciate, very grateful. And [they]
say – there is a sentence that I am hearing, almost all the time… “Every teacher has to be in this kind of course.” Because, I really think, I and my colleague believe so much in this way. And I guess I feel that they feel it, they get it from us – that we are not doing it just because we have to do it. It’s important, and my heart is there.

Flora said, “Usually they like the course. They are very thankful. Some of them even ask questions afterwards. And they stay in contact. We have some kind of relationship, professionally.” Reuven said,

They meet a specialist of mentors… and they speak about situations. About problems situations, about success situation and about new ideas about mentoring with the best of our specialist[s] in mentoring, and it goes fantastic. They say to us “Wow, you give us the best!” … They say to me, they say to me after the course, “Oh now I am better.”

The mentor preparation courses’ strengths include (a) preparing experienced teachers to become better mentors, (b) guiding experienced teachers to become stronger teachers and individuals, (c) helping experienced teachers identify with new teachers, and (d) strengthening new teachers and increasing retention.

**Strength 1.1: Mentor courses prepare experienced teachers to become better mentors.** The participants gave evidence that the mentor courses are effective in preparing experienced teachers to become better mentors. Chava said the course makes her think about how to explain to another person what it takes to be a good teacher:

It makes you think what’s working for me. Like, in the everyday work – okay, I know how to speak with kids, how to manage a class. But what is working? What makes it okay? What makes it good? What makes it work? So it’s also like a reflection we’re doing for ourselves. It’s also very important. And then we can – okay if that’s what’s working, I have to share it with others. That’s what’s good.

She also noted:

If we get in the course, like theories of misbehaving of kids – why, for example, reasons why kids misbehave. And, maybe I had an intuition to think about it by myself. But I don’t have it written down to show it to the new teacher, and then to say “These are the reasons kids misbehave. Maybe if you know why, it will help. You won’t take it as personally as you do now. It will help you deal with it.” The course
gives you another - it makes order in the things we know. And it’s written down; we get it from research.

She concluded, “Maybe we know from experience, from intuition, but we don’t always know how to give it to somebody else, how to explain it. And that’s what we get in the course. So it’s very important.”

Galia mentioned how the course gave her practical ideas of what to do with the new teacher in the mentoring sessions:

It [the mentor course] gives the direction what you should do, in the mentor hours…. For instance, we have to write each time that we meet. We have to write what we’re doing. - Which means that it has to be varied, all kinds of things. And… there are times that she comes and she says, “it’s difficult this and difficult it” but we have to focus on something specifically at that time. Today we’re gonna talk about tenth grade, … today about discipline problems in the seventh grade. It has to be some kind of focus each time…. The course gives you the idea of what you should do or not do.

Karen, a program coordinator who had previously taken the mentor course, said it gave her a better understanding of coaching: “You know, when I started my course I was sure I knew what coaching is. I had no idea whatsoever, believe me. I finished the course a different person in many ways.” Pnina said without mentor training, teachers mentor through the basic function of helping. They mentor intuitively, but they miss the professional aspects and function sometimes like a mother in the relationship. She said in her course the mentors learn about fairness and patience in the mentoring relationship. Yaffa said when mentors finish the courses there is evidence that their mentoring improves – “It’s more responsible. It’s more serious.” She said when mentors do not take the course, there are problems in the school because the mentors do not understand the real problems of the new teachers. Lara commented:

Some of the new teachers are failing the program of the staj just because the mentor didn’t do his job like we expected him to do it…. We see the papers of the evaluation. We can see difference between teachers that follow the program of mentoring and
others that didn’t do it…. - In the way that they observe the teachers, in the way they say some things about their ability to teach…. We see the difference, we know when we are reading the evaluation, we know which of the teachers was a graduate of the program and who of them not.

Flora noted the deficiencies of those who had not received the mentoring training:

They’re not aware of those things that we go through during the course, you know. They don’t - all those little things, how to observe the class, the student, how to guide them, how to develop them professionally, what to say, what not to say. There are some much tension sometimes between the mentor and the student. And we try to avoid it by teaching the mentors how to relate to the students - And to try to understand their emotional rollercoaster that they’re going through that first year. And where you are not aware of it, it makes a difference.

Karen said,

In the courses the mentors get a toolbox with which they can go out, and every time to take the tool that belongs to the, you know, the issue that they have to deal with. - It’s everything you learn in the class. Whether it’s in, I mean in the course. Everything we talked about. Whether it’s how to empower a person, or how to become a leader.

Golda said, “The courses are very good. I think teachers that finish the courses have a different kind of approach for the stajerim [new teachers].”

**Strength 1.2: Mentor courses guide experienced teachers to become stronger**

**teachers and individuals.** Both mentors and mentor trainers described how the courses help teachers grow as a teacher and as a person. Flora said,

Now, when we talk about what is it that we observe in the lesson and in the teacher, and what qualities we are looking at, or what teaching methods we’re interested in. You know, what teaching methods that you would want to see in the class or in the lessons. I found that they’re starting to check their own methods and their own behavior and conduct. And they evaluate themselves and by doing that they become more professional. And their teaching is also improved.

Marni said,

The teachers that come to our courses, when they meet with this kind of language, for them it’s new language. And they [are] very angry. Just the last year, I remember, I hear now, one of the teachers, very angry. “Why, till now- I am twenty years teacher in elementary school- Till now no one talked with me and taught me this language.
It’s so important for me. Today I made a terrible mistake when I met with a parent that came,” she said. And all the time we hear it, because it, wow, they open their eyes and they say, “Wow, we must use this language. We must know it, we must use it.”

Karen spoke both from her own experience taking the mentor course years ago and coordinating mentor courses now. She described the impact on mentors in the course, saying,

They’re not the same when they finish the course. They’re different people in many ways - I know that happened to me. I was very strict with many things and you get something else in the course. You’re softer, you’re more understanding. You understand that not everyone had the courses you had, the professional courses you had. And you have to – I don’t know what the name is in English, but, you have to give some kind of a hug to everyone and enable them to grow, slowly slowly. It’s not easy. And I came from a very strict place. It’s not easy at the beginning. You know when I started my course I was sure I knew what coaching is. I had no idea whatsoever, believe me. I finished the course a different person in many ways.

Chava, in her second year of the mentoring course, mentioned how the course improved her way of thinking about talking with her students. Ruby, also in her second year, mentioned that after years of teaching experience, the course gave her an opportunity to reexamine the basics and learn new things for herself as a teacher.

Ruby: Especially when we are 26, 27 years [in] the same line, the same subject. It’s coming, it’s putting in the center the important things a new teacher has to do. It’s good for us. I think it’s very important…. Even though I’m 27 years in my - in the education, I have things to learn. I started the last year and I already used the things that I learned in the course.

Ruby gave an example of a change that improved her own teaching:

Even, we learned, how I say, an opening questions. The key for the heart of the children sometimes is to sit with them and to speak for a couple of minutes, maybe more, and then you find things that you didn’t know and you look new at the children when you find out things that you didn’t know. So if you’re asking the right questions, the dialogue is turning to another direction, and you find things very important to the behavior of the managing of the children at school. So I even change - when I get a new class. I’m doing [an] interview, to each one. And for the first month, I’m sitting with each one of them alone. So I change[d] some questions when I learned some things in the course. I changed the interview questions to know the children better…. I use those questions even when I sit with the parents. And it’s happening very common. Every week. I have an hour to get to speak
to parents, and they come over and sit. It’s Friday noon, so they have time. Most of them don’t work on Friday, so I’m staying from 12 to 1 o’clock. Sometimes more. And those questions are very important.

Flora described how the courses help teachers become stronger individuals:

There was one teacher who taught Arabic in a high school.... An Israeli, a Jew, and a male teacher. And he needed the, the course for his self-esteem and self-fixing... And he was so grateful at the end, and he kept writing me emails and during the holidays and how thankful and how we helped him.

Devorah said her aim is to teach the teachers to be better teachers both for themselves and the new teachers. When she teaches, she gives tools for the experienced teachers themselves. A comment from a mentor in her course shows that Devorah is succeeding in her aim: “I’m looking another way at things, than I used to look since now. And I really feel that it’s giving me tools to improve myself and the teacher that I’m mentoring.”

**Strength 1.3: Mentor courses help experienced teachers identify with new teachers.** A goal of the mentoring program that is fulfilled in the mentors who take the courses is that of helping the mentors remember what it was like to be a new teacher and to be able to identify with them. Chava said,

After many years of work, some of the things we do are already like our nature. We don’t remember how we got there to solve the wisdom we have in the profession. And the course gives us some points to look at, and some things to think about that for us are already natural, but we have to go back to see them from a new point of view for the new teachers. So that’s one of the things I feel the course gave me.

Flora said the mentor training is important,

Because they [the mentors] don’t know. They forgot their first years and once the new teacher starts to work at the school, very quickly the staff forgets that they are new. And they treat them as they are experienced teachers. And they have to learn so many things in their first year, so it’s quite overwhelming. It’s really overwhelming.

She said, “The course opens the eyes of the mentors of the difficulties of how to be there for the novice teachers.” Raisa commented,
What I am trying to do is to bring them back to their memories, to their feelings of what they used to have...what they felt, what their problem used to be when they started. - In order to be more empathetic towards the students and to understand things from their point of view.

She spoke of the challenges of working with people who are so experienced:

You have like to make them get undressed, and undressed, and undressed to really, in a way, start from a more fresh and naïve point of view. Because if you feel that you know so much it’s harder for you to really talk to somebody else, really to listen.

Marni says to the experienced teachers in her mentor courses, “Let’s remember why we chose this profession, why we chose, why it’s important for us,” She said it is important for everyone who is mentoring a new teacher to refresh their memories of their own beginnings in the profession, to “bring back the bright to the eyes.”

**Strength 1.4: Mentor courses strengthen new teachers and increase retention.**

Although this study focused on the mentor training and not on the new teachers’ experience of having been mentored by someone who attended a mentor training course, participants gave evidence of the courses’ indirect benefits for new teachers. Reuven said that after the induction year many new teachers in his program say this process was crucial to them – that without the mentoring and meetings they would have been lost. Karen said the program is “wonderful,” that the new teachers’ experience with a mentor who did not go through the course is “nothing like the process that they go through with the teachers who did do the course.” She described benefit of the mentoring courses in the context of the unique needs of new teachers in the dance programs. She said,

A teacher teaching dance is not like a teacher teaching in school. You’re in a leotard, you’re exposed. You have to touch, or you’re supposed to touch the student. It’s different than being in school. Those tools the teachers don’t always get in school. I mean when they’re going through university. I think that mentors give a lot about ethics – you know, even an evaluation of – or assessments of a child dancing in front of you - what do you say to a child like that? How do you assess them? How do you,
help, with a story of empowerment? I think those are things that you have to study in a course.

She said people who have not had the mentor course concentrate more on the subject matter rather than the other issues such as tools such as interpersonal communication to support the students. She said, “We want to make a community out of those teachers that will really give empowerment to dance in schools.” She said the arts mentoring courses discuss the individuality of the new teachers and how to discover their strengths. She said the courses empower the teachers to use those strengths in front of the children and to become life-long learners. She said, “So, a teacher, a mentor, has to go through that course, because it’s not only the subject matter of the dance or arts or music or whatever. It’s much more than that.”

In my interview with Chava and Ruby I asked if they had a story to share from their experiences in mentoring that illustrated something they had learned from the course or wished they had learned in the course. Chava answered,

I can tell something. It’s not very modest of me to tell it, but I was so excited from this. At the end of the year, the teacher I was working with, - the principal asked her to tell about her work to all the staff, because she did something like improving herself. And suddenly she said,

“I want to thank [Chava] for teaching, for mentoring me.” And she brought an example of something she learned. I even didn’t know she took it so seriously. I think she said it turned her whole thinking about talking with kids. Because part of the time, she’d just sit down and listen to discussions, to meetings with me and the kids. And she said the case she was influenced and took it very seriously, when one student came and misbehaved in her class, and I asked him,

“Why do you think you are here?” and she was sitting with me.
And he said, “Because I didn’t behave myself as I should.”
And I said, “No, think again.” And I said, “Think. I’m here, the English teacher is here, your parents are here. Why are we all here?”
“Because I misbehaved.”
“No, because you are very important for us.”
As she told it to the principal and the staff it was very exciting. Like it changed her way of thinking about discussions with the kids. And for me it was, “If I did such a change, it’s all profit.”
Chava said the mentor course improved her ability to talk this way with children, so she was able to model it for the new teacher. Many new teachers benefit from the learning and guidance their mentors gain through the mentor development courses.

When mentors are trained in the program, their mentoring of the new teachers can increase new teacher retention. In the monthly forum for mentor program coordinators, the head of induction for the country discussed the benefits of the induction and mentoring for new teacher retention. At the forum I observed, “There’s a slide that shows that many more teachers leave the teaching in first 3 years when they have not had induction than when they have…. She says the impact is from the mentoring program as well.” Karen said because of the courses “less people, less teachers leave teaching. They stay. And it’s a very big thing. - For the students, first of all, for the children. But also for the teachers.” Pnina, too, said she believes in and invests in the mentoring program because she sees the benefits of it for the new teachers. She said, “I myself didn’t get any mentoring when I started. I had to work very hard to figure [it] out.” When she started working with the mentoring courses she saw the importance of mentoring and wished she had been mentored because the process of mentoring builds teachers and helps them to overcome failure. She said, “I was strong enough because I am strong,” but without the support of a mentor, new teachers who are not so strong leave teaching.

The study showed that in the mentor development program, many teachers initially do not see the need for the mentor training. Many teachers start the courses for reasons other than desiring to improve as a mentor and do not feel they will learn anything in the course. However, by the end of the mentor training courses, many recognize the benefits for themselves as mentors and teachers and for their new teacher mentees.
Principle 2: Mentor Courses’ Curriculum Should be both Practical and Professional

The second principle is that the mentor course curriculum should be both practical and professional. The MoE mentoring booklet presents five objectives for the mentor training courses. The first speaks of developing the professional concept of the mentor and the remaining four are practical in nature, focusing on fostering skills and providing or developing tools for mentoring and evaluating the new teachers. These objectives are:

a. Developing the concept of the teacher Mentor / teacher Accompanier as a colleague – helping the Stajer and the New Teacher in a given education system.
b. Fostering guiding and training skills, in order to identify the needs of the Stajer and the New Teacher, and support their absorption and professional adaptation in the education system.
c. Providing tools for creating reflective educational didactic dialog in support of the autonomous professional development of the Stajer and the New Teacher in the first five years on the job.
d. Developing tools and examining assessment methods for assessing the Stajer and the New Teacher, in preparation for receiving a Teaching Licence and then tenure in the education system.
e. Developing tools for establishing an appropriate absorption culture in the education system. (Schatz-Oppenheimer et al., 2014, p. 19).

Lara, a program director, said the purpose of the courses is:

To teach them the skills and to know how to do it even in the course…. And learn to practice in the course. They try all the skills they get in the course. And someone from the program makes a supervision on all their skills that they manage to do in this year. And then theory, but more skills.

Raisa said the courses are “mostly working on yourself” and talking about the issues with colleagues - more like a workshop with reflection on case studies and on their own practice.

A goal of the courses is not just to be practical, but also to professionalize mentoring and teaching. The MoE mentoring booklet says the purpose of the booklet is to discuss the concept and principles of the mentoring role, “as formalized in recent years based on the professional literature and the accumulated experience in Israel, in order to help the Mentors
and Accompaniers to fulfil their professional role” (Schatz-Oppenheimer et al., 2014, p. 3).

Nissa said,

I think the positive thing is that we recognize that mentor is a profession and that they have to be educated for it, they have to learn it. They have to distinguish between teacher and mentor…. I mean, they have to think, “What is the difference when I am a mentor and when I am a teacher? With teaching I am with children, with mentors I am with equal position with teachers.” And this is a strength I think that we recognize it and we are trying to make it professional.

Umar commented,

I think in every job, every profession, there is a model. To be [a] lawyer you have to learn and after that to have a mentor. On medicine, you learn to be a doctor. And you have to, you should have a mentor. Every profession, every profession. You need it. You need a mentor. And this, according to my idea, just can help them and they can receive benefit from this at least.

Marni said just as doctors and lawyers are mentored into their professions, teachers should be as well. She stated, “Doctors deal with things, and teachers deal with the soul of children - so important to be there, to lead him, to help him. And to have the tools to do it.” Nissa, a founder of the program, said one of their aims is for mentoring to be a professional role in schools. She said in the current school system there is no way for teachers to advance professionally, so she would like to see the mentor position become a professional function, an advanced position for teachers.

**Challenges to Principle 2**

Although the purpose of the program is to be both practical and professional, two participants disagreed. They believed the program should be more research-based and more professionally focused.

**Challenge 2.1. Need for more of a research base.** Bernice, a mentor who had completed only two classes in the mentor training course, said she wished the course were
more academic, less conversational. She would like to see more research-based learning in the class:

They’re not speaking about research. They’re not speaking about all this. It’s not there. I don’t know, I don’t think that I have to go to this course, to this lesson to speak about me… And when I learn[ed] to be a teacher, it was the same. It’s very difficult. I think it’s very difficult to learn teaching, to learn how you have to teach.

Kayla is a professor who teaches mentoring courses at the graduate level and who formerly taught in the MoE-supported mentor development program. She said the program would be stronger if it were more theoretically or empirically oriented and less practical. She said the program should require more research-focus, which would require the participants to know English in order to read the academic articles and to conduct academic research. She said the program should be a “practical program, which is grounded in the cases and in the texts that teachers bring, and then taken back to theory and reading and research.” She stated,

Becoming a researcher has made me become a better teacher. Because you learn to observe, you learn to look at things through multiple perspectives. You learn to be attentive to certain situations and asking, you know, new questions that arise, not just preoccupied with solving the problem but asking good questions. And I think that’s what I usually tell the students in the MA, that mentoring is all about asking better questions, not just getting the right solution.

These participants believed that a greater emphasis and inclusion of scholarly research in the program would strengthen the teachers themselves and the mentoring processes.

**Challenge 2.2: Need for mentoring as a profession.** Kayla spoke strongly about the need for professionalizing the mentor role to the status of other respected professions. She did not see the purpose of offering practical, skill-based courses on mentoring to a large number of teachers because she saw mentoring as a professional occupation for a select few, highly qualified people. She said her university offers an MA in mentoring, which should be the way all mentors are trained. In order to participate in the MA program, the students must
pass an English exam, have A/B grades, and be able to do academic reading and research in English. The university offers the non-academic MoE professional development courses for mentors who meet with the new teachers, but she is not pleased with those courses:

Now, the notion of preparing the mentor for that purpose, which is something that the Ministry has tried to condense, is something that we do, but we’re not too proud of that, because I think that mentoring should get - you know, to become a mentor is not just adding up another layer to becoming a teacher. It’s a different domain altogether. It’s thinking about teaching and learning in a different way. And it requires not just skills, but knowledge and research. You have to enquire into your practice in a different way.... If you want to professionalize it you cannot just give these crash courses and have people be accredited. So this is my struggle.

She said the ideal would be for universities in each part of the country to offer MA programs in mentoring, and for the MoE to fund and offer part-time release to highly gifted teachers to attend the programs and become professional mentors. The programs would “be sensitive to the different cultural diversity background issues on the one hand, and on the other hand to create a knowledge base which is evidence based, that would grow and develop.”

Kayla: This idea of training, mass training of people, would really take mentoring opposite of what I think it should be getting into which is creating a more prestigious kind of group of people who have this specialty and they have gained that competence through informed study which is of a praxical character, a praxical slash academic character, who are constantly asking questions and who are practicing but who are also inquiring, practicing into the deep level and you can’t have [just] anybody do that.... You either go for a program that really has, you know, works on a full process or you go for kind of a product-oriented, you know, to come up with a bag of tricks or a bag of good questions that you should be asking when you are doing mentoring.

