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The Many Faces of Mentor-Mentee Relationships in a Pre-Service Teacher Education Programme

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ABSTRACT
Different schools of thoughts concerning the conceptualization of the role of the mentor point at different dimensions within the role. It is suggested that assumptions and beliefs about the nature of teaching and learning provide the rationale for the mentors' approaches. The notion of idiosyncrasy of mentoring and the complexity of the mentor-mentee relationship has challenged the study of 15 pairs of student teachers and their mentors' perceptions on the role of the mentor. The study also identifies types of relationships that transpire within pairs. The study was conducted in a pre-service teachers' programme in a teacher education college in Israel. Findings indicate that there is no great dispute between mentors and mentees on the mentoring role. However, the types of relationships that have been identified highlight the complexities that mentorship entails and arouse critical questions concerning the benefits of the mentoring process. It has been concluded that mentoring is a dynamic non-linear process which requires mentors and mentees to adapt to contextual situations. It is suggested that more attention must be given to preparing students and mentors for their roles in the practicum.

KEYWORDS
Mentoring; Practicum; Teacher Education; Assessment

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