ABSTRACT
        This paper discusses the benefits of mentoring and tutoring
for prospective teachers. Section 1 examines the general benefits of
mentoring and tutoring for the mentors and tutors. The benefits include
greater tolerance and empathy for individuals and groups in society, greater
social awareness, better communication skills, greater self-confidence, and a
stronger sense of social responsibility. Section 2 discusses mentoring and
tutoring by prospective teachers, noting that this activity enables education
students to become familiar with different social groups, to apply and
integrate knowledge taught in different courses, and to develop
professionally. The mentoring experience can teach education students about
themselves and provide a means for testing their suitability to the teaching
profession. Research shows that education students who provide mentoring are
very satisfied with the experience. The paper concludes that mentoring and
tutoring provide prospective teachers with special opportunities in the early
stages of their professional development. The experience can have a
significant impact on their professional growth by broadening their outlook
on teaching and learning. (Contains 30 references.) (SM)

Mentoring and Tutoring as Preparation

for Prospective Teachers

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Paper presented at the Third International Conference on Teacher Education:

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Teacher education is an on-going process which formally begins in the preservice program and continues indefinitely throughout a teacher's career. Beginning teachers enter the educational system only partially prepared for the tasks and responsibilities which they will be expected to take on. Of course preservice teacher education programs are of necessity limited in time and scope and therefore are unable to address adequately all the skills and knowledge a practicing teacher requires. In general these programs are better able to impart academic knowledge of pedagogy, the educational sciences, and the disciplinary areas which will be taught later on. Teacher training programs are less able to impart practical knowledge and skills which are acquired through actual experience.

The component of the training program whose main purpose is to develop practical skills by exposing the student to different teaching situations is the practicuum. In Israel this facet of the program tends to emphasize two basic activities: (1) observation of lessons given by either experienced teachers or fellow students and (2) actual classroom teaching which may entail planning and presenting lessons, working with groups of children or entire classes, and doing a pedagogical project. Recently an induction program has been developed in which preservice teachers actually work in a school at a half-time job during their final year of study. Their work is supervised both by a college pedagogical supervisor and by another teacher in the school. The purpose of this program is to ease entry into the teaching profession by exposing the beginning teacher to the realities of the classroom while still under the guidance and supervision of experienced professionals. It is too early to ascertain the effects of this program on teacher preparation.

Studies of preservice and beginning teacher concerns indicate the areas in which new teachers have particular difficulty. Most research has shown that new teachers feel

uncertain of their abilities to deal with such areas as discipline, teaching slow or exceptional children, heterogeneous classes, communication with parents, and motivating pupils (Evans & Tribble, 1986; Lazovsky, Shrift, & Harel, 1997; Veenman, 1984).

One way in which the practical component of a teacher education program could be enriched is by including mentoring or tutoring activities as part of the practicuum. Goodlad (1998) has distinguished between tutoring and mentoring by defining the characteristics of each along several dimensions. Accordingly, mentoring focuses on life skills, generally takes place outside the classroom, involves a one-to-one relationship between child and mentor, and continues for a period of several months or even years. Tutoring, on the other hand, emphasizes academic learning and skills, tends to take place in the classroom, sometimes entails a one-to-group relationship, and is of relatively short duration of several weeks. In the literature, however, these distinctions have not always been made and the terms "tutoring" and "mentoring" have often been used interchangeably to refer to the same activity.

The purpose of this paper is to discuss the benefits of mentoring and tutoring for prospective teachers. We will begin by presenting the benefits, in general, for mentors and tutors, after which we will relate to the specific contribution of including this type of activity in a teacher training program.

General Benefits of Mentoring and Tutoring for Helpers

The benefits of mentoring and tutoring in education have been widely documented. Although we tend to consider first of all the benefits for the child being helped, studies indicate that both helper and child tend to benefit from the mentoring or tutoring relationship. In fact research tends to indicate that often the mentor or tutor benefits more than the mentee or tutee (Cloward, 1967; Cohen, Kulik & Kulik, 1982; Sharpley, Irvine & Sharpely, 1983), and programs have been initiated which focus on the helpers with the specific intention of promoting their intellectual, emotional or social development (Allen

& Feldman, 1973; Bar-Eli & Raviv, 1982; Osguthorpe & Scruggs, 1990). The situation of helping and the personal relationship which develops between mentor/tutor and child are considered the main components of the situation which results in its impact.