Kayla said there is a tension between doing the MoE’s quick, intensive professional development courses and studying in a two-year graduate-level research degree that is based on research, practice, and theory.
Strengths of Principle 2

Although the courses are not highly academic and research-focused, they are practical, which aligns with the stated purpose of the courses to foster skills and provide tools for mentors. Raisa said, “I hardly bring like theoretical ideas, I’m trying not to lecture. I am trying to make them very active in class.” She described how she seeks to teach mentors the skills they need by introducing concepts and giving them opportunity to practice them in the course. She said it is like a form of mentoring, because she is guiding the mentors to actively learn what they will be doing with their new teacher mentees, for example, “to listen to them, to understand them. Only then to try to give advice.” The courses in this program are strong in the practical guidelines and materials provided by the MoE and in their practical content.

Strength 2.1: The MoE provides guidelines, materials, and freedom for course development. The MoE provides detailed guidelines for developing courses, and it provides numerous materials to aid in course development. It also extends significant freedom to develop and adapt the guidelines to the individual contexts.

Participants highlighted the practical curriculum support from the MoE in terms of materials. Pnina said, “You get many tools: papers, documents, letters, stories, powerpoints, like really they guide you. They give you - you can understand what you have to do.” She also described the MoE Induction website that has much information on mentoring. The MoE mentoring booklet also describes the website:

The forms can be found on the website of the Staj and Teacher Induction Department at education.gov.il/Staj. On this website you can find a lot on information about Mentoring, the concept of the Mentor’s role, and the Staj process in general. (Schatz-Oppenheimer et al., 2014, p. 18)

Miriam said, “There are some guidelines. We got so many guidelines and papers.” The MoE provides many materials for the mentor instructors and mentors to use.
The MoE provides basic curricular guidelines, but also gives freedom to the course coordinators and instructors to develop their own courses. Rachel, the MoE head of induction, said,

The Department has published information sheets regarding the mentor’s work. This is a basic outline document, which serves as a framework for course development. The implementation of the outline is the responsibility of the faculty in the institution that is offering the course, and they add their own emphasis.

Lara, the MoE director of mentoring, said most of the course syllabi are similar in presenting skills mentors need to have, but each campus can teach the courses in its own way. Shifra said, “I have freedom. You have a lot of freedom, but you have something that you must do.”

Pnina said she has 100% freedom in her curriculum planning. She takes the guidelines from the MoE, but then builds many things in the course from her own view and sometimes it’s not from what the MoE says, because she knows the help people need. She said in various instructors’ syllabi the guidelines are there, but in many different ways. Miriam, too, said she takes the MoE guidelines and adapts them with the understanding of what the students she is mentoring will need. She said this is the best way to really engage the students. Marni said for example when she first began to coordinate the courses there was an IT requirement for the courses. Because she did not feel this was right for her courses, she approached Lara at the MoE and received permission to omit the session on computers. Lara gave freedom for Marni to proceed with her own thoughts and plan the course as she saw best. Miriam said she reviews the previous year’s syllabus and considers it in light of the MoE guidelines. Then she builds a syllabus that suits her beliefs and capacity.

Several participants said they shape their courses based on evaluation of the previous year. Marni said,
We think each year after, when the course is ending. We sit and we talk; what was, what we have to make better. Now you see, all the time we see what’s good. We heard the end of the year very carefully what they said, what was good, what was not enough, what they need more, what place, and we change.

Yaffa said she met in June with the course instructors to discuss what was said on the course evaluations – what succeeded, what failed, what needed to change, what should remain. Then they brainstormed how to rework the syllabi based on the student comments and their own experiences in teaching the courses. They met five times for about three hours each time and built the syllabi step by step. They discussed the purpose of the courses and wrote the new syllabi, then each reviewed them and gave feedback before finalizing the syllabi.

Umar said he learns from successful mentoring projects and ideas that are presented by various universities and college mentoring coordinators at the Mofet Institute training sessions. If he is convinced that one of the ideas or projects would be beneficial to add to his program, he discusses with his team what would be beneficial to take from the idea and how to re-adapt it to their community, students, mentoring, and schools. He said they learn from the films and other materials provided from Mofet or the MoE and from their own research and then add the ideas to their curriculum. They discuss all these things as they evaluate the program. He said, “We discuss this year with the mentoring and with the teachers for the mentoring. And with our team. We take the results to the second, to the coming year. This is the idea. “

The Israeli mentoring development program is strengthened by the MoE’s continued support in providing guidelines and materials for the program coordinators, instructors, and mentors. It also is strengthened by the freedom the MoE extends to coordinators and instructors to adapt the guidelines and develop their courses for their individual contexts.
Strength 2.2: The course content is psychosocially and pedagogically practical.

The content of the Israeli mentor development courses is practical, both psychosocially and pedagogically. Many participants mentioned the dual nature of the courses – of equipping the mentor to guide the new teacher both emotionally and pedagogically and both personally and professionally, with a focus on the practical goals of equipping the mentors for their interaction and responsibilities with the new teachers. Pnina said the mentors need to learn both the dynamic and pedagogical fields of mentoring: “They have to learn about emotions, about self-image, self-confidence, about encouragement, about feelings…. And I think they have to learn about what’s a good teacher, how to know who is a good teacher.” She said she especially focuses on the dynamic issues because teachers come from very didactic and pedagogical backgrounds. She said,

“Sometimes they don’t understand they have to do something else except for talking about what you are going to teach tomorrow. - About how you take yourself together after you fail. What do you do after the principal told you that he heard that parents complain about you and what are you doing toward, in front of the parents. All the things for me I call them, you know, like a big title, the dynamic.

She brings in people from the counseling and coaching fields to discuss the dynamic areas in her courses. She said the danger is that some teachers grasp the dynamic side so well that they forget that they also need to focus on the pedagogical areas:

You have to go, you have to observe, you have to watch. You have to give evaluation. So it doesn’t have to build on how you feel the lesson was. You have to be very specific, you have to know the all the standards of how you evaluate…. So those are the two fields that I do.

In light of the need to address both the “dynamic” and pedagogical ends of the mentoring spectrum, she chooses course instructors from both sides.

Nissa said mentoring “has to be connected in between the personality and the profession… You have to take in account the personality, but you have to take in account
together the professional idea of what is [a] teacher.” Chava discussed the balance between the theoretical and the practical in the mentoring course she is taking:

I think there are two levels in the course. Not two levels -like, two points of view in the course. One of them -like theories. How to manage the most common problems for new teachers, like how to make a conversation with parents; how to deal with disturbing people who blow up the lessons and stuff like that. Like theories and stuff, and that helps us a lot when we speak with new teachers. From the other side, most of the students are bringing, like study cases to the group from the teachers they mentor, and it also gives us ideas about the problems new teachers dealing with.

Chava said the theoretical side is beneficial because when she can show written research to her new teacher mentee, she can say, for example, “These are the reasons kids misbehave. Maybe if you know why, it will help. You won’t take it as personally as you do now. It will help you deal with it.” Theory is used for practical benefit in the course.

Although two participants expressed concerns about the practical, communicative nature of the courses, the others supported this approach. Marni said the strengths of the course are its authenticity and innovation. She said the course is not about theoretical issues, but rather is very connected to the field as the mentors bring the field into the class and then go back from there to the field. She said the second strength of the course is its innovation in speaking a new language that is not about questions and answers but is much wider.

Devorah said, “I know very well what are the problems that new teachers are confronting. And I’m doing my best to make the courses very practical…. The teachers like my courses very much because they are very practical.” Ruby said, “I’m using the things in the course every day!”
Principle 3: Mentors Should Build Supportive, Trusting Mentoring Relationships with New Teachers

The third principle of the mentor development program is that the mentors should build supportive, trusting mentoring relationships with the new teachers. The MoE Mentoring Booklet says the relationship between the mentor and the new teacher requires mutual trust as is customary among colleagues, yet it is different in that one is more experienced in the profession than the other (Schatz-Oppenheimer et al., 2014). Lara said,

A mentor is a big brother or a big friend that helps you to build your professional abilities. That’s why he has to be in your profession and he has to able to do it for you, to help you develop it.

Mentors in the program need to be able to balance their roles of support and evaluation for the new teachers. The MoE mentoring booklet says,

The role of a Mentor and Accompanier is dual – supporting the Stajer... on one hand, and assessing his work for the purpose of granting him a Teaching Licence or tenure in teaching on the other hand. Therefore, the Mentor’s role includes offering support based on closeness, empathy and an understanding of the challenges, and at the same time being neutral and objective, and even criticize when required, as part of the assessment duty, which is judgemental. (Schatz-Oppenheimer et al., 2014, p. 4.)

Rachel said, “The mentors take part in the stajer assessment process. It might jeopardize the openness of new teachers towards their mentors. However, good mentoring does not postpone openness, but is based on trust and empowerment processes.” This difficulty of balance is the topic of the next section, which discusses the conflict between the roles of supporter and evaluator.

Challenge to Principle 3

A key challenge emerged in the study concerning the principle that mentors should build professionally supportive, trusting relationships with the new teachers. Mentors in
Israel face the conflict of needing both to connect with the new teacher in a supportive, trusting relationship and to assess and evaluate them for their certification.

**Challenge 3.1: Conflict between roles of supporter and evaluator.** In the Mofet mentor coordinators’ forum, Raisa said, “The mentor is in conflict between his competence to the novice teacher or the roles of the school…. Who is he dedicated to? – The teacher or the system?” Nissa said, “Mentoring is a complicated situation because from one side you want to support, you want that he will succeed… But on the other side you have to be very careful because you have to think how he is.” She said that it is complicated for the mentor not only to support, but also to criticize the new teacher. She said it is difficult when the new teacher shares something in confidence and the mentor feels she should inform the principal. She said,

> We have one story or two that the new teacher is telling that he was telling something to the mentors and was open with him, then the mentor went to the principal and told it. So there is no confidence, and you have to be trust, and sometimes maybe the mentor has conflicts to tell or not to tell. But he has to remember that his professional duty is to the new teacher, first of all. Only maybe, when he hit a child or something, but he has to be very loyal… and sometimes he has a conflict about this.

Raisa said,

> They need to be non-judgmental, but they need to evaluate. Their loyalties are split. They are loyal to their… trainee, but they have also to be loyal to the system, to the kids. So it’s a very, very difficult situation and some people can work okay like in a complexity like that, but some of them, it’s very hard for them.

Lara said, “You know he’s a friend and he has evaluate him. It’s very complicated. But we’re talking about it, and they know how to do it. It is not easy for the teachers.” Golda said that supporting a new teacher means allowing him to make mistakes, but when you are supporting him in making mistakes and on the other hand evaluating him, it can be a problem.
Problems arise when the new teachers are failing in their teaching and the mentors struggle with needing to give them a failing grade. Yaffa said when the new teacher is not succeeding and the mentor does not want to be involved in the conflict, it is a big problem because the mentor should stay with him to support him, not run away. She said she had several problems last year of mentors who put their own interests ahead of the interests of the new teacher and ran away.

Yaffa described one situation that involved a new teacher who was not young, but who had come to teaching from the “high tech” field. When she came to the school she was quiet and did not interact with the other teachers, so the principal thought she was a snob. She did excellent work with the children, however, and had excellent interaction with the parents, but because of her lack of connection with the teachers, the principal did not recommend that she pass her induction year. The new teacher then wrote to Yaffa to ask her for help in complaining to the MoE. Yaffa said the big problem was with the mentor, because the mentor ran away and did nothing to help the new teacher, who was “so sad, so lonely, so upset.” When Yaffa spoke with the mentor, she told Yaffa that she did not want to be involved in the problem between the new teacher and the principal. In the end the new teacher received her certification, but Yaffa was disappointed with the mentor’s lack of commitment and care for the new teacher. She said, “It was ugly. It was not professional.”

Struggles also arise when the mentor and new teacher have personality conflicts. Flora said, “Sometimes it works, sometimes it doesn’t. Depends on the chemistry between the two. I think that when there isn’t any chemistry, the principal should switch mentors.” But she said the new teachers are too shy to say anything because they do not want it to
backfire on them. They are starting in a new school and do not want the staff to start talking and gossiping about them. Flora said,

They say, “Never mind, I’ll manage on my own.” And it doesn’t work. And then I hear it at the staj [internship] class. I had a class two weeks ago. I had a student who cried like for twenty minutes.”

The duality of supporting as well as evaluating the new teacher is difficult for mentors and new teachers in the program.

**Strength of Principle 3**

Although there is a constant tension for the mentors between supporting and evaluating the new teachers, the study showed evidence of effective mentoring relationships. Participants gave instances of positive mentoring relationships between mentors and new teachers.

**Strength 3.1: Effective mentoring relationships.** Ruby said she meets every morning with two mentees, one is official and the other unofficial. She said,

And they say, “Thank you Ruby, thank you. You’re God for us. You’re everything for us. You’re so good teacher.” It’s great. They’re looking for me like I’m the perfect teacher in the world, because we’re speaking about everything, everything.

Galia described her relationship with her mentee, saying,

I do give her this evaluation, which means that she gets a grade. I’m not her teacher, and I don’t decide if she’s going to be a teacher or not. I can recommend. It didn’t happen to me that I had someone that was completely not meant to be a teacher. But the personal relationship it’s very important because then she can be honest. She has to be honest. She has to be real. This is her time to say “It’s difficult for me. I don’t know what to do. I’m lost. I – the kids make me miserable. I want to stop working.” This is the place for her.

She cannot say [this] in school because she has to – you know – be strong, be a good teacher. They judge her, if she’s good or not. This is a very important year the first year. Inside the English staff she has to contribute also. I mean she has to be a part of a team. And this is the place for her to get help. This is my, my role. Even if she comes and she says “I didn’t sleep the whole night. My baby kept crying, and now I have to teach a whole day, what am I going to do?” Even this is like – I tell her, “Ok. Today you are going to do more relaxed things. Give them more work to do,” or
whatever. I give advice. And so she has to be real. And the personal relationship is important.

The mentoring relationship is also reciprocal in some cases. Galia said, “What is important to say about mentoring in general is that I think it contributes both ways. I get a lot from her as well as she gets from me.” Ruby said,

It’s nice to set up the important things in a line, and then we’re doing it together with our teacher that we mentor. Every year there’s new problems that the new teacher’s dealing with, and we’re learning together. It’s also a good cause for us to improve, to be better. So it works two ways.

Bernice said she learns from the new teacher when he is teaching something she is unfamiliar with. The ideal is for mentors to build professionally supportive, trusting relationships with the new teachers. Although it is difficult to balance the roles of supporter and evaluator, there is evidence of effective mentoring relationships between mentors and new teacher mentees.

**Conclusion**

In this chapter I presented and discussed the findings from my study as seen in the principles of (a) all mentors and new teachers benefiting from the courses, (b) the course curriculum being both practical and professional, and (c) the mentors building professionally supportive, trusting relationships with the new teachers. Along with the principles, I showed both the crippling challenges and the life-giving strengths related to the principles. Yaffa described the relational situation between mentors and new teacher mentees in Israel as on a scale. She said at one end of the scale, some run away and leave the new teacher alone. At the other end, some befriend the new teacher even when they are of different ages. Somewhere in between lie all the rest. Reuven said the mentoring program has problems with money and other things, but in general it is succeeding, “slowly, slowly.” These comments illustrate the reality of this program. The principles of the program are not being fully
realized, but the program is growing in many ways and has numerous positive characteristics and practices. Not all mentors and new teachers benefit from the mentor courses, but many do. The mentor course curriculum is disputed, but it is reaching many of its goals. Mentors struggle to build professionally supportive, trusting relationships with the new teachers, but many succeed. The Israeli mentoring program is not perfect, but it is growing and developing into an exemplary program. In the next chapter I present my findings on the Israeli context of the mentoring program and on how the participants suggested the program could be adapted to other contexts.
Chapter 8: Program Context

*How does the Israeli context shape the program?*

*How could this program be adapted to other contexts?*

In this chapter I present my findings on contextual issues that influence Israel’s education and mentor development program. First I consider Israel’s cultural diversity, discussing Israeli helpfulness and hospitality, Jewish “Chutzpah,” and the diversity issues relating to immigrant teachers and the Arab community. Then I address Israel’s tensions as they are reflected in the country’s security, racial issues in schools, and the struggles teachers face. Finally, I present findings on how the program might be adapted to other contexts.

**Cultural Diversity in Israel**

The cultural diversity of Israel emerged from my interviews and observations as a salient feature of the country that affects education. Nissa noted that Israel is highly heterogeneous, with Arabic, Ethiopian, and Russian teachers teaching in Jewish schools. She commented that while the Russian teachers are very strict, the typical Israeli Jewish school culture is “very, very open.” Miriam said culture greatly affects education and can be seen in the significant differences in schools in Jewish religious and non-religious districts, and in Arabic districts. She observed these differences as she visited many religious schools and this year also visited schools in a Bedouin district. Kayla commented on language issues in mentoring relationships when Hebrew speakers work with Arabs for whom Hebrew is their second language.

Although Israelis are open in terms of helpfulness and hospitality, Israeli Jewish culture is also characterized by an openness and boldness that might be described as audacity.
and even insolence. Cultural differences in Israeli education are felt most strongly by Jewish teachers from other cultures and by Arabs.

**Helpfulness and Hospitality**

The cultural characteristic of openness is evidenced positively in Israelis’ hospitality and willingness to help others. Flora said, “Israelis are usually very open people. So they share. In some circumstances, they share very easy. So, it helps. I see it also at the [internship] and also at the mentoring course.” Galia commented,

I think part of the Israeli culture is that you get to know people very quickly…. You want to help everyone a lot…. And I think it does influence the mentoring because you must be very empathetic. I don’t know if in other countries it’s going to be different…. But it’s not that I come and I say “Ok, this is my job.” Like, I should do this: I should do this. I should watch her. No, I really want to help her. This is what leads me. That’s the bottom line. It’s not that I need the money – Ok, it’s not a lot of money; I don’t get a lot of money – or prestige or something. It’s - the thing is that you want to help and you feel that you really are helping someone.

Bernice, a mentor in the program, came to Israel from France as a young adult. When she saw the openness and love in an Israeli kindergarten she longed to be a teacher in Israel. She said, “It was so free, so happy. It was so different from France. I didn’t think that it’s possible to educate like this.” She observed that the children loved coming to school and the teacher showed love to them with hugs and kisses. She was so happy to see this love and openness, which was so different from France, where the teachers did not really know their students and the students had to call their teacher “madam.” Bernice said, “In Israel, when you see the children, you see your child.” For example, when graduates go to the army for three years, teachers cry when they leave. She described a recent accident with a busload of soldiers in which a girl from her school had died. Feeling like her own child had died, she visited the family with the other teachers and directors of the school. She said:
We are now like a family. It’s very important to the mother. We know who is the mother, who is the brother. I think it’s very different. I think about... the situation in Israel, the situation is very hard and we need to be very close. And I think it’s the difference. We have to live, to be close, to know the child, to know what’s happened with her life, at home.

Reuven commented that Israelis have “more heart” than Anglo-Saxons. I experienced this “more heart” in Israel and recorded it in my November 22 Observation:

I am so surprised and delighted by the kind hospitality of people here in Israel.... Instead of staying on my own at a hotel, I am a guest in the home of a couple who hardly know me. They have welcomed me into their home and life and have been treating me like a VIP.

I further experienced this “more heart” when a friend of my friend in northern Israel invited me to stay at her home while in her area.

November 22 Observation: Again I am amazed. I am a friend of her friend, but I am a stranger. And she is inviting me in. We don’t do that in our culture. We don’t invite strangers to stay with us. - Not very often, anyway.

