
The article examines a study of how student teachers interpret mentoring roles. The objectives of the study were: (a) linking research on mentoring to research on student beliefs about learning to teach; (b) comparing these beliefs with the beliefs held by mentors and recent research findings on mentoring in order to develop suggestions for improving training and mentoring processes.

Six mentoring roles and ten learning activities were identified:
(a) Imitative aspects of learning to teach; (b) mentoring styles of teachers; (c) evaluation of teaching; (d) reflection on teaching; (e) textbook context; (f) self-regulated learning.

Overall, the study found that student teachers' beliefs about mentoring are similar to those held by mentors. More than a third of the student teachers saw themselves as thinking critically about the lessons they taught in the practice classes, but none of them expected the mentors to explain the practical knowledge at the basis of their teaching. Therefore, the explanation of this knowledge and its exposure are presented in the study as an additional role of the mentoring teachers.


The model allows student teachers to participate more in their own training and supervision. The model emphasizes the importance of the teacher's role in guiding and supporting the student teachers. The model also suggests that the supervision process should be more collaborative and student-centered.

The model's focus on student-centered learning and supervision is a significant improvement over traditional models. The model emphasizes the importance of student teachers' active participation in their own learning and supervision process. This is achieved through a more collaborative and student-centered approach.

Overall, the study found that student teachers' perceptions of the supervision process are important in determining the effectiveness of the supervision process. The model's focus on student-centered learning and supervision is a significant improvement over traditional models. The model emphasizes the importance of student teachers' active participation in their own learning and supervision process. This is achieved through a more collaborative and student-centered approach.


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