

Impact of Mentoring on Pre-Service Teachers' Competence Building: A Study

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Abstract

Mentoring is a key construct in language teacher development. It plays a significant role both in capacity building as well as the psychological well-being of teachers. The article documents the impact of the mentoring programme on the pre-service teachers' competency development as well as their sense of self as a teacher. The article is based on a 30-hour teacher training course offered to two native speaker English Teaching Assistants (ETAs) who taught in two government schools in Hyderabad, India, as part of the United States India Education Foundation's (USIEF) Fulbright Fellowship Programme. The data was gathered from three main tools: learning logs maintained by the mentees, field notes made by the mentor during mentoring sessions and feedback sheet to assess the impact of the training submitted by the mentees. Findings revealed specific issues that trainees needed support with e.g. coping with challenges of class control, delivery of instructions, techniques for successful task execution and provision of feedback on tasks.

Keywords: mentoring, teaching competencies, learning logs, pre-service teachers

Introduction

Mentoring is a crucial aspect of pre-service teachers' engagement with professional practice. Effective mentors draw upon personal and interpersonal skills to engage with their mentees (Bird & Hudson 2015, p. 12), guiding, scaffolding, and nurturing them in both professional and personal arenas. As summarized by West (2016), the support provided by mentors can include designing and working with existing curriculum,