Israeli openness and heart-felt hospitality create a culture that can be warmly welcoming and characterized by genuine helpfulness. This warmth and openness is life-giving when evidenced in the mentoring program.

**Jewish Chutzpah**

Although the Israeli openness creates a culture of hospitality and helpfulness, Israeli Jewish openness has a side that can be stubborn and audacious. This can cause difficulties in the mentor training courses. Flora commented:

Sometimes the stubbornness can be a component that actually blocks the development of the relationship, or of the mentoring process. There’s also, in a way, “I know everything, I don’t need to learn anything. I’m a very well experienced teacher. I have many years in teaching. I know everything that you’ll want to tell me....”

I actually had somebody, two weeks ago, a lady, a math teacher, she’s teaching middle school and high school. And she told me, I don’t think that I will learn here anything.” I said, “I’m sorry, but maybe it’s so. I don’t know.” I said, “Well, maybe you are so experienced and you’re so professional that we’re boring
you. Which is ok. And you can leave.”... But she stayed, and she is a character. But, that’s, that’s sometimes, the Israeli *chutzpah*. We call it *chutzpah*. It means lack of manners.

This audacity can also be difficult in mentoring relationships, for example when the mentor too freely criticizes the new teacher. Yaffa said:

> Because everything is friendly, sometimes it’s, it’s not good.... Everything [is] on the table. And then if sometime when you came to the stajer [new teacher] and tell him “on the table,” you can “kill” him. So the politically correct [is] not our strong side.

Marni commented that in Israel there is a general lack of respect in verbal interactions and that teachers come with issues that make her ears ring. She said:

> I think it’s very Israeli, very Israeli, that the principal can talk to the new teachers, “Don’t ask question, just do it.” And the new teacher can talk to the kids and the parents talk to the teacher, and no one is respect no one. It’s terrible.

Chava said that in her school, “the parents are sure they all know better from the teachers how to do the work.” Reuven said in his courses they have about 20 hours of teaching about how to deal with problems with the parents. He said:

> The parents in Israel they can, how do you say, they can break the teacher and the young teacher especially. They can break it [him or her] and I see it many, many times.”

The characteristic Israeli chutzpah is also seen in the classroom culture, both in university courses and in schools. Flora said about her mentor development course, “Another cultural component, they all like to talk at the same time, give advice, because they’re already experts. They’ve been there, they’ve done it, they know it. Even if it’s the first time, they know it.” Marni said that when she lived in Canada, she noted the respect shown to teachers that is not shown in Israel. She said in Canada her children had to call the teacher “Mr.,” and she commented:
There in Canada, we saw that the class belongs to the teacher. And the children come to be the guest of the teacher in his class. And this is the whole thing. Here in Israel, respect is a value that we, little bit, lost, lost.”

Pnina said, “The discipline in Israel is hard, hard.”

Several mentors commented on the challenges of teachers from other countries who immigrated to Israel and struggled in adapting to the Israeli school culture. Bernice spoke of her struggle as a new teacher from France in adjusting to Israeli children who spoke out and yelled. She did not know how to enter the classroom and gain the children’s attention. She said, “There was no mentor and it was very difficult. Very difficult.” A supervisor periodically visited her, but she felt the supervisor came only to evaluate her and she had to act like she had no problems. She did not feel free to speak with her supervisor or to the other teachers about anything. She said it was very difficult for two years, and every day she said to her husband, “Why? Why am I here? It’s too difficult. I can’t!” She continued, “I wanted to leave education. It was very difficult for me. I didn’t understand the mentality. It was very difficult. I felt all the time very strange in the school.”

Because of this, in her present mentoring relationship when her new teacher mentee calls her and says, “Bernice, I don’t know how to make it,” she understands how she feels. Bernice said the new teacher is afraid to share her problems with other teachers in the school because she fears they would tell the principal and cause trouble for her, but she is not afraid of Bernice and is very free to speak with her. Bernice wishes she had experienced this kind of mentoring. She said, “Now I know that I can help someone like this, I’m very happy for them.”

Galia described how she mentored a teacher from America who was beginning to teach in Israel:
She was about my age. More or less. And it’s different and I have to help her how to be teacher here in Israel. How to – to adjust to the new reality. To the classroom. It’s a different reality. Completely.

She says, “Listen, I tell him, I tell the student, not to do that, and he continues to, to speak or continues to do whatever he wants.” She still does not have the authority or does not, I don’t know, does not project the authority because she is insecure at the beginning.

Chava described her mentoring of a Russian immigrant:

The teacher I was mentoring last year, she was a new immigrant from another culture, she was from Russia, from the Ukraine. And the mentality of the Israeli kids and the Israeli parents, it wasn’t something she was used to…. And for me, I’m like in between. I came also from the same country, but I was a very young kid. So I was growing up. Because I was born in the same country, but I was raised here, I’m like in between, I know both cultures. So I felt like a bridge for her. Sometimes I had to explain to her stuff, like she used to like being very strict. It won’t work. And sometimes I had to explain her things about kids here and parent here, that if she believes in something, she can stick to her belief. How to find the golden path between the two cultures.

Jewish chutzpah in the school setting can be very difficult for new teachers, especially for those who come from other countries. This adds pressure on the mentors as well, as they seek to cross unfamiliar cultural barriers in mentoring.

**Arab-Jewish Differences**

The Arab culture in Israel differs greatly from the Jewish culture. Marni said there are significant differences between the Arabs and Jews. Unlike in Jewish schools, in Arab schools the respect for authority is very high. Umar, a mentor program coordinator in an Arabic Bedouin community, commented on this issue:

In the Arab community, there are rules, specific rules – specific in regime, specific in atmosphere. The teacher has a good status… is dominant, and most of the students apply maybe everything the teacher asks them to do. And the Jewish community, you know, it’s not the same. It’s open-minded; it’s freedom. The dialogue is very important there. I’m trying in my job to focus on this specific issue… to develop a good culture, a dialogue culture in our schools.
Through the mentoring and induction program, Umar is seeking to guide his schools to be more open-minded and free like the Jewish schools, and to rise out of poverty and depression to find and follow their aspirations. He said students are depressed because of their financial poverty and social problems, as 65% of the people are under the poverty line. He commented:

How you can teach students – pupils – if they are hungry? And because he is hungry he maybe has depression. He has so many problems…. We are trying to support them, trying to motivate them. We are trying to take them from a depression situation to a better situation. If you teach in a good atmosphere, if you give them respect, if they feel good, if you can draw for them a dream, it is good thing. I believe in that. Also, also they are poor. Also they have problems. I support our mentoring to draw for each student a dream. This is a good idea.

Arab educators struggle with the poverty of their students and with working under a largely Jewish curriculum, but they are seeking to raise the quality of life education in their communities.

Tensions in Israel

The news media describe Israel as a land of tension and strife. Although the country as a whole is not as violent as the news portrays, tensions do exist on several fronts. Many people accept the security tensions in the country as a normal part of life, and racial tensions are present in the schools. Teachers in Israel also struggle with many tensions.

Security Tensions

In the monthly meeting for the mentor program coordinators, a speaker commented to the group that because they live in a conflict zone, both within and without, they need to learn to deal with conflict by first recognizing it and then listening to the other side: “See yourself, see them, then tell it – speak about it” (Mofet Forum observation). Although Israeli
people live similar lives to people in many western countries, many live with an undercurrent of stress and fear. I observed this in my time in Israel.

November 30 Observation: I visited a Jewish home tonight in a somewhat explosive neighborhood. The neighborhood is half Jewish and half Arab, which is unusual because normally the communities are completely separate – non-religious separate from Orthodox separate from ultra-Orthodox separate from Ethiopian separate from Arabs, and so on. But even in this community the people live in two sections separated by a small, narrow street. I say “explosive” because as we left their street at the end of the evening my host said an Arab had thrown a bottle bomb there the day before.

But life just goes on here. People have to live, so it just looks normal everywhere. People jog on the streets, drive their cars, greet their friends, ignore their enemies, and complain about the other factions of society.

My hosts told me my interview place yesterday was a little unsafe – there had been an Arab attack there recently from the nearby Arab town. And when the lady I was interviewing heard I was staying near an Arab town, she said, “Aren’t you afraid to live there?”

One person commented to me, “See? Everyone thinks bad about the Arabs and is afraid of them. Arabs kill anyone. Anyone! Children, mothers, grandfathers and grandmothers. Everyone!”

So life looks normal here, but there’s a red alert button within every person here. At the end of our interview, one participant said, “The messages coming in on my phone were automatic announcements of violent incidents in Israel.” When my host told me why they had the radio on 24 hours a day, she said everyone in Israel does this. They have to hear the news because so much happens so often.

But I haven’t seen anything. There was a demonstration outside the prime minister’s home that we passed the other night. Lots of police presence there. I see soldiers around Jerusalem, some carrying big machine guns. An ultra-Orthodox community near here that we pass on the way to Jerusalem has an armed guard standing outside the gate all the time. But the incidents are isolated and most people are not directly affected – except by a constant undercurrent of fear and alertness.

Chava said, “The truth is, sometimes when we get to work, it’s like in a bubble. It’s like everywhere else, until something happens nearby.” Nissa commented that the security tensions affect teachers in the schools, when, for example, a negative incident takes place and the children “go crazy,” and the new teacher doesn’t know what to do, so turns to the mentor for help. Several participants commented on the difficulties of teachers serving their month duty as soldiers and having difficulty in reintegration or of managing the collective grief of
students, staff, and families when graduates are killed in the compulsory three-year military service. Security tensions are a part of life in Israel and affect much of society.

**Racial Tensions**

Some participants perceived that racism is also an issue in Israeli education and mentoring. Raisa said, “Israel nowadays is very, very racist in my opinion.” She said they have many problems in the schools that concern racism and stereotyping, and mentor preparation courses need to address this issue. She said they used to think the worst problems the teachers faced were discipline issues in classes, but now the problem of racism is equally prevalent. She said it is especially difficult for young teachers, but the mentors also need to work on the problem within themselves. Raisa said,

> The teachers, sometimes they talk about the students - the students in class - and I think we need to... work about it, because I think that a teacher is not allowed morally to be a racist person, that’s what I think, and most of them, many of them are.

She said just as a doctor should not be racist, a teacher should not be racist. She continued, “If you won’t be able to be like a role model to your students, then what happens?” When asked how racism is evidenced in schools Raisa replied:

> They have racist remarks. They hate Arabs. They hate Ethiopian kids, because they’re so black. When you talk about Israeli topics you really hear it all the time, and the situation is so complex... You know it’s not nice to talk in this way about Arabs. It’s really hard and sometimes you listen to stuff, but you don’t understand what to do and also some of the curriculum is not neutral.

Nissa also commented on the racist remarks: “We have stories, not a lot, but one or two, that the children in class are shouting, ‘A good Arab is when you kill them.’ Terrible things, you know.” She said the teachers feel “crazy” in the situation and ask, “What shall I do? What shall I do?” and they wonder how they can educate the children not to be racist. Umar gave a Bedouin Arab perspective:
I hope that the education [will] help us as a people, as students, as teachers, as mentors, as leaders to use this so important field—education and teaching—to be together, to respect each other – to reach an equality, especially in our society, because we... don’t feel equal in so many aspects. And I think education – we are the teachers and lecturers, and everyone who deals with this so important issue [needs] to do as he possibly [can], to push to equality, to liberate and to reach peace. Because I think so many problems here we face in our community because our country is not in a peace with our people. And we pray every day in order to have a peace. After that I think it’s possible to have equality.

Racial tensions are perceived to be high not only between Jews and Arabs, but also between local Jews and the immigrant Ethiopian Jews. After an informal conversation with Nissa, I wrote the following in my November 26 Observation:

Large numbers of Ethiopian Jews have immigrated here, leaving their subsistence lifestyle for the technology-controlled life of Israel. The tensions are very high for them. As visible minorities they are often rejected and marginalized by the local Jews.

Because many principals refuse to hire Ethiopian teachers, the MoE will pay half the salary of the Ethiopian teacher if the principal will pay the other half. This allows some teachers of Ethiopian heritage to gain employment. This practice is humiliating, however, for Ethiopian teachers, especially those who were born and raised in Israel and who feel fully Israeli even though they look Ethiopian. Even after a number of successful years of teaching, if they refuse to work unless paid fully by the school like the other Israelis, the principals will not hire them. They are not Ethiopian citizens, nor ever lived in Ethiopia. They are fully Israeli by law, but are nevertheless stereotyped as second-class teachers because of their racial heritage.

Kayla commented, “The political friction in this country has a strong influence on the way in which mentoring interactions are interpreted, on the way in which certain policy issues are framed.”

Despite the tensions described by some participants, others saw their mentor development courses as places of peace and understanding. Devorah saw her courses as contexts where prejudices and differences dissolved. She said, “I have in my courses Arabic people – teachers, and Russian teachers. But in the course they are speaking and discuss[ing]. It’s like heaven, really. We are not having wars, any terrorism, anything.” Pnina, too,
commented that her courses bring people of opposing cultures together. She works in a religious Jewish institution, but many non-religious students attend her courses. She said this provides opportunity for students to learn to express their opinions and “to get along, not to fight,” but to be able to both express disagreement and learn from the others. She said last year she had a whole group of students who were non-religious and had never previously met religious people. At the end of the course they said one of the most important things they learned was that religious people “were not so bad as they thought,” – not as negative as television had portrayed them, and that this realization would be helpful to them as mentors. Although racial tensions are high in the country, many people like these course instructors are seeking to build unity and to celebrate the diversity of the cultures within Israel.

**Teachers’ Tensions**

Participants shared that teachers in Israel face pressures similar to teachers in other countries, but the pressures are compounded by the cultural tensions, security tensions, racial tensions, and other factors in Israel. The MoE describes tensions Israeli teachers face in the MoE mentoring booklet:

> Emotional and psychological tensions - can be the result of several causes: the constantly changing character of the education system; the extremely complicated character of the teaching profession; coping with various stakeholders, such as principals, superintendents, teachers and parents; and the need to bridge and balance the professional and the personal needs. These challenges can result in fatigue, restlessness, frustration, and even despair. (Schatz-Oppenheimer et al., 2014, p. 9)

Tensions for teachers, including mentors, can result from the changing curriculum, heavy teaching hours, societal pressures, and inadequate teaching salaries.

**Changing curriculum.** One cause of tensions was seen to be the constantly changing curriculum in Israel. Raisa commented:
The curriculum is very – is not neutral. Even ideological, because every few years we have a new minister of education because of the election that is so often in Israel, so [the] new minister fires all of the people that are in charge of subject matter in the different curriculum and he brings his people and they write a new syllabus. - New syllabi, new textbooks about history, about social studies, about... democracy. So you have new people who write the text... So we must deal with that.... It affects the new teachers, because they have a new law. They have new bureaucracy. They have new ways of evaluation. They need to teach. They were trained in the university or college to teach one program and they come to school and they say “No, no, no this textbook is out. You need to do it.” So it takes like two, three years to implement [the] new program and then they have [another] election.

**Curriculum changes affect the mentoring processes as both mentors and new teachers struggle to adapt to the new curriculum.**

**Heavy teaching hours.** Another cause of tension for teachers in Israel is the heavy requirement of teaching hours. Galia said,

> You used to have only the class, the hours in class, but now with the new reform, the special program, there is hours that you have to stay in school and to prepare and hours that you teach privately students.

Pnina, too, commented, “Many of the teachers come, they are very tired from many years that they teach. Today in Israel there are laws about teaching because [it’s] hard. You work many, many years – hours a day.” This has implications for the mentors meeting with new teachers in the schools. Flora said:

> They should meet and during recess time or during the day. There is a recommendation from the ministry to have regular and I also highly recommend to have a regular hour or time slot where they regular meet. Even for fifteen or twenty minutes. But it’s, for some of them it’s very hard because they’re overly worked, all of them.

When mentors feel the stresses of heavy teaching hours and school responsibilities, they struggle to find time to meet with their new teacher mentees.

**Societal pressures.** A further cause of tension is pressure on teachers to solve Israel’s problems. Marni said all of society is looking to the teachers as the last resort:
The pressure, and through the politics and the situation, it's in the class. You can't ignore it, you can't. And the teachers, many times, here in Israel, they [are the] last to put the finger in the wall, like in Holland. And the whole society is looking at them, "You are the last, and the only, that can keep us normal." And they feel helpless many times, sometimes. And they feel the whole responsibility on their shoulders.

However, there is the coinciding tension of a societal lack of respect for the teachers. Marni said:

On the first hand they say, “You’re… the last one that can do something for our society, for the society in the future,” but on the other hand, I mean, almost the same second, “Who you are, not lawyer, not doctor, just a teacher?”

Mentors can feel increased pressure to save society when they have the pressure of helping a new teacher succeed in the induction year.

Inadequate salaries. A further struggle for teachers that a number of participants mentioned is the minimal pay. Ruby commented:

I think the economic has an influence on the new teachers. Because they’re coming to work, they see the first year how much hours of work they have to do at home, how much heartaches they get at school, how much nerves they get. And in the end of the month, they’re getting so low salary. But it’s not one’s problem, it’s the political, the economic problem. When you think that education is important, so raise the salary! And then better people would come! So that’s one of the reasons new teachers are running away from the teaching. They do so much, very important work, so many hours, and then the salary is not so nice. And it does affect. It does affect.

Marni said she was first a teacher in Israel and then taught in Canada and felt jealous of the Canadian teacher salaries. She commented, “Salary is saying much more than the salary; it’s saying appreciation, it’s saying – it’s a political saying, not something else.” As mentioned above, inadequate remuneration for mentoring service can deter teachers from mentoring. The tensions are high in Israel, whether for teachers, mentors, or for society in general, but although Israel’s tensions create a culture of alertness and stress, many people desire peace and unity and are working toward that goal.
Adapting the Program to Other Contexts

When asked if the Israeli culture impacts the mentor development program, some participants saw little influence of culture on the program.

Karen: I’m not sure it would. I’m not sure it would. I think a student is a student, a teacher is a teacher, the needs of teachers and the needs of students are, I think the same needs. Probably there, there would be a few nuances, but I wouldn’t say too many changes. - Even religious and not religious. I think a teacher needs support whatever - it doesn’t matter where they come from. And children are children. I, I don’t see any big change - any differences.

Galia: Teaching is teaching. You stand in front of a group of kids, and they have to listen. And you have to interest them and you have to, to, I don’t know. They have to go to pass the exam, the final exam at the end of the year. So, teaching is the same thing.

Lara: I think that the program is something universal, you know. Like in every country you can take it. I don’t think, you know, it’s in Israel so schools are Israeli, they are not the same like in Canada. This is the culture of the education in Israel. But the program is very universal. Every, I think, every country can take it, and do it the same way.

Devorah commented that she thought education in all the cultures of Israel is largely the same and new teachers face similar problems in their work in each context. She said there are differences in culture, as in holy days, but from her understanding, Arabic and Jewish new teachers face similar problems.

Several participants mentioned the need to adapt the program and not simply adopt it. Kayla presented two sides to the discussion about replicating the program. She said, “The political friction in this country has a strong influence on the way in which mentoring interactions are interpreted, on the way in which certain policy issues are framed,” but “generically, you can take the program and replicate it in that sense… based on the base knowledge that any mentor in any part of the world needs to have in order to become a good mentor.” Yaffa said she had been telling me what works in Israel, and she didn’t know if you
could cut and paste it to other contexts. She said, “You have to adapt [the program] to your country – the culture, the system. Everything is not the same.” Miriam said, “What is going on in Israel is not clean from other noises that are not really doing with the subject we are talking about. So you have the chance I hope to begin a new page.”

Six steps emerged as suggestions for adapting the Israeli mentoring program to other countries: (a) Understand key teacher mentoring issues, (b) Gain government support, (c) Consider teachers’ needs, (d) Involve quality educators, (e) Plan two-year courses, and (e) Begin with a pilot program.

**Understand Key Teacher Mentoring Issues**

Marni suggested the need to first understand key mentoring issues such as andragogy versus pedagogy – recognizing that teaching adults is very different from teaching children. She also emphasized the importance of knowing the type of the new teacher – his needs, skills, and future direction, and the need to bring the teachers something new.

**Gain Government Support**

Several participants mentioned the need to gain approval and support from the government of the country or jurisdiction in which the program is to be established. Yaffa said this needs to be a ministerial decision – “somebody there in the high windows has to believe in this system, has to believe that this works.” So there is need to present a clear rationale to the country’s or province’s Ministry of Education to show them why this program is worth the expense it will be to them. Lara commented:

You have to show a program, what are the subjects of the program, who are the mentors, how you manage to go to all the mentors, what are the principles of working for the new teachers. You have to show it and to get involved with the Minister of Education in Ontario. Because our program, you know, [Rachel] is one of the Ministry of Education, she provided to all Israel. So if you do it, if you have somebody that helps you to do it, it makes it official.
Yaffa said without Ministry approval the program will not work, but when you have somebody who has power and influence behind it, it will succeed.

**Consider Teachers’ Needs**

Five participants mentioned seeking input from both new teachers and experienced teachers and to consider new teachers’ needs. Flora suggested the need to consider the practical, not theoretical needs of new teachers, how to survive their first year, and build the program around these topics. She said:

> Not by, you know, just reading articles about it. Actually how to do it. What is it that I really need? What skills? The how. They are looking especially for that. And if there are those mentors that can provide that help, and be the source of knowledge, of you know, support, that’s good.

Devorah gave input based on her own experience:

> What I did to write and to develop this course, I started to think what problems, issues, things that new teachers are meeting, when they come to school. And I started to write issues. Like, brainstorming, something like this…. Every year, we are getting in my school new teachers. And I see what are his or her problems, questions. And I’m hearing it all the time. And from this, from this point of view, I’m just started to develop this course.

Ruby suggested taking experienced teachers and new teachers and putting them together once every month or two months to discuss how to improve things together.

**Involve Quality Educators**

To plan, develop, and implement a quality program, there is need to involve people who care about education and who are good teachers. Pnina said:

> I think that first of all you have to choose people to build it, right? So you have to choose people that are more spiritual, what I mean, that care about the next generation of education…. It cannot start only from people that want a new start up. They have to value it. They really have to be good teachers…. They have to look very wide on all that teacher has to do and needs to do.
Not only is it important to carefully choose the educators for the program, it is also important to prepare them well. Nissa commented:

It is very important to prepare the people who are working. I mean maybe it can be a course, maybe it can be summer course, something like that. It has to be prepared, the people will work, and then come back, and critique the actions. Reflection on the actions, and continue then, step by step. One thing that we made is the forum. That you are meeting once in a month, checking what you are doing, studying from your action, so I think this is the way to start.

There is a need for quality instructors in the program who are growing in their knowledge of how to instruct the mentors of new teachers.

Offer Two-Year Courses

Golda suggested the course be two years long to give time both to learn about mentoring and to develop professionally while mentoring. She said, “You can do one workshop before, but to do it with work is important. Because the best you learn is when you are doing what you’re talking about.” She said ideally the mentor training courses would be held in the schools so the principals and other staff would learn about the courses and value them more highly.

Begin With A Pilot Program

Several participants suggested starting with a pilot program in one town or several towns, perhaps first offering it for elementary teachers and then later going on to high schools. Nissa said, “You have to do a pilot because I think that you have to [make] it more suitable to the culture of the education in Canada. So the best advice that I can say is that it has to be started with a pilot.” Yaffa suggested that by starting small and layering it year by year it is possible to see what works and what doesn’t work. Reuven said to start with a pioneer project in one city, and the Israeli program is well worth emulating.
The mentor development program has developed and expanded from a seed of an idea to a strong, developing program. Although there are continuing struggles in the outworking of the program, these are diligently being addressed. The program is one that participants believe could also benefit other countries.

Conclusion

In this chapter, I described the cultural context that gives breath to the Israeli mentor development program, but at times seems to suffocate it. The kind helpfulness and hospitality of the culture is countered by its cultural audacity and the tensions of bombings, racism, and economic need. Society looks to education for answers – perhaps teachers can change the hearts of their children and create new cultural norms, but at the same time it does not afford teachers the respect they need. Many people live in cultural bubbles – in communities isolated by race and religion, and they struggle when people of other backgrounds enter their worlds. In the midst of this, the mentor development program is seeking to raise the standard of education by providing help to experienced teachers who are mentoring new teachers, and has elements that could be adapted to other contexts, if implemented with care. In the next chapter I discuss the previous chapters’ findings about the Israeli mentor development program in light of the literature.
Chapter 9: Discussion - Israeli Mentor Development Program

*How does the Israeli mentor development program develop experienced teachers to mentor new teachers?*

In this chapter I discuss each of the elements I investigated in the Israeli mentor development program and I consider how the program develops experienced teachers to mentor new teachers. The research questions that shaped this study were:

RQ: How does the Israeli mentor development program develop experienced teachers to mentor new teachers?

1) What planned and lived curricula are used in the program to develop experienced teachers to mentor new teachers?
2) How is mentoring enacted in this program?
3) What are the views of the program directors, mentor developers, and mentors of new teachers regarding the strengths and challenges of the program?
4) How does the Israeli context shape the program?
5) What principles of mentor preparation are found in this program, and how valid are they?
6) How could this program be adapted to other contexts?

In light of my findings, first I discuss the program’s planned and lived curricula. Next I discuss how mentoring is enacted in the program. After that I discuss the mentor courses’ principles, benefits, and challenges. Then I discuss the implications of the tensions that surround education in the Israeli context and the mentoring program. I conclude by briefly answering each of my research questions except the last, which will be answered in Chapter 10.

**Planned and Lived Curricula**

*What planned and lived curricula are used in the program to develop experienced teachers to mentor new teachers?*

The Israeli mentor course curriculum, both in its planned and lived forms (Aoki, 1986), strongly emphasizes practice. The teaching and discussions are founded on research-based theory, but the courses emphasize discussion-based learning with the goal of
practically preparing experienced teachers to mentor new teachers. The MoE endeavors to
provide and guide a program that is both professional and practical.

Course Themes

Course participants highlighted various topics and activities addressed in the courses. One mentioned that as a mentor in a course she learned how to manage the most common problems of teachers, like communicating with parents and dealing with behavior issues. Another highlighted the four areas covered in her courses – mentors’ qualities, mentors’ knowledge, organizational structures, and how to adapt the learning to their mentoring contexts. Many participants gave insights into their course curricula – the planned topics and the lived activities of their courses. From the interviews, MoE mentoring booklet, and course syllabi, six curriculum themes emerged for the mentor development course: mentor identity, new teacher’s world, mentor guidance and communication skills, new teacher assessment, mentor course activities, and mentor course assignments. These curriculum areas highlight the knowledge, process and practices needed for practically mentoring new teachers. Leshem (2014) said key course topics include mentoring skills and styles, mentoring situations, assessment, professional ethics, and communication. These are similar to my findings, but my study gives a much more detailed understanding of curriculum in practice.

Career Functions of Mentoring

The Israeli mentoring curriculum shows evidence of some of Kram’s (1988) career functions of mentoring, which are sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments. There is strong evidence of the coaching function of mentoring – helping the new teacher to navigate the teaching profession and grow professionally. There is also evidence of the function of protection in terms of preparing the new teachers to deal
with angry parents, disruptive students, or difficult school staff and leadership, and some mention of directly working to protect the new teachers in the schools. There is some evidence of the mentor using challenging assignments with the new teachers, but more in the sense of coping with the challenging processes of teaching. There is also some evidence of the function of exposure-and-visibility, introducing the new teacher to key people and advocating for the new teacher.

**Planned Curriculum**

The MoE mentoring booklet provides a comprehensive “planned curriculum” document that answers Schwab’s (1973) questions of who is involved, what should be taught, where it is taught, and why it is to be taught, and it is clear on Tyler’s (1949) curriculum principles of planned educational objectives, educational experiences, and evaluation in curriculum planning. Participants in the study described activities in the “lived curriculum” of the courses and in presentations at the Mofet forums, but activities and experiences were not described in the “planned curriculum” documents of the MoE booklet and the syllabi. These documents include organization of themes to be addressed in the course, but few activities, and little is mentioned about evaluation to determine if the mentor training courses achieved their stated purposes. However, many materials are available online on the MoE induction website (www.education.gov.il/staj) and in print for mentors and mentor course instructors, much like the New Teacher Centre provides (www.newteachercenter.org). These materials are important for the mentor to be adequately equipped for guiding the new teacher (Achinstein & Davis, 2014; Moir & Hanson, 2008a).

Although the MoE mentoring booklet does not provide details of methods and materials for how the courses should be taught (Schwab, 1973) and how the experiences should be
organized (Tyler, 1949), that is not its purpose or scope, as it aims to provide an overview of concepts and topics as a resource for instructors and mentors to adapt to their own contexts.

The findings of this study provide a basis for a mentor development program planned curriculum that includes written elements of how to teach the objectives and how the experiences could be organized (Schwab, 1973; Tyler, 1949). Although the Israeli MoE gives freedom to the instructors in planning the lessons and activities of the courses and also provides many resources for instructors, my findings add to their outlines a written narrative that extends the planned curriculum.

Lived Curriculum

The mentor development course’s “lived curriculum” is social constructivist in that the course participants share what they know with one another and make meaning together (Beck & Kosnik, 2006). The curriculum shares Vygotsky’s (1978) views of the learner growing and developing through the guidance of peers, both in the mentor courses and in the preparations of mentors to work with the new teachers. When mentors share with course colleagues the problems they experience with their new teacher mentees, others in the course learn with them as together they explore possible solutions. The mentors also learn to serve as role models, questioners, and guides of the new teachers. This growth in community is important for mentors’ learning (Davis, 2006; Moir & Hanson, 2008a; Orland-Barak, 2003b; Rajuan et al., 2011) and for developing their professional identity (Kosnik & Beck, 2009).

Noddings’ Ethic of Care in Education (2005) emerged in the curriculum in terms of effective dialogue and building relationship with the new teacher mentee, but was not specifically highlighted in the curriculum documents. In descriptions of the lived curriculum – the outworking of the planned curriculum in the classroom – care was also not mentioned
directly, but participants described care in mentoring relationships that are trusting, communicative, and reciprocal.

Opposing the Norm

In the interviews, a criticism of the mentor courses was the lack of academic rigor and research-based inquiry. This is based on ideological differences about the purpose of the program. The present norm, which was evidenced in the comments of 18 of my 20 participants, my observations, and the curriculum documents, is to train “regular” practitioners: the teachers, to effectively mentor their peers: the new teachers joining them in the schools. One opposing participant, a mentor who had attended only two mentoring classes, criticized the conversational structure of the class. The other opposing participant, a former MoE mentoring program course instructor who now focuses only on university Masters level courses, opposed the whole system and called instead for very few highly trained professionals to serve as mentors in the schools. Holmes (1981) described this questioning of the accepted norm:

In most communities, societies and nations there will be diversity of opinion and belief and that men and women will question the norms they recognize. Some of them will reject such norms, introducing an element of change into their socially created world. Other members of the group will continue to accept existing norms.” p. 113

I see benefit in my research participant rejecting the norm of widespread mentor training because this challenges the norm and perhaps will engender positive change, but there is need both for widespread mentor training and for highly professional mentor training, not one or the other. There would be benefit for more teachers to study at higher levels to become professional mentors in the schools (Orland-Barak, 2003b), but there is also need for each person throughout the system to learn to mentor others (Achinstein & Davis, 2014;
Newby & Heide, 2013), to share with one another in professional learning communities (Kubiak & Bertram, 2010; Owen, 2015), and to both mentor and be mentored.

My study showed, as Orland-Barak (2005) suggests, that the Israeli mentor course curriculum helps new mentors transition from their role as teachers to their new role as mentors, and it provides opportunity for growth in critical reflection, sharing of stories, and self-evaluation. The mentors learn in community with others and are able to collaborate with the new teacher mentees to guide them in their thinking and practice of teaching (Rajuan et al., 2011). The courses help the mentors understand the needs of the new teachers in their teaching contexts (Leshem, 2014). My research enriches the present curriculum documents because the six curriculum themes that emerged in this study provide a comprehensive view of mentor development course curriculum in a way that has not been done before. These insights into the Israeli curriculum for mentoring new teachers add to the research needed to develop well-conceptualized curricula for mentor development (Athanases et al., 2008; Jonson, 2008; Orland-Barak, 2010).

**Mentoring Enactment**

*How is mentoring enacted in this program?*

My study showed a general understanding that care is necessary to the mentoring relationship in terms of building relationship and trust, as is described in Noddings’ (1988, 2005) Ethic of Care. Stakeholders in the program desire for the mentors to “act to eliminate the intolerable, to reduce the pain, to fill the need, to actualize the dream” (Noddings, 1984, p. 14), but for many mentors this is difficult. In this program mentoring is emphasized and practiced mostly at the level of the mentors with the new teachers. Other relationships in the program are more focused on collegial or instructive functions than on mentoring functions.
In considering how mentoring is enacted in the program, I look at how psychosocial functions of mentoring, an ethic of care in education, and trust and evaluation are evidenced in the program.

**Psychosocial Functions of Mentoring**

Participants and documents in this study highlighted the need for the mentor-new teacher relationship to be supportive and relational. They described effective mentors of new teachers as excellent teachers and role models who make space for the mentee to grow, who show openness and empathy, and who balance the roles of supporter and evaluator. These attributes of mentors are similar to those described in Kram’s (1988) mentoring psychosocial functions of role modeling, acceptance-and-affirmation, counseling, and friendship. Similar themes can also be found in the work of Crisp (2009), Halai (2006), and Newby and Heide (2013).

Three participants, all of them mentors, gave examples of caring relationship from their own experience in mentoring new teachers. Ruby said new teachers look to her as a “perfect teacher” because she speaks with them about “everything.” Ruby, Galia, and Bernice mentioned their mentoring relationships as reciprocal, which is an important part of mentoring relationships (Allen & Eby, 2007). Galia said, “I get a lot from her as well as she gets from me.” No other specific examples or “proofs” were given for caring mentor-new teacher relationships, but care was implied in many of the participants’ comments, for example about their mentor course participants and about the care they feel from the MoE leaders. Leshem’s (2014) study, too, showed that mentors in the Israeli system who had taken the mentor training course strongly recognized the need for personal relationship with the new teachers. My findings suggest that after attending the courses the Israeli mentors’
interaction with their new teacher mentees becomes more collaborative, as is suggested by Davis (2006) and Rajuan and colleagues (2011).

**Ethic of Care in Education**

In view of Noddings’ (2005) Ethic of Care in Education, which includes (a) modeling care, (b) caring dialogue, (c) practice of care and (d) confirmation, the Israeli mentoring context shows some modeling of care. First, in the schools care is modeled in the sense of care and commitment to one another like family. However, perhaps like many families, there is also freedom to express negative thoughts and emotions without filters. The mentoring program encourages mentors to model care for the new teachers. Second, caring dialogue was emphasized indirectly in the interviews and curriculum documents. Dialogue is a primary basis for learning and growth in the mentor-new teacher relationships, in the mentor training courses, and in the Mofet forum for coordinators and instructors, but the stated emphasis on caring dialogue is seen mostly in the context of mentors with new teachers. Third, the practice of care is seen in mentors who serve and care for their new teacher mentees even beyond their required hours, and it is emphasized in the mentor courses in that the mentoring and supervision should be accomplished with an attitude of helpfulness and interest toward the new teacher. Finally, confirmation, which involves affirming and encouraging the other, is a value of the program, especially in the mentor’s work of evaluating the new teacher.

Although some mentors in the Israeli schools prioritize a caring relationship with their new teacher mentee, others do not have the time, the physical space, or the desire to care deeply about the new teacher. Some participants mentioned, as did Leshem (2014), the difficulties of meeting in hallways between classes or in crowded teachers’ rooms because
there is no private place to talk. Others found, like Leshem (2014), Oppenheimer (2014), and Rajuan and colleagues (2011), mentoring was difficult to balance with their own teaching and personal lives. They mentioned the stresses of “being there” for the new teachers and being called upon even after work hours to support them emotionally. However, despite these difficulties, care was evidenced in mentor course themes and program relationships.

**Trust and Evaluation**

Data from the study strongly highlighted the stresses of balancing a trusting relationship with being an evaluator who is a strong voice into whether or not the new teacher will pass or fail the mid-year and end-of-year evaluations and receive final certification. As in Oppenheimer’s (2014) theoretical-dialectical tensions, mentors experienced difficulty in both encouraging and assessing the teachers, both supporting them with understanding and offering constructive criticism, and both meeting their needs and fulfilling organizational requirements. Some program leaders suggested mentoring and supervisory evaluation should be separate roles – that new teachers need mentors who can fully support them relationally without being required to officially evaluate them for certification – but this is not yet a consideration. Perhaps this is because it would entail adding personnel, which would be a further financial and logistical strain for the MoE. The Israeli systemic stress for mentors differs from the stresses of mentors connected with the NTC in California. NTC mentors seek to use the NTC Formative Assessment Tools with the state Induction Program Standards in a way that meets individual teachers needs, but they do not bear the weight of evaluating the new teachers for certification.

My study showed that the Israeli mentoring program emphasizes caring guidance, supervision, and evaluation in mentoring relationships. The courses encourage mentors to
understand the world of their new teacher mentees, but it is unclear how much they focus on their mentees as whole people, including their personal beliefs and home lives, as is described by Bieler (2013), though there was evidence of mentors in the program caring for their new teacher mentees in this way. The other relationships in the program, such as mentor instructors with mentors and mentor coordinators with mentor instructors, were not intended to be mentoring relationships, although some aspects of mentoring can be seen in them. The goal and desire of the program directors, coordinators, and instructors is to foster a mentoring environment that is characterized by collaboration, care, and professional growth.

Principles, Benefits and Challenges

What principles of mentor preparation are found in this program, and how valid are they?

What are the views of the program directors, mentor developers, and mentors of new teachers regarding the strengths and challenges of the program?

Three principles emerged from the data in this study: (1) Mentor courses should benefit all mentors and new teachers, (2) Mentor courses’ curriculum should be both practical and professional, and (3) Mentors should build supportive, trusting mentoring relationships with new teachers. I discussed the second two principles, the courses’ curriculum and mentoring relationships in the previous two sections, so in this section I will highlight the first principle, that mentor courses should benefit all mentors and new teachers, and will discuss its challenges and benefits.

Challenges

The Israeli MoE created the mentor development courses for mentors to be better equipped to guide new teachers in their first year of teaching. The aims of the program are based on the understanding that good teachers need training both in the theory and practice of mentoring and in the needs of new teachers (Achinstein & Athanases, 2006; Moir & Hanson,
2008b; Schatz-Oppenheimer, 2014). The program’s goal is to develop exemplary mentors who will be organized, personable, knowledgeable, and professional, and who will be adept in practically strengthening and supporting the new teacher (Orland-Barak, 2010), which is a form of “educative mentoring” (da Rocha, 2014; Feiman-Nemser et al., 1999). The MoE’s aim is that only those who have received mentor training will serve as mentors in the schools.

Contrary to the ideal, the study showed that many experienced teachers who mentor new teachers in Israel do not believe they need training in how to be an effective mentor, which was also demonstrated in Leshem’s (2014) study. They feel the courses are not worth their expenditure of time and energy. Some attend the courses because their principal requires it of them, others attend because taking the course would boost them into the highest pay bracket for retirement, and others attend because they heard the mentoring courses were not as demanding as others. Many do not attend because of the lack of support for the program from the principals, which Leshem (2014) also noted.

