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Title of your paper: Mentoring paradigms as a lens to observe school based mentoring conversations with the use of digital tools for mentoring

**Abstract** (300 words)

School-based mentors are crucial for pre-service teachers' (PSTs) development of essential skills and knowledge (Helms-Lorenz, Slof, & van de Grift, 2013). However, practical training is experienced as arbitrary if guided by individual mentors' professional judgement and values (Skagen, 2016). In compliance with national policy documents *, providing PST's and mentors with tools in mentoring, directed to the individual PST's needs is called for. To meet these challenges, "The Tools for Mentoring Project" at the University of Oslo develops research based tools and investigate the usage. This papers looks into *how mentoring conversations play out with the use of digital tools*, analyzed in the light of mentoring paradigms (Garza et a., 2019). Mentoring conversations are corner stones of interaction in school based mentoring. We look to mentoring paradigms to analyze what happens in the conversations where the digital mentoring tools are applied. Each paradigm "reflects a specific type of mentor-mentee interaction that effects the extent to which the mentoring relationship is a collegial and reciprocal partnership" (Garza et al., 2019, p. 4). Conversations with eight mentors and nine PST's were videotaped, and videos are analyzed using an observation protocol developed from characteristics of mentoring paradigms. Preliminary findings suggest mentors and PST's visit different paradigms during conversations. The tools encourage the mentor and the PST to start out in one paradigm, however the individual needs of the PST elicited by one of the digital tools, or the mentor's agenda might move the conversation into another paradigm. Looking at mentoring conversations through the lens of mentoring paradigms unpacks the course of the conversations with the aid of tools, findings suggest possible implications for enhancing the quality of school based mentoring in teacher education.

**Extended summary** (1000 words, excluding reference list) Include introduction, theoretical background, methods, aims, preliminary findings/findings, results, theoretical and education significance, relevance to the QUINT ambition and the reference list.

## Introduction

School-based mentors are crucial for pre-service teachers' (PSTs) development of essential skills and knowledge (Helms-Lorenz, Slof, & van de Grift, 2013). However, practical training is experienced as arbitrary if guided by individual mentors' professional judgement and values (Skagen, 2016). Moreover, PSTs report to be happy if given a "good", and not so happy if given a "not so good" mentor (NOKUT, 2019,p. 24), thus quality varies in school based mentoring. Nesje & Lejonberg (2022) conclude that the use of tools in school based mentoring has the potential to strengthen PSTs' reflection about teaching and learning.  In compliance with national policy documents *, providing PST's and mentors with tools in mentoring, directed to the individual PST's needs is called for. To meet these challenges, we develop tools for mentoring in "The Tools for Mentoring Project" at the University of Oslo. This paper looks into *how mentoring conversations play out with the use of tools*, analyzed in the light of mentoring paradigms (Garza et a., 2019).

## Theoretical background

Tools can be technological, discursive and epistemic (Lejonberg & Nesje, 2022).  The tools applied in this study are digital tools; a decision simulator (Baumrind, 1971; Ragnemalm & Samuelsson, 2016), a feed-back tool (Tripods 7Cs Framework tripod.com), and a video tool (Kang and Van Es, 2019). The digital tools are combined with discursive tools; conversation templates. All tool packages are research based, and involve first a phase of data collection and second an editing and preparation phase leading up to the mentoring conversation.

Mentoring conversations are corner stones of school based mentoring where the mentor and the PST interact.  We look to characterizations of different mentoring paradigms to analyze what happens in the conversations where the digital mentoring tools are applied. Each paradigm "reflects a specific type of mentor-mentee interaction that effects the extent to which the mentoring relationship is a collegial and reciprocal partnership" (Garza et al., 2019, p. 4).  Garza et al.'s (2019) adaptation from Kochan & Pascarelli (2012); Mullen,(2012);

Zachary (2012) , describe three mentoring paradigms, *traditional, transitional* and *transformative*.

The *traditional* is characterized by the mentor's transferring of skills, supporting and helping the PST's to survive and to supervise so they do what is required. By helping the PST to identify weaknesses, mentors guide improvement by offering suggestions for further action. This paradigm represent a status quo culture, and is hierarchical and authoritative in its approach. The *transitional* is characterized by partnership and co-learning, differences are honoured, mentors instruct and help PST's learn about their practice, using different strategies, analyzing and reflecting upon practice. It is a more collaborate approach, than the traditional, while the *transformative* paradigm is more contemporary and characterized by reciprocity. Here mentor and PST will make joint inquiry into real issues of practice, analyze artifacts of practice and discover and innovate together, sometimes to change the organization. Together the paradigms make up a spectrum of approaches from the more authoritative in the one end of the scale, to the transformative one in the other end.

## Aim

This paper investigates how mentors and PST's move up and down the continuum of paradigms during a mentoring conversation and aims to inform teacher education of this element of mentoring.

## Methodological approach

This qualitative study, approved by the Norwegian centre for research data (NSD), was conducted throughout one academic year, during two periods of practical training of eight weeks for PST's in two different teacher education programs.

Eight mentors and nine pre-service teachers participated. Mentoring conversations were video taped. Videos were analyzed using an observation protocol developed from characteristics of mentoring paradigms, which where operationalized in an observation protocol. Analysis are ongoing and the unit of analysis is the mentoring conversation with the use of tools.

## Preliminary findings

We found how different paradigms are "visited" during conversations.  In many cases the tool itself encourages the mentor and the PST to start out in the transformative paradigm. For

example when the video tool is applied, and they start out in joint enquiry, characteristic of the transformative, however the PST (PST 3) expresses concern for her experience in a class, and then the mentor (Mentor 2) supports the PST by telling of own similar experiences in that class, giving emotional support, characteristic of the traditional paradigm.

In another case, the PST (PST6) starts reflecting about his practice with the use of the discursive part of the decision simulator tool, characteristic of the transitional paradigm. Then the mentor (Mentor 4) chooses to break in adding another item on the agenda, " I thought we also could use today's session as a mid term evaluation, in addition to using the tool" (Mentor 4). The mentor wants to see to that they do what is required, a characteristic of the traditional paradigm.

## Theoretical and educational significance

This study contributes with an understanding of mentoring paradigms and the development of an  observation protocol that might aid mentors in teacher education analyzing own or other mentor's video recorded conversations. It can lay the ground for developing awareness of how the individual needs of the PST, elicited by the tools, might call for a shift of mode in the conversation representing the different paradigms. It can also inform mentors of how their own agendas make a conversation shift from encouraging reflection to a mode where making sure they get things done. Such awareness amongst mentors used along with the mentoring tools, might enhance the quality of mentoring conversations in teacher education.

## Relevance to QUINT

We develop and test out an observation protocol based upon an operationalization of the characteristics of mentoring paradigms. The protocol can be further developed and applied to videos of school based mentoring conversations with the purpose of educating mentors and in professional development settings in schools. School based mentors are crucial in teacher education, and knowledge and tools developed for the school based mentoring arena have implications for the quality of teacher education. Consequently, it has the potential to influence the teaching of future teachers and the quality of their teaching in schools.

## Literature

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