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**Researching the mentoring of primary school pre-service teachers.**

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 34, No. 3. Proceedings of the day conference, University of Leicester, UK, November 8, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 37-42 (2014).

Summary: Recent government initiatives and school inspection reports have placed school-based training in the spotlight, and the in-school mentoring of pre-service teachers has become a focus for improvement. Research in the field of pre-service teachers' teaching of mathematics in primary school is our focus, and in this report we explore ways in which this important stage in the development of a primary school teacher can be researched. In particular, we centre our attention on the post-lesson discussions between mentors and pre-service teachers, since these are often the predominant form of interaction that a student teacher has in order to improve his/her teaching. Typically post-lesson discussions do not draw attention to subject-specific targets for the pre-service teacher despite the expectation that in-school mentors do this. We will conduct a mixed-method field study through observations, interviews and pupil assessments.

*Classification:* D49

*Keywords:* preservice teacher education; primary education; teaching; educational research; classroom observation; interviews; pupil assessments; teacher development; post-lesson discussions; mentoring; mentor role; initial teacher education

<http://www.bsrlm.org.uk/IPs/ip34-3/BSRLM-IP-34-3-07.pdf>