Despite substantial support for the program from the MoE, the study showed a perceived lack of financial and practical support. While participants in the study called for more support, some also expressed frustration with what they felt was unnecessary bureaucracy and too much paperwork, which Galnoor (2010) described as endemic to the Israeli political system.

The need emerged in the study for the program to gain a higher and more positive profile in education and society. If the MoE funders would recognize the benefits and necessity of this program, more funds might flow. With more funds, mentoring and support could also be offered to program coordinators and instructors, and the mentors could receive
mentoring along with the course instruction. This would provide needed encouragement for their own growth and development as mentors (Bullough, 2005; Moir & Hanson, 2008a).

Benefits

A positive aspect that emerged from the study was that many who attended the courses, even with wrong motivation, saw great value in the courses by the end. As in Leshem’s (2014) study, the mentors in the courses realized that there was much about mentoring new teachers that they had not previously known, and they experienced the benefit of learning constructively with and from their peers in a form of learning community. Some mentors wished they had gained this understanding years earlier. As in the literature (Leshem, 2014; Moir & Hanson, 2008b; Rajuan et al., 2011), the courses equip the mentors to understand and identify with new teachers and to relate to them and guide them more effectively. Course participants leave the courses not only as stronger mentors, but also as stronger teachers. By analyzing their own teaching in light of broader teaching theory and other mentors’ practice, they are able to grow in their own professional skills (Jonson, 2008; Leshem, 2014; Kosnik & Beck, 2009; Moir & Hanson, 2008b). The study also showed that new teacher mentoring has resulted in greater new teacher retention in Israel, as is seen in the literature (Athanases et al., 2008; Darling-Hammond, 2003; Ingersoll & Strong, 2011), and some participants suggested that there has been greater retention when the mentors received the course training.

The Israeli mentor development program has challenges to overcome in terms of teachers’ perceptions of the mentor development courses and attitudes toward them, but if course instructors continue to believe in the courses and communicate their importance to the mentors, the mentors will grow in trust and respect for the instructors and will grow in co-
constructing knowledge (Moir & Hanson, 2008a). As the program evolves, the directors, coordinators, and instructors of the program can continue to strengthen the profile of the program, even as Rivka advertises in a flyer for her program: “If you are a good teacher… come to learn to be a good mentor!”

**Israeli Context**

*How does the Israeli context shape the program?*

Many tensions in Israel either directly or indirectly are due to the racial, ethnic, and religious differences of the people. These tensions affect education and mentoring in the country. Cultural and educational issues emerged from the findings as having an underlying influence on the mentor development program.

**Cultural Tensions**

With 75% of the population being Jewish (Israel Ministry of Foreign Affairs, 2015), the religious minorities struggle with issues of discrimination and inequity, which was seen in the study in relation to Arab mentors and mentors who come into the system from other countries. A foundational issue is the dispute between Jews and Arabs over rights to the land. Many participants highlighted the bitter racial tensions and the resulting lack of security in the country, which affects tension levels in the mentoring program. The ideals of “complete equality of social and political rights to all its inhabitants irrespective of religion, race or sex,” (The Declaration, 1948, para. 13) and “freedom, justice, and peace” (The Declaration, 1948, para. 16) are not yet fully realized, either practically in the country or ideologically in the schools and in the mentoring program.

The ideals established in the Declaration of the Establishment of the State of Israel (1948) still remain in people’s minds, but perhaps because many Israeli people live in
highly segregated, tight-knit communities, there seems to be little actual openness to accept people of different faiths and backgrounds into their communities. Whether someone is a secular, Orthodox, or ultra-Orthodox Jew; an Israeli, Ethiopian, Russian, or American Jew; a Muslim, Christian, or Druze Arab, or has any other differences in faith or culture, there is a lack of assimilation or blending of the cultures in the communities and schools, which makes mentoring difficult for mentors and new teacher mentees from differing cultures. The literature shows a lack of instruction for mentors in cross-cultural communication and adaptation in the Israeli mentor preparation program (Michael & Alkalay, 2011; Orland-Barak et al., 2013). This was not highlighted in the present study, perhaps because most of the coordinators, instructors and mentors work in largely mono-cultural teaching environments. The study showed, however, that there is a characteristic Israeli openness that extends hospitality and helpfulness not only to people of similar background to them, but also to strangers. Participants mentioned the openness and helpfulness of Israelis, and although I am not Jewish, I encountered unanticipated hospitality and kindness in my research there. This openness and hospitality positively impacts the mentoring relationships.

The Israeli government appeals “to the Jewish people throughout the Diaspora to rally round the Jews of Eretz-Israel in the tasks of immigration and upbuilding and to stand by them in the great struggle for the realization of the age-old dream - the redemption of Israel” (The Declaration, 1948, para. 17). However, the assimilation of Jewish teachers from other nations creates tensions in the schools. The study illustrated these tensions when Jewish teachers accustomed to more stringent teaching systems in their home countries immigrated to Israel and struggled with the informal and sometimes abrasive attitudes of students, staff, and parents in the Israeli schools. Mentors working with these “foreign” teachers can struggle
to help them in their adjustment to the Israeli system. There would be benefit in including more teaching on cross-cultural issues in the mentor preparation courses (Michael & Alkalay, 2011; Orland-Barak et al., 2013).

There are tensions between the ideal of “freedom of religion, conscience, language, education and culture” (The Declaration, 1948, para. 13) and the struggles to achieve the ideal (Galnoor, 2010; Pappé, 2011; Gaziel, 2010), which Umar, the Bedouin Arab participant, discussed especially. Although the government pledges more funding to economically struggling Arab schools than to wealthier Jewish schools, the gaps in economic standards and scholastic achievement remain unbridgeable (BenDavid-Hadar, 2010; Gaziel, 2010). This also affects the mentoring program when mentors work with teachers and their students who struggle economically and socially in the country. Umar expressed the reality of these differences in his Bedouin Arab context, and said he prays for peace to come and lead the way to equality for his people.

Whether toward immigrant Jews of color or toward Arabs, the problem of racism is strongly highlighted in the study. The study implies that students feel free to make racist remarks in schools because teachers also struggle with racist sentiments and principals do not want to hire teachers of color. This is difficult for mentors and new teachers who struggle with their own racist sentiments or who struggle to teach others to be accepting and caring toward people of other ethnicities and religions. Some Jewish participants, however, described their mentor courses as microcosms of peace and unity among all races and religions.
Educational Tensions

Patterns of change, spontaneity, and control are evident in education in Israel. On the one hand, there is an “ethos of pragmatism,” which leads to a culture of improvisation rather than careful planning (Galnoor, 2010, p. 45), and on the other hand, perhaps because of this fluidity and lack of certainty, there is an attempt to tightly control the curriculum and quality of education in the country through hierarchical systems (Gallagher et al., 2012; Galnour, 2010; Gaziel, 2010). This is evidenced in the study in the continually changing and yet mandatory school curriculum from the government, the control that principals exercise over who attends or doesn’t attend the mentor preparation courses, and the tendency for principals to “put out fires” rather than plan ahead for greater health in their schools through more effective mentoring.

Issues of teachers receiving inadequate salaries, being required to work extended hours, and leaving the profession are also strong in the country (Addi-Raccah, 2012; Gaziel, 2010). Participants emphasized the stress that teachers and mentors feel in receiving little pay and recognition for their work and struggling to balance the long work hours with their other responsibilities. Teachers feel pressure from society to train the next generation in such a way that all the country’s problems will be solved, but receive little respect for their profession. At times they stop mentoring or abandon the profession because of these issues.

Despite the cultural and educational tensions that affect the mentor development program, the Israeli commitment to family, hospitality, and excellence also strongly undergird the program. The program’s hierarchical structure is softened and strengthened by a commitment to people and to quality education. Many Israelis are seeking to rise above
cultural tensions and seek unity and peace for all. The Israeli context affects the mentoring program, but much in the program is transferable to other contexts.

Conclusion

How does the Israeli mentor development program develop experienced teachers to mentor new teachers?

In answer to my primary research question, I found that the Israeli mentor development program develops experienced teachers to mentor new teachers primarily through the mentor courses that are taught by instructors, organized by coordinators, and overseen by the MoE directors. The details of how this development takes place can be understood in the responses to the supporting research questions.

What planned and lived curricula are used in the program to develop experienced teachers to mentor new teachers?

Planned curricula in the program are developed by the course coordinators and instructors based on the MoE guidelines and materials, scholarly literature, their own experience and ideas, and course participants’ feedback. Lived curricula in the form of course activities include interaction using case studies and stories, articles and metaphors, and role play and simulations. Curriculum themes that are used to develop experienced teachers to mentor new teachers are (a) mentor identity: having a mindset of a mentor rather than a teacher; (b) new teacher’s world: issues of identity, communication, and teaching challenges; (c) mentor guidance and communication: understanding how to guide from beside rather than direct and to how to listen and dialogue with the mentee; (d) new teacher assessment: observing and offering helpful feedback; (e) mentor course activities: discussion-filled activities to enact the curriculum; and (f) mentor course assignments: ways to consolidate and further the learning.
How is mentoring enacted in this program?

Mentoring is enacted in the program primarily in the mentor-new teacher relationships, with an emphasis on the mentors as (a) role models who are examples but who do not insist on mentees becoming identical to them, (b) releasers who give the mentees freedom to become all they can be, (c) professional supports who guide the mentees into excellence as teachers, (d) emotional supports who build trusting, communicative relationships with the mentors, and (e) excellent teachers who demonstrate teaching best practices in their own classrooms.

What principles of mentor preparation are found in this program, and how valid are they?

Three principles of mentor preparation in this program emerged from the research. (1) mentor courses should benefit all mentors and new teachers, (2) Mentor courses’ curriculum should be practical and professional, and (3) Mentors should build supportive, trusting relationships with new teachers. Their validity is shown in the responses to the views of the strengths and challenges of the program in the next section.

What are the views of the program directors, mentor developers, and mentors of new teachers regarding the strengths and challenges of the program?

Based on the interviews, curriculum documents, and my observations, the program’s strengths and challenges that emerged relate primarily to the program’s principles named above. Many mentors have not attended mentor courses and many who start them do so for reasons other than mentoring, but many who complete the mentor courses become stronger mentors and teachers. The mentor course curriculum is disputed, but it is reaching many of its goals of being practical and professional. Mentors struggle to balance their roles of supporter and evaluator, but many succeed. The program’s three key principles face challenges and demonstrate strengths from which other programs can learn.
**How does the Israeli context shape the program?**

The mentoring program in Israel is situated in a restless political and religious context, but the program still thrives. Although the program and participants are affected by security tensions, racial tensions, and teachers’ tensions, and although there are issues of Jewish chutzpah and Arab-Jewish differences, the program is undergirded by a profound culture of helpfulness and hospitality.

**How could this program be adapted to other contexts?**

The Israeli mentoring program is growing and developing into an exemplary program. The question of how the program could be adapted to other contexts will be discussed in detail in the next chapter.
Chapter 10: Adapting the Program

How could this program be adapted to other contexts?

In this chapter I consider the question of how the Israeli mentor development program could be adapted to other contexts. First, I compare Israel’s mentor development program with that of the New Teacher Center (NTC) in California and of the Aga Khan University’s Institute for Educational Development (AKU-IED) in Pakistan. Then, I describe the New Teacher Induction Program (NTIP) in Ontario, Canada as a potential context for further insight to be gained from Israel’s, NTC’s and AKU-IED’s programs. Finally, I present a potential mentor development program to enhance Ontario, Canada’s NTIP program.

Comparison with NTC’s and AKU-IED’s Programs

Insights can be gained into Israel’s mentor development program when it is compared to the New Teacher Center (NTC)’s California-based mentor development program and the Aga Khan University’s Institute for Educational Development’s mentor development program in Pakistan. The NTC and Israeli programs focus on mentors of new teachers. Their models of development for mentors of new teachers are founded on the premise that even excellent teachers need training to understand what new teachers need and how to mentor them (Moir & Hanson, 2008b, Rajuan et al., 2011). Both programs reflect this understanding in their curriculum and development of mentors for new teachers. The AKU-IED program focused on preparing mentors to mentor experienced teachers in subject knowledge, pedagogical skills, and mentoring skills to help them grow as educators and to prepare them to mentor other teachers in rural, disadvantaged areas of Pakistan (Halai, 2006; Hussain & Ali, 2010; Vazir & Meher, 2010). As mentioned in Chapter 2, this program is no longer
operating as it did previously due to a current lack of funding. The following comparison of the three programs will examine the context of the programs, mentor training in the programs, leadership communities in the programs, and financial support for the programs.

**Context of the Programs**

The three programs operate in very different contexts. The NTC program is an independent program in the United States, a country with a largely decentralized education system. Because there is no centralized funding for mentoring, some school districts may not be able to fully implement the NTC program. The NTC works with schools and districts to provide training and encouragement in starting teacher induction programs, but unless adequate funds are available, the NTC program cannot be fully implemented. NTC’s full-time mentor model requires teachers to be released from all teaching responsibilities and to work only as mentors (Moir & Hanson, 2008a). Many schools cannot afford full-time mentors, but encourage and support their mentors to be trained by NTC.

The AKU-IED program was a university initiative based in one university and in its rural outreach centers in Pakistan, a developing country. Funding for the program was provided largely from outside donors, but the program’s operation came from within the university system. MEd and continuing education students chose to attend the program with the understanding that there were requirements for field service in mentoring (Hussain & Ali, 2010; Vazir & Meher, 2010). The program is affected and shaped by the country’s widespread poverty and political and social unrest.

The Israeli program is part of a centralized government-sponsored education system that provides funding and resources for mentor development through professional development courses in colleges and universities throughout the country (Leshem, 2014;
Schatz-Oppenheimer, 2014). The Israeli program, like the Pakistani program, contends with issues of political unrest.

**Mentor Training in the Programs**

All three programs emphasize and employ collaborative learning principles and foster reflective, inquiry-oriented communities of learning. The Israeli program, because it is part of a mandatory professional development program, has to overcome barriers of teachers attending for reasons other than becoming better mentors. All three programs have training at various levels – for the new or inexperienced teachers, the mentors, and the program leaders, which provides a deeper, richer program at all levels.

NTC’s program includes both Mentor Academy training sessions on mentoring concepts four times a year and weekly Mentor Forums – learning communities for mentors to support and encourage one another (Moir, 2009, Davis, 2006). The AKU-IEd program offered MEd courses, continuing education courses, and professional development courses which focused on mentoring for the purpose of guiding experienced but often inadequately trained teachers toward better practice (Halai, 2006; Hussain & Ali, 2010; Memon et al., 2006). One university in Israel offers master’s level academic courses on mentoring, but the mentor professional development courses are the only MoE-supported venues for the mentors to both learn concepts and share in community. Two participants in this study felt the lack of theoretical, academic rigor in the courses, and did not value the community-learning aspect. Many, however, felt very positive about this style of learning, and described its great benefit.

Those who desire advanced training in the NTC program stay for a third year to complete an action-research project. AKU-IEd includes action-research in the second year of
the MEd program and encourages research and inquiry at all levels. In Israel, some of the
two-year courses incorporate a practical final project related to improving mentoring and
induction in their schools.

**Leadership Communities in the Programs**

The NTC offers the Leadership Network for Teacher Induction (Athanases et al.,
2008a), AKU-IED offered MEd courses in mentoring for the trainers of the mentors of
mentors (Halai, 2006), and the Israeli program offers a monthly forum for the instructors of
the mentor courses (Schatz-Oppenheimer, 2014). Each of these offers training, peer support,
and networking for mentor course leaders.

Similar to NTC’s Leadership Network for Teacher Instruction (LNTI) (Athanases et
al., 2008, p. 749), the monthly forum at the Mofet Institute provides support and training for
course coordinators and instructors (Rajuan et al., 2011; Schatz-Oppenheimer, 2014). AKU-
IED mentor coordinators met regularly with groups of mentors, but there is no mention of
continued mentoring and leadership development of the instructors of mentor courses. The
LNTI has more emphasis on the mentor trainers working together to develop curriculum for
the mentor teacher programs, but some mentor coordinators in my study described working
on a smaller scale with their course instructors to develop the course curriculum. Although
the study revealed that some people attend the monthly forums for personal advancement
rather than genuine interest, others appreciate the instruction and peer support they receive at
the forums.

**Financial Support for the Programs**

Those schools and districts that can afford NTC’s program benefit from mentors who
work as full-time mentoring professionals with a higher status than teachers (Moir & Hanson,
2008a). The AKU-IED program’s financial structure is not as clear. Some mentor trainers seem to have been funded (Shafa, 2014), but it is unclear how many of the mentor trainers and mentors worked full-time in that capacity. The Israeli program is working toward professionalizing the role, but is not yet fully successful. Although the literature highlights incentives for teachers in Israel to advance their career through professional development such as the mentor training courses, (Gallagher et al., 2012; Leshem, 2014; Rajuan et al., 2011), this study suggested that some mentors believe the Ministry of Education provides too little support to be a true incentive, some principals do not support the mentoring program, and the school community does not always extend professional recognition for mentors in the schools.

Participants in my study did not seem to realize an important aspect of the Israeli mentor development program, perhaps because they are immersed in it: the government of Israel invests much money to facilitate and support mentor development courses. Other mentor development programs, like the NTC’s program, are privately funded and therefore inaccessible to many teachers. Teachers in other countries have to pay personally for additional qualifications courses held in colleges or universities. Even though the Israeli MoE offers opportunity for all experienced teachers to receive this professional training free of charge, many teachers and principals in Israel do not understand the value of the program, and this results in course cancellations and a lack of widespread training. As principals understand the long-term results and benefits of mentor training, and as they choose to support and promote the mentor development program, there will likely be greater enthusiasm and participation in the program.
In comparison to the NTC and AKU-IED programs, the Israeli program has similar strengths. AKU-IED’s program is the most multi-layered of the three programs, and NTC’s program is the most standardized. The Israeli program could benefit from providing partial release for mentors from their teaching responsibilities, and the AKU-IED and NTC programs could benefit from government funding.

**Ontario, Canada’s New Teacher Induction Program**

One potential context for the adaptation of this program is in the province of Ontario, Canada. Ontario’s population size is similar to Israel’s, and the Ontario Ministry of Education funds and regulates the Ontario education system, also similar to Israel. In Ontario, people who desire to be teachers first complete a Bachelor’s degree, and then study for two years in a teacher education program. Most teacher education programs lead to a Bachelor of Education degree, but the University of Toronto offers a Master of Teaching degree. After successfully completing their teacher education program they apply to the Ontario College of Teachers, Ontario’s teacher accreditation board, for a license to teach in Ontario. Teachers in Ontario participate in professional development workshops and trainings, and they also can choose to take Additional Qualifications courses through local universities to expand their subject knowledge, sharpen their classroom skills, or prepare for career changes within the teaching field (http://www.oct.ca).

In response to concern over teacher attrition, especially in the first three years of teaching, and with the desire to provide better induction and professional development to teachers, Ontario initiated the New Teacher Induction Program (NTIP) in 2006 (Glasford & Salinitri, 2007). The NTIP program includes three main induction elements: (a) teacher orientation, (b) mentoring, and (c) professional development and training (Ontario Ministry
of Education, 2010a). New Teachers are required to participate in this induction program. In their first year their principal observes and evaluates them twice, and they must receive two satisfactory evaluations from their principal within their first 24 months of teaching (Ontario College of Teachers, 2010a). At that time they receive a notation from the Ontario College of Teachers that they have successfully completed their induction.

