

## Discursive Mentoring Model in Action Research as a Teacher Empowering Practice: An Interpretative Study

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### Abstract

In an attempt to understand the available approaches to mentoring, several models were scrutinised and it was found that most mentoring practices involved transmitting acquired knowledge to teacher-participants who were mentored in a structured or unstructured format helping them connect theory and practice in the classroom. This article answers the primary research question 'How is the Action Research Mentoring Process contextualised in this background?' and also examines secondary questions such as 'What model of mentoring emerges from the present context of Action Research Mentoring? Is it formal, informal or does it offer a third space? How discursive is the experience?' An opinionnaire with questions pertaining to the discursive experience of being mentored was used to gather data along with interpretation and analysis of excerpts from the reflective journals shared by the teacher-participants.

**Keywords:** action research mentoring, models of mentoring, mentor, mentored teacher-participants

### Introduction

Mentoring comes in many models: depending on the individual or the institution, mentoring is conceived diversely in frameworks suitable to the context. Sometimes frameworks are readymade and implemented unquestioned in the process of mentoring. However, they are mostly tailored to address the need of the context. Engaging in the Action