The effects of mentoring/tutoring for the helper include greater tolerance and empathy for individuals and for groups in society, greater social awareness, better communication skills, greater self-confidence, and stronger sense of social responsibility (e.g. Cohen, 1986; Davis et al, 1984; Fresko, 1997; Hobfoll, 1980a, 1980b; Riesner, Petry & Armitage, 1989; Wertheim, 1998; Yogev & Ronen, 1982). Some educators have claimed that engaging in mentoring or tutoring causes helpers to reflect on the meaning of education and on the dynamics of personal growth (Goodlad & Hirst, 1989; Hedin, 1989). In this context the contribution of mentoring or tutoring has been discussed in recruiting prospective teachers, and numerous examples are given in which a major in education was selected following a mentoring/tutoring experience (Beardon, 1990; Berry, 1990; Hedin, 1989).

Most researchers explain the above effects by applying social role theory (Fresko, 1997; Goodlad & Hirst, 1989; Sarbin, 1976). The basic assumption is that filling a social role requires the individual to adopt appropriate behaviors, attitudes, and opinions. In filling the role of helper in a mentoring/tutoring situation individuals become part of a social and educational intervention in which they find themselves in close interaction with a child who needs their help. The nature and the content of this relationship tends to cause them to reflect more on the meaning and significance of social intervention programs, and to weigh their own personal contribution to helping needy others. If mentoring/tutoring requires nurturing and educating, then whoever is performing this role will adopt such behaviors and attitudes. An individual's identification with the role tends to enhance this process. Therefore, education students, who are more likely to identify with the role of mentor/tutor because of its similarity to that of teacher and educator, may actually be more affected by performing this role than others.

Sometimes mentoring/tutoring brings helpers in contact with social groups and learner populations which were previously unfamiliar to them. Some studies have shown that working with individuals from these groups in a mentoring/tutoring situation results in more positive attitudes towards the weak and the disadvantaged (Fresko, 1997; Osguthorpe & Scruggs, 1990; Wertheim, 1998). Attitudinal change of this kind is not attributed to performing the role of helper, but rather to the particular kind of social contact which the mentoring/tutoring situation affords (Amir & Bizman, 1984). Positive attitudinal change occurs because the contact is continuous, of an intimate nature, socially sanctioned, and geared toward achieving a goal accepted as worthy by all.

Mentoring and Tutoring by Prospective Teachers

An activity which combines giving help with schoolwork, providing enrichment, developing and maintaining a significant relationship with a child, and planning and carrying out educational intervention is particularly suitable to students of helping professions in general and to education students in particular. Through mentoring and tutoring students can apply professional knowledge they are acquiring from their studies, as well as become familiar with their prospective "clientele". Participation in a mentoring program as an extra-curricular activity differs from participation in the practicum of the profession in that it is experienced in a non-threatening atmosphere in which the focus of the activity is the client and his/her problems, and not an examination of the student's developing professional skills. With respect to prospective teachers, mentoring provan opportunity to try out newly-acquired knowledge and skills with a single child before having to deal with an entire class of children.

Mentoring and tutoring enable education students to become familiar with different social groups, to apply and integrate knowledge taught in different courses (e.g. psychology, sociology, instructional planning, subject matter courses, research methods), and to develop professionally in an individual manner. The mentoring experience can teach students of education about themselves and provide a means for testing their suitability to

the teaching profession. It enables them to experience actively instead of learning passively in the classroom, and it encourages creativity and initiative.

Mentoring as an activity coincides with the current trend in education which recognizes and respects differences among pupils and which requires sensitivity to the individual needs of each pupil in the classroom. Through the personal contact with a child in a mentoring situation, the mentor learns in an authentic manner about the needs and problems of a child who has difficulty in school. When mentoring meetings take place in the child's home, the education student comes in contact with family members, friends, and the neighborhood as well. Exposure to the child's background provides the student with a more holistic picture of the child and a better understanding of the social factors which affect cognitive and affective performance in school.

Often mentoring and tutoring also provide firsthand knowledge of different groups in society (lower class groups, ethnic groups, learning disabled and others). In this manner, education students are better prepared for the diversity which they will meet in the classroom once they become teachers.

Moreover, the mentor learns to be empathetic and to listen. Mentoring emphasizes the affective side of teaching and in doing so contributes to the student's training as an educator.

There is some mention in the literature of mentoring or tutoring by students of education and of the impact of this activity on them. For example, Harwell (1995) examined records kept by students who tutored for 10 weeks as part of an academic course in human development. She found that students improved their ability to reflect on their work, their decision to become teachers was reinforced, and they became more realistic with respect to their perception of the teaching profession. In addition, they underwent a change in their self-concept as teacher: at the start they were mainly concerned with their relationship with the child, from there their concerns shifted to the content of tutorial

sessions, and towards the end they were focusing on the specific needs of the child and the selection of activities in accordance with these needs.

In another study, Hill and Topping (1995) examined changes in the skills of student mentors in England. Students reported changes in various areas: they understood better how children learn, they improved their ability to explain ideas, they improved their ability to apply their knowledge in different situations, they improved communication and listening skills, and they improved their ability to ask questions. In a literature review of tutoring and mentoring projects, these same researchers concluded that the main impact of mentoring and tutoring occurs in two areas: communication skills and self-confidence (Topping & Hill, 1995).

Newman and Wilson (1999) examined the impact of mentoring on a group of teachers-in-training from the University of South Alabama. Preliminary analyses of the data gathered from the mentors' journals and reports revealed strong influences with respect to confidence in teaching as their career choice, increased personal efficacy in teaching, insight into pupil motivation, willingness to do community service, and personal growth and fulfillment.

In three studies carried out at different periods (1980, 1989, and 1995) in the framework of the PERACH Project in Israel, college student mentors who were studying helping professions, usually education, were found to be more satisfied with their achievements as mentors as compared to students studying other fields (Fresko, 1996; Fresko & Chen, 1989; Fresko & Kowalsky, 1996). It is not clear whether students studying helping professions are actually more successful mentors, whether they are better able to discern the effects of mentoring, or whether it is more important to them to report greater satisfaction as a result of professional identification with the helping role. However, it is reasonable to assume that these students are intrinsically more interested in mentoring as an activity because of the opportunity it affords them to practice what they are studying in a role closely similar to the one for which they are preparing.

Satisfaction from the professional contribution of mentoring to education students was examined recently by Wertheim (1998). Mentors in her study reported high professional satisfaction from mentoring. The mentoring experience strengthened their decision to go into teaching as a profession, taught them about the classroom from the pupil's point of view, increased their self-awareness as a teacher, developed their teaching skills, and enhanced their understanding of concepts and theories which they had been taught in academic courses. Objective measures showed personal teaching efficacy to be stronger among prospective teachers who had served as mentors as compared to their peers who had not engaged in mentoring.

Concluding Comments

In general it can be concluded that mentoring and tutoring provide prospective teachers with special opportunities in the early stages of their professional development. Working in close interaction with a needy child over a period of time and seeing that child learn and grow has the potential of having a significant impact on their professional growth. There is no parallel type of practical experience in most teacher training programs which can nurture so uniquely the professional skills and knowledge which have been described above. In summary mentoring and tutoring can:

1. Provide an opportunity to plan and carry out an educational intervention, evaluate results, and reflect upon them in a non-threatening situation.

2. Strengthen belief in the education student's ability to help the learning disabled, the slow learner and the under-achiever and to produce cognitive, social and affective changes in them.

3. Strengthen belief in the ability of a child to grow and develop.

4. Teach about individual pupil needs and how to address them.

5. Provide knowledge of different sub-groups in the population and of different life styles as preparation for dealing with heterogeneous classrooms.

6. Provide an opportunity to see the "whole" child - one who is part of a family unit and a community as well as a pupil in the school system.

7. Provide an opportunity to develop appropriate ways of communication with children and their parents.

8. Develop awareness of the need for helping others and the value of public service.

9. Provide an opportunity to contribute to the solution of real problems of an educational nature.

In order to encourage the participation in mentoring and tutoring schemes of preservice teachers, a group of educators in Israel have undertaken to write a "manual" for the supervisor of mentors/tutors in the teacher colleges. This undertaking has been funded by the MOFET Institute which provided the time and services necessary to enable the development of this manual. The manual presents different modes of guidance (group, individual and mixed), suggests activities to help students develop good mentoring relationships with the children, provides ideas for working with mentors/tutors in order to increase reflection about their activities, to maximize their efforts to help a child, and to encourage planning of intervention activities. In addition the manual presents two approaches for administrating a mentoring/tutoring program which are two feasible alternatives in Israel. It is hoped that the availability of this manual will increase the likelihood that tcolleges will adopt some form of mentoring or tutoring in their preservice training programs.

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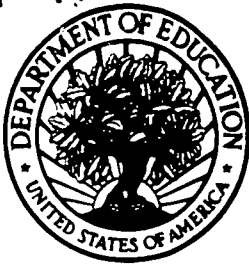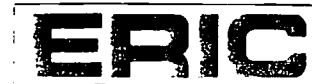
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