**NTIP Mentoring and Mentor Training**

Mentoring is perceived as the most important aspect of the NTIP program, as new teachers experience the presence and continued support of their mentors (Glassford & Salinitri, 2007; Kane, 2010; Kane & Francis, 2013; Tregunna, 2013). The Ontario MoE provides optional written resources and training workshops with follow-up sessions for mentors. The mentors’ resource handbook describes the mentor’s role as a non-evaluative consultant, collaborator, and coach (Ontario Ministry of Education, 2010b). For the new teacher to successfully complete the induction program, the principal – not the mentor – must formally evaluate the new teacher twice during the year (Ontario Ministry of Education, 2010a). The NTIP Mentoring Handbook states,

> The relationship between mentor and new teacher is one of trust and confidence. It is important to establish this trust early in the relationship, so that your new teacher is able to engage in open and honest dialogue about his or her successes and challenges in the classroom, without concerns that this may in any way be connected to performance appraisal. (Ontario Ministry of Education, 2010b, p. 3)

The Handbook also provides optional guidelines for mentors’ interactions with their new teacher mentees for each month of the school year.

The goal of the Ontario Ministry of Education (2010a) is for the NTIP program to offer a mentor training component that includes:

- Training in consulting, collaborating, and coaching;
- Developing a mentoring plan;
• Listening and building rapport;
• Sharing information and sources;
• Using appropriate language;
• Conferencing skills and providing meaningful feedback;
• Integration of mentoring activities with ongoing personal and professional development;
• Building capacity for high achievement;
• Assurance that confidentiality between mentors and new teachers is respected;
• A clear and safe exit procedure for both mentor and new teacher in case of non-compatibility;
• Dealing with a teacher in crisis. (p. 20).

Although this is the goal, some scholars say the program lacks adequate mentor preparation. Kane (2010), in her final report on the program, stated the need to “offer mentor training that introduces mentors to a range of mentoring models and clarifies the opportunities of their roles” and to “provide a range of guidelines for mentors as to key areas of focus for new teacher-mentor engagement” (p. 9). In a study on 47 teacher educators in the NTIP program, Barrett and colleagues (2009) said, “respondents were concerned that clear criteria for mentors’ work be established” and that there be more preparation for the mentors (p. 690). Kane and Francis (2013), in their recommendations for the future of teacher education, said, “providing programs for mentor teachers that focus on ways to support professional learning is essential” and that through mentor training, teacher education programs could be more actively involved in shaping induction (p. 373).

**NTIP Successes and Challenges**

There is evidence of beneficial mentor preparation in one Ontario school district, where mentors can voluntarily attend a one-day course on mentoring followed by a two-day mentoring institute, in which “mentors explore the role of the mentor and learn strategies for participating in learning-focused conversations through questioning, active listening, and communication strategies” (Molitor, 2014, p. 9). Mentors also receive release time to attend
further sessions for mentors to learn about specific topics such as coaching and assessment, or they accompany their new teacher mentees to sessions on classroom management, differentiated instruction, and other topics (Molitor, 2014).

To study the impact of the supports mentors receive in her district, Molitor (2014) interviewed 17 experienced, active NTIP mentor teachers who had received some form of mentor development. In her study, two-thirds of the mentors (group 1) had made use of both district-supported mentoring meetings and materials and viewed these resources as foundational to their mentoring understanding. The mentor development opportunities focused on understanding the mentor’s role and on “conducting learning-focused conversations” (Molitor, 2014, p. 42). Molitor (2014) said,

A sense of intentionality anchors Group 1 mentor understanding and enactment of the role. Members in this group appear to express a consciousness about their role in guiding novice teachers with respect to how they communicate with mentees and provide support without telling. (p. 42)

Mentors who had not attended any of the mentor development workshops or sessions, but who referred to the written resources, were less proactive with their mentees, choosing instead to respond to their immediate needs by answering questions and sharing resources in a friendly way (Molitor, 2014). Molitor found that professional development for mentors better enabled mentors for their mentoring roles with new teachers. She said, “findings from this study amplify the notion that mentoring, like other practices, is a practice that needs to be learned” (p. 124).

In her final report of the first three years of the NTIP program, Kane (2010) noted both success and challenges of the program. She wrote,

Successful partnerships ensued when both mentor and mentee had a say in the match, when the match was made as early as possible in the year, when mentor and mentee had congruent teaching assignments, when they were in the same school and when
opportunities are made available for shared release time and observation of each other’s teaching. Crucial to the mentee was having someone who was willing and able to act as a mentor. (Kane, 2010, p. 5)

Kane (2010) said program challenges included the need for greater attention to the new teachers’ relationship and communication with the parents, for structured time devoted to mentors’ and new teachers’ collaborative professional development, for a greater openness of both mentors and new teachers to view and evaluate each others lessons, for principals to feel more connected with the NTIP program and processes, and for greater differentiation of the program to meet individual teachers’ needs.

In Fantilli and McDougall (2009)’s study of new teachers in the NTIP program, the new teachers expressed the need for mentors to be better qualified, for more time to meet with mentors, and for professional development activities tailored toward new teachers and their needs. In light of their findings, Fantilli and McDougall (2009) state,

Mentor training and qualification is imperative to successfully meet the multiple and complex demands of the role of mentor. Districts must fund multiple days of mentor training that encompasses effective coaching, observation, and mentee feedback strategies so as to ensure that new teacher challenges are adequately supported and addressed (p. 824).

They also highlight the need for principals to better understand the needs of new teachers and best practices for the induction process (Fantilli & McDougall, 2009). Like in any program, there are both strengths and challenges in the NTIP program in Ontario, Canada. Because mentor development is not strongly addressed throughout the province, there is room to grow and learn from other mentor development programs.

A Mentor Development Program for Ontario, Canada

In this section I describe a potential program for developing experienced teachers to mentor new teachers in Ontario, Canada. This program is based on elements derived from
Israel’s mentor development program – particularly the curriculum themes that emerged from my study, from NTC’s program, from Ontario’s NTIP program, from AKU-IED’s program, and from my research and experience. The program would be connected with, but broader than, Ontario’s NTIP program. Key components of the program include the program’s purpose (why), stakeholders (who), courses and learning communities (where & when), and (c) course topics, activities, and assignments (what & how).

**Purpose**

Recognizing that experienced teachers are not automatically excellent mentors to new teachers, and that mentoring can lead to greater teacher satisfaction and retention and therefore to increased student learning, the purpose of this mentor development program is to prepare experienced teachers to mentor new teachers with care and for professional growth. To accomplish this, the program includes stakeholders who are invested in the program; courses and learning communities in which not only the mentors, but also each of the program’s stakeholders develop and practice mentoring; and course topics, activities, and assignments that guide in the learning.

**Stakeholders**

An effective program for preparing experienced teachers to mentor new teachers begins with leaders who see the need for the program and are committed to its successful operation. Stakeholders in my proposed program would include Ontario Ministry of Education (MoE) coordinators, course instructors, principals, and mentors.

**MoE coordinators.** For my proposed program to succeed in Ontario, the Ontario MoE would need to understand that when mentors are well prepared, they mentor new teachers more effectively, which can lead to increased new teacher retention and student
learning in the schools (as suggested by Lara, p. 184; Yaffa, pp. 184-185). An MoE-based task force on mentor development would plan, shape, and be involved in implementing the program. At least some members of the task force would have K-12 teaching and mentoring experience, and all members would value the program (as suggested by Pnina, p. 185). The task force would be committed not only to preparing mentors of new teachers, but also to preparing the instructors of the mentor courses (as suggested by Nissa, p. 186).

**Course instructors.** Mentor development course instructors in the proposed program would be teacher educators who are or were experienced K-12 teachers and mentors. They “have the disposition to help teachers unpack what they are learning over time, help co-contract, and take ownership for the work” (Moir & Hanson, 2008a, p. 159) and are excellent teachers (as suggested by Pnina, p. 185). Course instructors ideally would have completed or would be completing an MA or PhD with an emphasis on mentoring in education.

**Principals.** Principals play a critical role in facilitating and supporting new teacher induction in their schools (Fantilli & McDougall, 2009; Watkins, 2016), and also in mentor development (Leshem, 2014; Watkins, 2016; and as suggested by Nissa, pp. 141, 142; Reuven, p. 141). They would be involved in peer mentoring groups with other principals and would have taken at least one course on mentoring, so they would understand and value mentoring and encourage mentors to learn how to mentor new teachers. They also would take time to encourage the new teachers, both in the context of the official evaluations and in the daily life of the school. Because they would understand that mentoring is a long-term investment, they would make it a priority in time and finances of the school.
**Mentors.** Mentors would be chosen to mentor new teachers only if they had completed or were participating in an Additional Qualifications or Master’s course on mentoring. They would also be recognized as exemplary teachers (Schatz-Oppenheimer et al., 2014; and as suggested by Miriam, p. 127; Ruby, pp. 127-128). They would be teachers who demonstrate strong communication skills and are respected by their peers, and they ideally would have experience with adult learners and current knowledge of professional development (New Teacher Center, 2016a, p. 1).

Although in the New Teacher Center’s model teachers leave their teaching practice for at least two years to become full-time mentors of 13-15 new teachers (Moir & Hanson, 2008b), I see benefit in providing partial release time for classroom teachers to be “Mentor Teachers” who continue to model best practices of teaching in their classrooms as they mentor one or two new teacher mentees (as also suggested by Bernice, p. 127; Pnina, p. 127). These Mentor Teachers, having completed the mentor training, would receive an increased salary as they accept the responsibility not only of teaching their own students, but also of mentoring new teachers. This would provide opportunity for the new teachers to observe their mentors’ classes and learn directly from their teaching practices. For full effectiveness in new teacher mentoring, the new teacher mentee would learn not only from the mentor’s coaching, but also from the mentor’s role modeling (Anderson & Shannon, 1988; Kram, 1988; Vazir & Meher, 2010; and as suggested by Ruby, p. 124; Umar, p. 124).

The mentoring period would be two years, with a potential extension if requested by both the mentor and the new teacher mentee. This multi-year mentoring could improve teacher practice and student achievement (New Teacher Center, 2016a; and as suggested by Golda, p. 186). Both the mentor and the new teacher would receive release time from
teaching for informal, reciprocal classroom observations, follow-up discussions, and professional development opportunities (Ontario Ministry of Education, 2010a).

Courses and Learning Communities

In my proposed program, mentor development would take place in various contexts and at various levels. These would include Additional Qualifications courses on mentoring, Mentor Learning Communities, and MEd courses in mentoring.

Additional Qualifications (AQ) courses. To qualify as certified mentors of new teachers, two two-semester AQ courses would be offered for active mentors of new teachers. The courses would meet for three hours every two weeks during the school year. The first year course, Principles and Practices of New Teacher Mentoring, would introduce five topics: (1) Foundations of mentoring, (2) Mentor identity, (3) New teacher challenges, (4) Mentor-new teacher communication and guidance, and (5) Mentor-new teacher observation and feedback (see Mentor Development Course Topics below for description).

The second year course, Current Issues in New Teacher Mentoring, would delve more deeply into these topics, particularly discussing how to mentor new teachers in the specific issues they face. It would also address issues discussed in the second year of the New Teacher Center’s Mentor Academies: “issues of differentiation, equity, inclusion, working with English language learners, as well as training in facilitation skills and designing learning experiences that support professional growth” (Moir & Hanson, 2008a, p. 158).

As in the New Teacher Center program, an optional third year course, Action Research in New Teacher Mentoring, would provide opportunity for mentors to complete an action research project in their school contexts. The three courses would provide a safe space to discuss mentoring issues.
“In these conversation spaces, participants can solve burning issues, conceptualize differences and similarities across their mentoring contexts, establish links between their work as mentors and their work as teachers, and reflect on their educational agendas as teachers and as mentors” (Orland-Barak, 2005, p. 364).

A teacher educator who has completed a graduate-level program on new teacher mentoring would teach and facilitate the courses.

**Mentor Learning Communities (MLCs).** Similar to Teacher Professional Learning Communities (Kubiak & Bertram, 2010; Owen, 2015; Richter et al., 2011), Mentor Learning Communities (MLCs) are small groups of mentors who meet regularly to interact and discuss issues in a friendly, informal way to learn with and from one another. The groups are peer mentoring communities because they have both psychosocial and professional functions (Kram, 1988). An added mentoring component in the MLCs is the presence of a mentor who is more knowledgeable about the profession and who facilitates the group. This facilitation is not directive, but rather facilitative – giving voice and leadership to the others in the group. MLCs in this program would take place with each of the stakeholders: mentors, principals, instructors, and coordinators.

**Mentor MLCs.** Mentors who have completed the AQ courses and who serve as mentors in their schools would receive a salary increase for being a certified mentor, and would be granted release time both for mentoring their new teacher mentee and for attending a biweekly Mentor Learning Community (MLC) meeting. The MLCs would be facilitated by “Mentors of Mentors.” The Mentors of Mentors would be mentors who have completed the AQ courses on new teacher mentoring and are participating in or have completed a master’s degree in mentoring (see below). The purpose of the MLCs is to provide peer mentoring and community opportunities for the mentors from various background and knowledge bases to
learn with and from one another and to grow together in understanding mentoring principles and practices.

The MLCs could be facilitated in a manner similar to Moir and Hanson’s (2008b) description of the New Teacher Center’s Mentor Forums. My proposed MLC format would include a “Connecting” time to draw the mentors into the discussion, a “Problem Pose/Problem Solve” activity in which mentors can share challenges they are facing and offer solutions, a “New Learning” section in which program leaders and mentors lead discussions on the pedagogy of mentoring and professional learning, a “Reflection” time, and a time for providing “Feedback for Future MLCs” (see Moir & Hanson, 2008b, p. 65). The MLC meetings would each have a theme and would be led by a different mentor each week with guidance from the Mentor of Mentors.

**Principal MLCs.** One of the AQ courses for principal qualification would also be a mentoring course to help principals understand both the mentoring needs and benefits in their schools and their unofficial role as mentors. In the principals’ Mentoring AQ course, the principals, too, would meet in MLCs, and they would be encouraged to continue the MLCs after the course is finished.

**Instructor and Coordinator MLCs.** Similar to the Mofet Forum for mentor instructors and coordinators, there would also be an MLC for instructors and coordinators of the mentor courses. These MLCs would provide opportunity for shared ideas, planning, and mutual encouragement among the mentor course instructors and coordinators. These MLCs could be part of a broader professional development system for teacher educators, like that of the Mofet Institute in Israel.
**MEd in Mentoring.** For mentors who would like to deepen their knowledge of mentoring and work toward becoming a Mentor of Mentors as an MLC facilitator or AQ course instructor, universities would offer a Master of Education in Mentoring degree. This program would offer courses with similar themes to the AQ courses, but from the perspective of mentoring the mentors of new teachers. Courses could include: (a) *Foundations of Mentoring*, (b) *Mentor Identity*, (c) *Mentoring and New Teachers’ Issues*, and (d) *Communication, Guidance, and Assessment in Mentoring*. In the second year, along with the courses, the mentors would participate in a two-semester practicum as an MLC facilitator. When they finished their program, if they became AQ or MEd mentor course instructors, they also would participate in instructor MLCs. With mentoring courses and MLCs at various levels, a broadening culture of mentoring would be established in the school community.

**Course Topics**

Five topics are significant for Additional Qualifications courses in new teacher mentoring. They can also be addressed in greater depth in MEd courses and can be discussed more informally in mentors’ and instructors’ Mentor Learning Communities. The topics are: (1) Foundations of mentoring, (2) Mentor identity, (3) New teacher challenges, (4) Mentor-new teacher communication and guidance, and (5) Mentor-new teacher observation and feedback. In the following section I present these topics and include activities and assignments that support them.

**Topic 1: Foundations of mentoring.** Foundations of mentoring begin with an understanding of the nature and purpose of mentoring. This includes examining Kram’s (2008) career and psychosocial functions of mentoring and Anderson’s (1988) Mentoring
Model for mentors of new teachers. It includes considering Noddings’ (1984; 2005) Ethic of Care and how it relates to education. It also includes a consideration of the history and development of mentoring in education, particularly of new teacher mentoring.

**Mentor-as-praxis.** Foundations of mentoring also include consideration of Orland-Barak’s (2010) conceptualization of mentoring new teachers as “Mentor-as-Praxis.” After over 10 years of research in the area of mentoring and teacher induction, Orland-Barak (2010) wrote that praxis “constitutes an encounter between participants (in our case mentors and mentees) at the intersection between theory and practice (p. 9). In a praxis-based curriculum, mentoring should be learned not in the traditional “theory as informing practice” paradigm, but rather in a way that “validates theory and practice as existing in a reciprocal relationship” (p. 10). Mentor-as-praxis involves seeking to understand a mentoring context in theoretical terms based on prevalent knowledge about mentoring, then evaluating that knowledge in the immediate context of mentoring, and then allowing the new insights to inform a new theoretical understanding of the situation, which in turn shapes further practice (Orland-Barak, 2010). When studying teacher mentoring through a “mentor-as-praxis” lens, a mentoring course is not simply a “how-to” list of ways to practically succeed in mentoring, but instead is a research-informed study of mentoring practice that then reciprocates to inform research and practice.

**Foundations of mentoring activity.** An activity that fosters learning in a “practical” way is the reading, writing, and sharing of mentoring case studies (Orland-Barak, 2002, Orland-Barak, 2010). To prepare for this activity, students in the mentoring course read articles on mentoring and mentored learning and identify “theoretical notions and major questions” in the articles (Orland-Barak, 2010, p. 161). They then consider their own
mentoring practice in light of their theoretical understanding of mentoring and look for discrepancies, then they read several example case studies and write a reflective personal case study based on their experience as mentors and their understanding of mentoring theory, and they present them for class discussion (Orland-Barak, 2010). This activity provides opportunity for understanding theory, evaluating practice in light of theory, and then shaping theory in light of practice.

**Topic 2: Mentor identity.** A second topic in the mentoring course is mentor identity. When thinking about their new identity as mentors, students in the course reflect on the questions, “Who am I as a mentor?” and “How do I transition from teacher to mentor?

*Who am I as a mentor?* This question brings to light an understanding of the mentors’ self-concept and awareness as a mentor. This can take place through a review of the roles of mentors highlighted in the literature and through identifying personal learning and teaching styles (Rajuan et al., 2011). Characteristics of mentors are described in Kram’s (1988) work on the functions of mentors. In Chapter 6 of this thesis, my research on the Israeli mentor development program identified mentors of new teachers as role models, releasers, reflectors, professional supports, emotional supports, and excellent teachers.

*How do I transition from teacher to mentor?* To conceptualize the transition from teacher to mentor, mentors need to realize that mentoring adult teachers is very different from teaching children. The process does not occur naturally and is similar to the process of learning a second language, which can cause feelings of inadequacy and frustration (Orland-Barak, 2001; Orland-Barak, 2005). The mentor needs to embrace the mindset that mentoring differs from teaching (as suggested by Pnina, p. 95; Reuven, p. 95), and that androgogy requires a different mindset and skillset from pedagogy (as suggested by Marni, pp. 95-96). It
also requires a mindset of change and process – the willingness to grow and develop as a person, educator, and mentor (as suggested by Flora, p. 96; Marni, pp. 96-97). It also requires a mindset of new teacher growth – the willingness to pull back one’s own influence and personality to make room for the new teacher to grow and develop into a uniquely gifted teacher (as suggested by Flora, pp. 97-98; Marni, p. 97; Pnina, p. 98; Raisa, p. 98; Reuven, p. 97).

