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Submission "Diversity-Oriented Mentoring of Student-Teachers" for conference "SIG 10, 21 and 25 Conference 2020 - VIRTUAL CONFERENCE"

General Information

Abstract ID:	11955
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Accepted Type:	Single Paper
Domain:	Learning and Social Interaction
Interest Group:	SIG 21 - Learning and Teaching in Culturally Diverse Settings
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Submitted:	11/02/2020 12:20
Submitted by:	Katerina Vlckova

Review information (total score: 82.5%)

[review details](#) > ([/submission/11955/review-details](#))

Score	Comment
91.67%	Very interesting topic, convincing method, and promising data. