

## **Mentoring as a Tool for Professional Development: 'Gains' for Both Mentor and Teacher Researchers**

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### **Abstract**

This one-year observation and intervention research aims to demonstrate how mentoring as part of the ARMS (Action Research Mentoring Scheme 2018-19) project has proven to be a successful teacher-driven professional development programme. This article discusses how mentors and teachers improve as researchers by combining different approaches such as collaboration, self-reflection, peer learning, and technological integration. I used a mixed research method with five Teacher Researchers (TRs) whom I supervised for a year. To illustrate the benefits of participation in a mentorship programme, both quantitative and qualitative data were gathered. One of the benefits of being a mentor was listening to and understanding how my mentees were feeling. It led to the transformation of my mentees from teachers to teacher-researchers. A snowball effect developed when three TRs were chosen as mentors in the subsequent ARMS 2019-20 cycle.

**Keywords:** ARMS–Action research mentoring scheme 2018-19, exploratory action research, professional development, teacher-researchers

### **Introduction and Background**

Action research aims to empower teachers in thinking, talking, exploring, and reflecting on the obstacles, puzzles, and successes they encounter in the classroom. This approach uses the action or intervention stage, allowing teachers to work on their problems in depth. Using a combination of these two stages, teachers build and deconstruct their ideas about classroom-based research. Mentoring teachers as part of the British Council-sponsored Action Research Mentoring Scheme (ARMS)