**Mentor identity activities.** A metaphor activity described by Rajuan and colleagues (2011) can help students at the beginning of the course to identify underlying assumptions about their role as a mentor. In this activity, the instructor shows the mentors Ben-Peretz and colleagues’ (2003) seven pictures of various professions (shopkeeper, judge, zookeeper, entertainer, orchestra conductor, puppeteer, and animal trainer) and asks them which they identify with most as a mentor. They each choose one, and then discuss how the image adequately and inadequately portrays their image of a mentor. The assignment is then “to draw or find a picture of a metaphor that best represents their perceptions of themselves as mentors and to write an explanation for their choice that becomes part of their portfolio for the course” (Rajuan et al., 2011, p. 179). At the end of the year they choose a final metaphor, write an explanation for that choice, and reflect on how they have changed in their perception of their identity as a mentor. This activity provides opportunity for non-threatening discussion about mentor identity and combats any counterproductive images the mentors may have of themselves and their roles as mentors (Ben-Peretz et al., 2003).

**Topic 3: New teacher challenges.** To mentor a new teacher, the mentor must understand the new teacher’s inner and outer world and the challenges the new teacher faces. In this section of the course, three challenges of new teachers are considered: (a) identity
challenges, (b) school system challenges, and (c) teaching and communication challenges. Mentors need to understand these challenges to be able to help their mentees recognize and overcome them.

Identity challenges. Mentors not only need to understand their identity as a mentor and their transition from teacher to mentor, but also their new teacher mentees’ identity and their transitions from student to teacher. This part of the course begins by helping mentors remember their own experience as new teachers to identify with them (as suggested by Devorah, p. 99; Raisa, p. 99). It looks at the attitudinal stages of a new teacher: “anticipation, survival, disillusionment, rejuvenation, reflection, and anticipation” (Watkins, 2016, p. 1) and considers the approximate dates in the year that the new teacher might experience these feelings. It also considers the new teachers’ feelings described in the Israeli MoE mentoring booklet – feelings of “dissatisfaction, frustration, helplessness and loneliness,” of “overload and difficulties in private and professional time management,” of “sensitivity to criticism,” and of “concern regarding the professional image as crystalized in the eyes of students, colleagues, parents, and the system as a whole” (Schatz-Oppenheimer et al., 2014, p. 21).

The course also considers stages of professional development, and discusses the strengths and weaknesses of models such as that suggested by Fuller (1969), which includes: (a) the Pre-Teaching Phase in which student teachers have no concerns because they have no experience in teaching; (b) the Early Teaching Phase, in which teachers are concerned primarily with themselves and ask the questions, “Where do I stand?” and “How adequate am I?” and (c) Late Concerns, in which mature, experienced teachers turn their focus toward their students and seek the students’ wellbeing rather than focusing on their own needs and insecurities.
Activities that address the new teacher’s identity challenges are (a) Letters from New Teachers and (b) metaphors. The first activity is based on Rajuan and colleagues’ (2011) “Letters from New Teachers.” To help mentors remember the feelings, struggles, and insecurities they felt as new teachers, the instructor brings in authentic letters written by new teachers. The mentors discuss the letters and the struggles expressed by the new teachers, then write responses to the letters based on their experience and knowledge from years of teaching. In this activity, the mentors have opportunity to recognize the progress they have made since they were beginning teachers, to realize they do not have all the answers to the issues, and to be exposed to innovative teaching practices through the new teachers’ description of their issues (Rajuan et al., 2011). They also would have opportunity to apply what they have been learning about mentoring. After the Letters activity, the instructor could ask the mentors to bring in metaphors of new teachers (as suggested by Pnina, p. 115). Similar to the activity on metaphors for mentors, this metaphor activity focuses on who the new teachers are and what metaphors could be used to describe them.

**School system challenges.** Mentors need to recognize the challenges for the new teacher in understanding the unwritten rules or hidden culture of the school (as suggested by Umar, p. 100; Yaffa, p. 100). The Israeli mentoring booklet says new teachers need assistance in examining the system’s expectations of them and their own expectations from the system, and they need “awareness of the system’s behavioural norms and work patterns” (Schatz-Oppenheimer et al., 2014, p. 21).

An activity to guide mentors in helping their new teacher mentees overcome school system challenges is Rajuan and colleagues’s (2011) “Teacher’s Room Stories,” based on Ben-Peretz and Schonmann’s (2000) book, “Behind Closed Doors: Teachers and the Role of
the Teachers’ Lounge.” In this activity, the instructor first asks the mentors to “brainstorm all of the things a new teacher needs to know about the rules and regulations of the school—from photocopying and keeping attendance to yard duty and reporting of grades,” then to think of the unwritten expectations of the school that emerge in teachers’ lounge conversations (Rajuan et al., 2011, p. 184-185). Then the mentors discuss the overt and covert expectations that emerged and consider how they could communicate these to their new teacher mentees and thereby ease their absorption into the school context.

**Teaching and communication challenges.** The course also discusses teaching and communication challenges faced by new teachers, such as preparing and teaching lessons, class management, and communicating with various members of the school community. Challenges in teaching pedagogical content include issues such as “mastering the discipline, combining various teaching methods and tools, short term and long term planning and organizing, teaching a heterogeneous class, incorporating technology, etc.” (Schatz-Oppenheimer et al., 2014, p. 20). Knowledge for content-based support in mentoring new teachers is becoming recognized as an important element to address in mentor development courses (Achinstein & Davis, 2014; Hussain & Ali, 2010). Class management struggles include “switching between the individual to the learning group, students’ discipline and behaviour problems, students’ study habits and work routines, learning motivation, the class as a social group” (Schatz-Oppenheimer et al., 2014, p. 20).

The mentor also needs to consider the communication challenges faced by the new teacher. The new teacher often struggles in communicating with students, with parents, with other teachers, and with the principal (Schatz-Oppenheimer et al., 2014; and as suggested by Galia, p. 101; Devorah, p. 101; Marni, p. 102).
Role plays and simulations are effective activities for enacting and understanding new teachers' challenges in teaching and communication. The Israeli MoE's Induction website contains a number of videos in Hebrew of simulations between a new teacher trying to communicate with an actor or actors who are representing misbehaving students, angry parents, or other difficult people in the new teacher's world. Simulations like this could be arranged in the NTIP program as well, so new teachers in Ontario could be filmed interacting with actors who are trained to play the part of difficult people, or so mentors could be filmed interacting with a "new teacher mentee" who has difficult problems. These videos could then be made available for other mentors to watch on the NTIP website. Simulation videos provide opportunity for mentors to view themselves or others facing difficult teaching challenges and then reflect on what a mentor would do to facilitate better interaction or to guide the new teacher after the event.

Another activity to guide mentors in understanding new teachers' challenges is for mentors to read and discuss case studies of new teachers or stories of new teachers that are found in Hebrew at http://cms.education.gov.il/EducationCMS/Units/Staj/ (Schatz-Oppenheimer et al., 2014; and as suggested by Raisa, p. 114-115; Nissa, p. 115). The stories could be translated into English, or the NTIP program could initiate an annual new teachers' story contest similar to the Israeli one. An assignment from one of the Israeli mentor program syllabi is for the mentor to choose three of the Israeli new teacher stories, briefly summarize each story including the problems faced by the new teacher, and then answer how a mentor could have supported the new teacher in the story.

**Topic 4: Mentor-mentee communication and guidance.** The mentor course also includes the topics of the mentor's communication and guidance skills. The topic of
Communication addresses how the mentor can build a communicative, trusting, caring relationship with the new teacher, and the topic of guidance addresses how the mentor guides the new teacher into professional growth.

**Communication.** The course examines the mentoring relationship as a communicative relationship that involves attentive listening and caring dialogue (Noddings, 2005; and as suggested by Raisa, p. 106; Marni, p. 106; Yaffa, p. 106). The mentor seeks to build trust with the new teacher mentee, assuring and demonstrating that confidentiality is respected (Halai, 2006; Moir & Hanson 2008a; Ontario Ministry of Education, 2010a; as suggested by Nissa, p. 106). The course also addresses issues of cross-cultural communication and adaptation (Hayhoe & Pan, 2001; Orland-Barak, 2010). Another area of communication in the course is the logistical planning and communication between the mentor and new teacher. This includes how to develop a plan of when and where the mentor and new teacher should meet and of expectations and working details of the relationship (Rajuan et al., 2011, p. 177; and as suggested by Flora, p. 105). A mentoring dialectic in this area is, “Maintaining a mandatory framework of fixed, consecutive, weekly meetings while meeting demands for flexibility and availability in response to everyday occurrences” (Schatz-Oppenheimer, 2014, p. 116). To achieve balance in this area there is need for clear, ongoing communication.

**Guidance.** In the topic of guidance, the course considers the dialectic of “Understanding the novice’s dependence on the mentor as an experienced professional while expecting the novice to exercise professional discretion and autonomy” (Schatz-Oppenheimer, 2014, p. 116). The mentors explore how to find balance in guiding from the side rather than authoritatively directing or passively doing nothing. In this part of the course
mentors consider Marni’s image of the mentor as a tree (see Chapter 5, p. 97). In this metaphor, the tree chooses not to spread its branches as widely as it could, because although its shade is protective and comforting, a new sapling needs sunlight to grow. In the same way, mentors choose to pull back their ego and directiveness and stand beside their mentees, offering support without overshadowing them. Raisa called this form of guidance “active passivity” – choosing neither to exercise control over the mentor nor to be passively disinterested (p. 98). To mitigate an authoritarian posture of mentoring, the mentor seeks to learn from the new teacher. A posture of reciprocity reminds the mentor that the new teacher also has answers and ideas of worth, so the learning is mutual.

**Communication and guidance activities.** Case study discussions, role plays, and recorded simulations provide opportunity to “observe” the mentor listening to, speaking to, and guiding the mentee on various issues and in various contexts. An assignment from the university assignment syllabus instructed the mentors to record themselves interviewing a current mentor of new teachers for at least 30 minutes. After transcribing and analyzing the interview, the mentor in the class identifies (a) the interviewed mentor’s educational approach, (b) tensions in the mentoring, (c) the mentee’s difficulties and their focus (educational, moral, social, authority, etc.), and (d) the interviewed mentor’s coping patterns and authority style. The report includes supporting quotes from the interview. Another assignment is to keep a reflection journal of at least eight meetings in the year with the new teacher (as suggested by Devorah, p. 119).

**Topic 5: Mentor-mentee observation and feedback.** Observation and feedback skills are crucial to mentors of new teachers, because in most induction programs the mentor is required to conduct at least informal observations of their new teacher mentee’s teaching.
This course, like that of Rajuan and colleagues (2011), addresses what are different models of supervision, how to observe a lesson well, and how to give and receive feedback. The dialectic here is “Developing an empathetic approach that is fully attentive to the trainee’s needs while providing practical and judgmental advice” (Schatz-Oppenheimer, 2014, p. 116).

The mentor course needs to address this issue of new teacher observation and feedback, as it is one that causes discomfort to many mentors. The course considers examples such as that of Flora in this study (p. 109). In observing a new teacher, Flora said they encourage the mentors to observe the new teachers with the view to encourage them – to focus on the instructional objective and look for “at least two, three, four things that worked.” In the feedback conversation Flora instructs the mentors to say little and listen much, to encourage the new teacher with the positive aspects of the lesson, and to suggest only one change to work on in the weeks ahead.

Observation and feedback assessment activities could include mentors writing a critical reflection after each observation and feedback time and filming themselves giving feedback to the teacher mentee and then reflecting on their interaction (as suggested by Miriam, pp. 109-110; Golda, p. 117). In Chapter 5, Reuven describes the activity in his mentor development courses in which all the teachers practice the observation and feedback process with a new teacher who volunteers to be observed (p. 110). This is an effective way of receiving feedback from a new teacher on the feedback the mentors offered.

**Course assignments.** Course assignments provide mentors opportunity for greater reflection and interaction with the course topics. Assignments mentioned above are:

- **Topic 1: Foundations of Mentoring:**
  - Write a reflective personal case study
- **Topic 2: Mentor Identity**
• Metaphor assignments - beginning and end of year searching for or drawing a picture that represents them as a mentor and writing an explanation of their choice, and at the end a reflection on how their self-perceptions on mentoring have changed.

Topic 3: New Teacher Challenges
• Write a letter in response to the new teacher’s letter, with advice based on their experience in teaching
• Simulation video - encounter and reflection.

Topic 4: Mentor-Mentee Communication and Guidance
• 30-minute interview with a mentor and report on the mentor’s educational approach, tensions in the mentoring, the mentee’s difficulties, and the mentor’s coping patterns and authority style.

Topic 5: Mentor-Mentee Observation and Feedback
• Writing a critical reflection on observation and feedback activities
• Filming themselves giving feedback to their mentee and then reflecting on the interaction.

Culminating assignments could include:

• A portfolio of the above assignments, including a final reflection paper
• Writing and evaluating stories of critical incidents in their mentoring experience (Orland-Barak, 2003a). This activity includes the following questions from Orland-Barak, 2003a) to guide the reflection and evaluation process:
  1. Why did I choose this particular story?
  2. What important details and information about my context do I need to include?
  3. Who was involved? What happened?
  4. What did I think then? Now?
  5. How did (do) I feel?
  6. What did I do?
  7. What is this a case of in my mentoring?
  8. What did I learn about myself?
  9. What did I learn about mentoring?
 10. What new questions has this story raised?” (p. 511)
• An action research project on an aspect of mentoring in their school (Halai, 2006; Vazir & Wheeler, 2004).
• A paper on an idea to change and improve mentoring or induction in their school, for example, creating something innovative in the school about mentoring. (as suggested by Devorah, p. 121; Lara, p. 121; Raisa, p. 121)

The topics, activities, and assignments described above could form an initial outline of a Mentoring AQ course, and could be adapted to the MLCs and MEd courses.
The mentor development program I have proposed, including program stakeholders, courses and MLCs, and course activities, could be adapted to the Ontario context. Elements in the course such as all mentors and instructors having received mentor training, the understanding and cooperation of principals, and widespread involvement in Mentor Learning Communities are goals to work toward and not initial requirements because they would take time to be developed and fully implemented.

**Conclusion**

A question of this study was how the Israeli mentor development program might be adapted to other contexts. The program cannot be adopted as a whole because other countries do not have the same governmental, educational, and professional development structures as those of Israel. For example, other countries do not have the same hierarchical control structures and governmental financial commitment to teacher professional development. This program cannot be plucked and transplanted into the soil of another nation (Bereday, 1964), and its practices cannot simply be clipped and grafted into another educational system (Hayhoe & Mundy, 2008). However, by considering cultural elements that shape the program, with care to listen and learn from both the Israeli stakeholders and the local stakeholders, beneficial elements of the program can be adapted (Farrell, 2003; Hayhoe & Pan, 2001). There are also elements from other programs that can inform a new program being established. Programs such as that of the New Teacher Center (NTC) in California and the Aga Khan University’s Institute for Educational Development (AKU-IED) in Pakistan provide additional input for the establishment of an effective mentor development program in another context.
After comparing the Israeli program with that of the NTC and AKU-IED programs in this chapter, I described Ontario, Canada’s emerging New Teacher Induction Program. Then I presented a potential program based on each of these programs and on the mentor development literature. I suggested this program for the context of Ontario, Canada because I needed to ground it in a specific context to describe it in detail and because this is my present context. However, many elements of the program’s curriculum and structure could be adapted to other places. In the next chapter I discuss concluding insights from this thesis research.
Chapter 11: Conclusions

In this final chapter, I present conclusions from my study. First I describe the potential significance of this research. Then I discuss research limitations for this study and future research possibilities. I conclude with a discussion of mentoring for learning.

Significance of the Research

I started this research with the question, “How does the Israeli mentor development program develop experienced teachers to mentor new teachers?” To conduct my research on the Israeli mentor development program, I traveled to Israel and used case study methodology to (a) interview course directors, coordinators, instructors, and mentors in training, (b) collect curriculum documents, and (c) observe the mentor forum and the Israeli culture. My study’s findings add to the literature on mentor development programs in two significant ways.

First, this study provides a clearer picture of the inner workings of a program that goes beyond workshops and manuals to provide collaborative communities of learning (Achinstein & Athanases, 2006; Jonson, 2008). It adds to the existing literature through the principles, strengths and challenges that emerged out of the Israeli mentor development program, and through the personal stories of program participants at various levels. It also demonstrates a multi-layered program that provides collaboration and learning about mentoring. In the Israeli program, mentors learn from one another and from more experienced instructors in discussion-rich professional development courses. Instructors collaborate with other instructors and with course coordinators to plan the courses. Instructors and coordinators meet together for a joint forum to learn from one another and to receive instruction and guidance from program directors. Other mentor development
programs, like the NTIP program in Ontario, Canada, could gain insights from the Israeli program’s principles, strengths, challenges, and stories. Their programs could also benefit from the Israeli model of collaboration among the new teachers, the mentors, and the course instructors and coordinators (Kane & Francis, 2013).

Second, this study provides a practical, workable course curriculum that is lacking in the literature. Athanases and colleagues (2008) said, “Programmes often lack well-conceptualized curricula to develop new mentors to guide new teachers” (p. 745). Helleve, Danielson, and Smith (2015) also stated, “We do not, however, per today know enough about how to best develop curricula for mentor education” (p. 330). The curriculum that emerged from my research (see the Israeli curriculum in Chapter 5 and in the adapted program in Chapter 10) provides needed insights into curriculum concepts and development. It focuses on the mentor’s identity and mindset; the new teacher’s needs such as teaching, classroom discipline, and communication with students, other teachers, principals, and parents; the mentor’s skills for communicating with and guiding the new teacher; and the mentor’s skills in observing and offering feedback to the new teacher. The curriculum also provides an understanding of mentor development course activities and assignments. These curriculum structures and practices could benefit other contexts, such as Ontario, Canada’s NTIP program.

This study provides insights from the structure, evaluation, and stories of a mentor development program. It also provides a potential curriculum that could be adapted to other contexts. The insights from the Israeli mentor development program’s collaborative and multi-layered structure, its principles, strengths, and challenges, and its curriculum elements
could benefit mentors of new teachers, teacher educators, principals, and educational administrators who are seeking to initiate or improve mentor development in their contexts.

**Research Limitations**

My study was limited by factors of culture, language, and size. One limitation was my lack of an insider’s knowledge of Israel. Although English is widely spoken in Israel, especially in the university setting, I did not have the cultural understanding that comes from knowing the language and living in the culture. If I had known Hebrew, I could have interviewed the participants in their mother tongue, and I could have read all the documents and the website resources in Hebrew. My interviews were all conducted in English, and my participants were able to communicate with me, but they would have been able to articulate their thoughts more easily in Hebrew. I paid for a professional translator to translate all the curriculum documents, so I was able to understand them well, but I did not have full comprehension of the MoE induction website. I did, however, bring a very multi-cultural perspective to this research (See Chapter 1, Motivation of Researcher). Because I have lived in so many places and speak several languages, I have a strong awareness of issues of cross-cultural sensitivity and adaptation. This helped to balance the limitations I faced in my lack of “insider” status in Israel. Furthermore, as an “outsider” I was not expected to take sides in the cultural debates as might have been expected of an insider (Barsegian, 2000). A further limitation of my study was the small number of participants and syllabi.

**Future Research**

A number of future possibilities for research emerge from this study. Future studies on Israel’s mentor development program could involve conducting more interviews, including the new teachers who are being mentored by mentors who are attending or have
attended a mentor development course. Future research could also include observation of the mentoring dyads in the schools. Using survey methodology in future studies would reach more participants and expand the breadth of the research. Collecting and analyzing more syllabi would provide a broader understanding of the curriculum. Future studies could also investigate whether or not teacher retention is greater when the new teachers’ mentors have received training. Future research could be also conducted to compare the MoE mentoring program as it is enacted in both Jewish and Arab school contexts. Future research could also use case study methodology to compare Israel’s, NTC’s, and Ontario’s teacher induction programs. A pilot mentor development program could be adapted from the various contexts to be initiated and studied in the Ontario context. Future research could also investigate the current practice of mentor preparation at AKU-IED in Pakistan.

