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Developing the mathematics teacher as mentor through team-based approaches to mentoring.

Hyde, Rosalyn (ed.) et al., Mentoring mathematics teachers. Supporting and inspiring pre-service and newly qualified teachers. London: Routledge (ISBN 978-0-415-81990-9/pbk; 978-0-415-81989-3/hbk; 978-1-315-88627-5/ebook). 141-153 (2014).

Summary: This chapter discusses the context for the encounters between mentor, pre-service teacher and supervising tutors and provides an example of how tutors, mentors and pre-service teachers worked together to develop a tool and process to enhance the observation and feedback experienced by pre-service teachers. We describe the experience of pre-service teachers, school-based mentors and supervising tutors as they work at the boundary between the practices of schooling and teacher education and exemplify how a team-based, enquiry-focused approach supports and mediates learning of all three agents through identification, co-ordination, reflection and transformation.

Classification: D49 B50

Keywords: teacher education; preservice teacher education; mentoring; mentors; tutors; teaching; learning; observation; feedback; sociocultural aspects; identity; identification