**Conclusion: Mentoring for Learning**

This study on Israel’s mentor development program highlighted the need for a comprehensive system for developing mentors of new teachers. There is also a need throughout education, from pre-kindergarten to tertiary levels and beyond, for a comprehensive system of mentoring. New teachers, faculty members, and administrators need mentoring as they navigate the stresses of adjusting to their new positions. Experienced educators also can benefit from the community and professional growth of mentoring. Students, too, in both higher education institutions and K-12 schools can benefit from being mentored and from mentoring others. This system of mentoring comprises one-on-one and group guided learning and community learning. It could be called educative mentoring (da Rocha, 2014; Feiman-Nemser, et al., 1999; Kutsyuruba, 2012), or “mentoring for learning” (Tillema, van der Westhuizen, & Smith, 2015).
“Mentoring for Learning”… can be viewed as an agenda for highlighting both the pedagogical and accountability issue in mentoring; to ensure productivity of conversations that will surpass the basic needs for guidance, integrity and relatedness in conversations and aim for attainment of competence. (Tillema, van der Westhuizen, & Smith, 2015, p. viii)

I define mentoring for learning as the synergetic process in which someone “further along the path” guides others in discovering new insights, solving critical problems, and collaborating in community for the purpose of gaining and applying wisdom and knowledge.

In mentoring for learning, community learning takes place in groups of leaders or instructors who learn with and from one another and who facilitate groups of teachers who also learn with and from one another and who in turn facilitate students’ learning (Owen, 2015, Webster-Wright, 2009). Mentoring for learning also takes place in groups of students – peers and “families” of students (older with younger) – who also learn with from one another (Brown, 2009; Farrell, 2008; Pestalozzi, 1885). These learning communities are called “Mentor Learning Communities” (MLCs).

Mentoring for learning means mentoring someone not only for personal and professional growth, but also for learning. This kind of mentoring is not limited to a typical mentoring setting of one-on-one mentoring relationships or group peer mentoring. It also can be practiced in a school or university classroom. In a classroom, mentoring for learning involves teaching with an ethic of care (Noddings, 2005). It involves seeking to know the students’ (a) past: their cultural heritages and experiences, (b) present: their circumstances, interests, and abilities, and (c) future: their desires and goals. It involves seeking to guide students in connecting their experiences with the learning, in learning through their experiences, and in exploring areas of learning that are of interest to them. It involves viewing all students and educators as both learners and teachers.
Professors and teachers who seek to mentor students for learning will view students not as reservoirs but as rivers and will guide them in mentoring other students for learning. A mentoring for learning activity could be as follows: At the beginning of the semester, each student is asked to find another student or group of students who have not yet had the class and who are open to a mentoring for learning relationship for the semester. In this relationship, the student in the course (the mentor student) meets with the outside student or students (the mentee students) biweekly to (a) discuss what the mentor has learned in that period, (b) apply it to the mentee students’ lives and experiences, and (c) learn from the mentees’ perspectives.

At the end of every two weeks in the class, the mentor students reflect on what they learned in that period, summarize the learning, and consider how to present it in a way their mentee students will best understand it. The mentor students then prepare a summary of the salient points in a visual manner, through picture, video, electronic slide presentation, graphic organizer, etc., then use their prepared visual to teach and discuss the concepts with their mentee students.

Throughout this mentoring for learning between the mentor and mentee students, the mentor students seek to understand their mentee students and communicate care to them. After each meeting, the mentor students write a reflection on the experience and on what they learned from the mentee students in the discussion. At the end of the semester, each mentor student combines the biweekly visuals into a presentation for the class and in this way summarizes the course learning.

In a mentor development program focused on a broad system of mentoring for learning, program coordinators would not only organize and direct the course instructors, but
would also mentor them with professional support in a trust-filled, relational way for their learning. Instructors would view their course attendees not simply as students but as mentees, and would walk with them on their journeys of mentoring new teachers, supporting them emotionally as well as professionally in their learning journeys. The same mentoring structure would thrive in the schools, with principals mentoring other school leaders, who in turn mentor experienced teachers, who mentor new teachers. Teachers, too, would see their students as whole people with rich backgrounds and experiences and would mentor them for their learning. Students would mentor peers and younger students for their learning. In this mentoring for learning system, each coordinator, instructor, teacher and student gains personal challenge, worth, and attention as both trained and trainer, learner and teacher, and mentee and mentor.

A significant part of a broader mentoring for learning system could be a mentor development program like the one I presented in Chapter 10. Based on the Israeli mentor development program and other programs and concepts in the literature, the program that emerged from my research provides a curriculum for mentors of new teachers that could better equip mentors to guide and relate to their new teacher mentees, and could lead to greater new teacher retention, student learning, and collaborative community in schools (Moir & Hanson, 2008a; Rajuan et al., 2011; Strong, 2009).
References


Ford, A. J. (2013). *Faculty mentoring of graduate assistants in the online context: A Case study from Spring Arbor University’s Master of Arts in Communication program* (Unpublished master’s thesis). Spring Arbor University, Spring Arbor, MI.


Michael, O., & Alkalay, A. (2011). Novice teachers from the Jewish and Bedouin sectors look at the contribution of mentors: A multicultural perspective (pp. xiii-ix). In O. Schatz-Oppenheimer, D. Maskit, & S. Zilberstrum (Eds.), *To be a teacher*. Tel Aviv, Israel: Mofet Institute.


Appendix A: Institutional Informed Consent Form

[Month, day, 2015]

Dear [Name of Program Director or Minister of Education],

My name is Annette Ford, and I am a doctoral student at the Ontario Institute for Studies in Education of the University of Toronto, Canada, in the Curriculum Studies and Teacher Development program and in the Comparative, International and Development Education collaborative program. My study will be conducted under the supervision of Dr. Ruth Hayhoe.

I am studying your mentoring program because I would like to learn how experienced teachers are trained and developed to mentor new teachers in Israel. I hope to look at 1) What planned and lived curricula are used in the program to prepare experienced teachers to mentor new teachers, 2) How mentoring is enacted in this program, 3) What are the views of the program directors, mentor developers, and mentors of new teachers regarding the opportunities and challenges of the program, 4) How the Israeli context shapes the program, 5) What principles of mentor preparation are found in this program, and 6) How this program could be adapted to other contexts.

There are two points of data collection in my study that require your institutional consent: access to organizational documents relating to the mentoring program's history, policies and curriculum; and access to key informant interviews of personnel connected with your institution. I would like to interview the directors of the program, mentor trainers, and mentors who are receiving training. Each will be formally recruited based on their consent and their involvement in the program. All participation will be voluntary and at no point will participants be judged, evaluated or put at risk of harm. All participants may withdraw at any time without consequence. All interviews will be audio-recorded only with the permission of the individual participants.

This letter is to request your consent for me to acquire information about the identities of your members whom I would interview and also to collect data through documents and interviews on or between <dates> at <location>.

Participation in this study can benefit your organization by fostering connections between the Israeli and Canadian school systems when Israel's mentor preparation program is highlighted and publicized in Canada. I will work with any participants who would like to partner with me toward joint conference presentations, journal articles and/or a book based on the research. This research on the curriculum and practice of Israel's training program for mentors of new teachers could provide needed insight for the development of mentor training programs in Canada and other countries. If implemented in context-specific, culturally sensitive ways, these insights could improve education throughout the world.

The identities of the participants will be kept anonymous and no quotes will be attributed to specific individuals. Institutional anonymity is not possible. All the data collected from the interviews will be kept in strict confidence and stored in a secure place in my home. The information will be used for my PhD thesis and for subsequent conference presentations, journal articles and/or books.
If your organization agrees to allow me access to documents and participants in your program, please sign the letter below. If you have any questions, please feel free to contact me. My supervisor, Dr. Ruth Hayhoe, is also available for questions regarding my study. Our contact information is below. Thank you in advance for your cooperation and support.

Kind regards,

Annette Ford
PhD Candidate, Curriculum Studies and Teacher Development
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, 10th Floor
University of Toronto
252 Bloor Street East, M5S 1V6
Canada
1-647-268-6760
annette.ford@mail.utoronto.ca

Dr. Ruth Hayhoe
Professor, Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, 10th Floor
University of Toronto
252 Bloor Street East, M5S 1V6
Canada
416-978-1213
ruth-hayhoe@sympatico.ca

If you have any questions related to your rights as a participant in this study please contact the Ethics Review Office at the University of Toronto at 416 946 3272 or, ethics.review@utoronto.ca.

By signing below, <Name of program director or Minister of Education> is willing to allow the researcher to conduct interviews and observations and collect documents for this research between <dates>. <Name of program director or Minister of Education > has received a copy of this letter, and it is fully aware of the conditions above.

Name (printed): _______________________________________________________
Position: ______________________________________________________________
Signature: ___________________________ Date: ___________________________

Please keep a copy of this letter for your records.
Appendix B: Participant Informed Consent Form

Dear [Name or Position],

I would like to invite you to participate in my study of how experienced teachers are trained and developed to mentor new teachers in Israel. Because you are a [director, mentor trainer, or mentor] in this program, I would highly value the insights you could give me about this program.

I am a doctoral student at the Ontario Institute for Studies in Education of the University of Toronto, Canada, in the Curriculum Studies and Teacher Development program and in the Comparative, International and Development Education collaborative program. My study will be conducted under the supervision of Dr. Ruth Hayhoe.

My interest in education in international contexts comes from my background growing up and working in a number of countries (Canada, United States, India, Italy, Germany, Hungary, and Kazakhstan). I believe mentoring is very important in education and that each person would benefit from being mentored.

I am studying your mentoring program because I would like to learn how your program develops experienced teachers to mentor new teachers. I hope to look at 1) What planned and lived curricula are used in the program to prepare experienced teachers to mentor new teachers, 2) How mentoring is enacted in this program, 3) What are the views of the program directors, mentor developers, and mentors of new teachers regarding the opportunities and challenges of the program, 4) How the Israeli context shapes the program, 5) What principles of mentor preparation are found in this program, and 6) How this program could be adapted to other contexts.

Would you be willing for me to interview you for my research? If so, I will ask you to sign this statement of consent before the interview begins, and I will give you a copy of it for your records. The interview will take about an hour and a half of your time, with possible follow-up questions afterward. I would like to tape our interview, with your permission.

After the interview, I will transcribe it and send it to you for your approval. If you have anything to add, or anything that you would like to remove from the interview manuscript, you can feel free to do so.

If you decide at any point that you would not like to continue in the study, or if you prefer not to answer any of the questions, you are free to do so. You can inform me of your desire to withdraw at any time. If you withdraw from the study, the information I gathered from you will be destroyed and you will no longer be able to participate in publications from the data. I will keep all information confidential, and your name will not be associated with the information you give me unless you would like me to include your name. I will send you a copy of the final report if you would like me to do so.

I hope that my research will reveal important mentor preparation principles that I can publish in the scholarly literature. I would be happy to work with you toward joint conference presentation(s), journal article(s), and/or a book based on the research if you would like to partner with me.
My contact information as well as the contact information of my advisor and the ethical review board at the University of Toronto is as follows:

**Annette Ford**  
PhD Candidate, Curriculum Studies and Teacher Development  
Department of Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education, 10th Floor  
University of Toronto  
252 Bloor Street East, M5S 1V6  
Canada  
+1-647-268-6760  
annette.ford@mail.utoronto.ca

**Dr. Ruth Hayhoe**  
Professor, Department of Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education, 10th Floor  
University of Toronto  
252 Bloor Street East, M5S 1V6  
Canada  
+1-416-978-1213  
ruth-hayhoe@sympatico.ca

If you have any questions related to your rights as a participant in this study please contact the Ethics Review Office at the University of Toronto at +1-416-946-3272 or, ethics.review@utoronto.ca.

Please let me know any questions you have and I will seek to answer them. Thank you so much and I look forward to working together with you on this research.

Kind regards,

Annette Ford

**Statement of Consent:**

I agree to participate in Annette Ford’s research on mentor preparation in Israel. I consent to an interview with her and to answering follow-up questions as needed. My signature below indicates that I have read and understood the information provided above, I have had opportunity to ask questions, and I agree to participate in this research study.

Name (printed): _________________________________________________________

Signature: _______________________________ Date: ___________________________

Please initial if you agree to have your interview audio-recorded: _____

Please initial if you want to disclose your name in publications resulting from this study: _____

*Please keep a copy of this letter for your records.*
Appendix C: Interview Questions – Program Directors
(Head of the Department for Internship and Induction in the Ministry of Education and Program Director)

1. How long have you worked as [the head of the Department for Internship and Induction in the Ministry of Education or the head of the program]?

2. What is your understanding of mentoring? How would you define “mentoring”?

3. As you know, I am interested in your program for developing experienced teachers to mentor new teachers. Could you tell me about how the program began and how it developed over the years?
   a. When did it begin?
   b. What was the reason for beginning the program?
   c. Has it changed over the years? If so, how has it changed?
   d. What is the mission of the program?

4. Where does mentor development take place? (In which cities/universities?)

5. Who are the mentor developers?
   a. How do they become mentor developers?
   b. Do they receive training to be developers? If so, from whom? How?

6. How many mentor developers and mentors in training are involved throughout Israel?

7. What is the process for experienced teachers to become mentors?
   a. Are there incentives for mentors to be involved in the program? If so, what are they?
   b. Are there criteria for the selection of mentors? If so, what are they?
   c. Does every mentor of new teachers participate in a mentor development program? Can you explain this?

8. Who plans the curriculum for the mentor development?
   a. Are there centrally planned curriculum documents or standards for the development? If so, what are they? What are the common curricular elements of the program?
   b. How much autonomy do mentor trainers have in curriculum planning?
   c. What principles and practices of teaching and learning are used in the curriculum design?

9. What is involved in the development of the mentors?
   a. How long does the mentoring development period last?
   b. What happens in the mentor development program?
      i. What is the structure of the development (i.e. lecture, small group interaction, etc.)?
ii. What kind of evaluation is there for the mentors in the development program?

c. How many years do the mentors usually serve as mentors (including before and after the development)?

10. Does the development for mentors include a mentoring aspect? If so, how would you describe the mentoring that takes place?

11. How do the mentors mentor the new teachers?
   a. How often do mentors meet with their mentees?
   b. What do they do when they meet?
   c. Do the mentors have any supervisory/evaluative role with the mentees? If so, what is it and how does it affect the mentoring relationship?
   d. How do the mentors help the new teachers develop professionally?
   e. Does the mentoring also include relational aspects? What are they?
   f. Is the mentoring relationship reciprocal? If so, how?

12. Do mentor developers have contact with the new teachers? If so, what is their role with them?

13. Do you think it is important to develop mentors of new teachers? Why?

14. Do you think mentors of new teachers should be mentored? Why?

15. Have you had a mentor or mentors in your life? Would you mind telling me about them?

16. Are there cultural or historical traditions or practices that influence the way mentoring is done in this program? If so, what are they?

17. What are the strengths and opportunities of this program?

18. What are the challenges of this program? What would improve it?

19. What is your vision for the future of this program?

20. What would you recommend to someone else who is thinking of starting a similar program?

21. Is there anything else would you like to say?
Appendix D: Interview Questions – Mentor Developers

1. How long have you worked as a mentor developer?

2. Is this only one aspect of your work, or do you do this full time?

3. How did you start to do this work of mentor development?
   a. How did you become a mentor developer?
   b. Were you a teacher before you became a mentor developer?
   c. Why did you become a mentor developer?
   d. Did you receive training to be a mentor developer? If so, from whom? How?

4. Have you had a mentor or mentors in your life? Would you mind telling me about them?

5. Do you have regular contact with other mentor developers? If so, when, and what do you do together?

6. What is the process for experienced teachers to become mentors?
   a. Are there incentives for mentors to be involved in the program? If so, what are they?
   b. Are there criteria for the selection of mentors? If so, what are they?
   c. Does every mentor of new teachers participate in a mentor development program? Can you explain this?

7. Who plans the curriculum for the mentor development?
   a. Are there centrally planned curriculum documents or standards for the development? If so, what are they? What are the common curricular elements of the program?
   b. How much autonomy do you have in curriculum planning?
   c. What principles and practices of teaching and learning do you use in the curriculum design?

8. How do you develop the mentors?
   a. How long does the mentoring development period last?
   b. What happens in the mentor development program?
      i. What is the structure of the development (i.e. lecture, small group interaction, etc.)?
      ii. What kind of evaluation is there for the mentors in the development program?
   c. How many years do the mentors usually serve as mentors (including before and after the development period)?
   d. Does your development for mentors include a mentoring aspect?
      i. How do the mentors prepare the new teachers professionally?
      ii. Does the mentoring also include relational aspects? What are they?
      iii. Is the mentoring relationship reciprocal? If so, how?
9. How do the mentors mentor the new teachers?
   a. How often do mentors meet with their mentees?
   b. What do they do when they meet?
   c. Do the mentors have any supervisory/evaluative role with the mentees? If so, what is it and how does it affect the mentoring relationship?
   d. How do the mentors help the new teachers develop professionally?
   e. Does the mentoring also include relational aspects? What are they?
   f. Are the mentoring relationships reciprocal? If so, how?

10. Do you have contact with the new teachers? If so, what is your role with them?

11. Do you think that it is important to develop mentors of new teachers? Why?

12. Do you think mentors of new teachers should be mentored? Why?

13. Are there cultural or historical traditions or practices that influence the way mentoring is done in this program? If so, what are they?

14. What are the strengths and opportunities of this program?

15. What are the challenges of this program? What would improve it?

16. What would you recommend to someone else who is thinking of starting a similar program?

17. Thinking of your experience as a mentor developer, are there any moments or events that particularly stand out to you either positively or negatively? Could you share them with me?

18. Is there anything else would you like to say?
Appendix E: Interview Questions – Mentors in Training

1. How long have you been a teacher?

2. How long have you worked as a mentor?

3. Is mentoring only one aspect of your work, or do you mentor full time?

4. How did you start to do this work of mentoring new teachers?
   a. How did you become a mentor?
   b. Why did you become a mentor?
   c. Are there criteria for who can be a mentor? If so, what are they?
   d. Does every mentor of new teachers receive mentoring development? Can you explain this?

5. Can you tell me about your mentor development program?
   a. Were you a mentor before you started this development? If so, how long did you mentor?
   b. Are there incentives for mentors to be involved in the mentor development program? If so, what are they?
   c. How long does the mentoring development period last?
   d. What happens in the mentor development program?
      i. What is the structure of the development (i.e. lecture, small group interaction, etc.)?
      ii. What kind of evaluation is there for the mentors in the development program?
   e. Does the development for mentors include a mentoring aspect?
      i. Does it prepare you to help teachers develop professionally?
      ii. Does it prepare you to include relational aspects in the mentoring? What are they?
      iii. Does it prepare you for a reciprocal mentoring relationship? If so, how?

6. How do you mentor the new teachers?
   a. How many mentees do you have? Could you tell me about them?
   b. How often do you meet with your mentees?
   c. What do you do when you meet?
   d. Do you have any supervisory/evaluative role with the mentees? If so, what is it and how does it affect the mentoring relationship?
   e. How do you help the new teachers develop professionally?
   f. Does your mentoring also include relational aspects? What are they?
   g. Are your mentoring relationships reciprocal? If so, how?

7. Do you think that it is important for mentors of new teachers to receive development in how to mentor? Why?
8. Do you think mentors of new teachers should be mentored as well as trained? Why?

9. Do you have regular contact with other mentors of new teachers? If so, when, and what do you do together?

10. Are there cultural or historical traditions or practices that influence the way mentoring is done in this program? If so, what are they?

11. What are the strengths and opportunities of this program?

12. What are the challenges of this program? What would improve it?

13. What would you recommend to someone else who is thinking of starting a similar program?

14. Thinking of your experience as a mentor in training, are there any moments or events that particularly stand out to you either positively or negatively? Could you share them with me?

15. Is there anything else would you like to say?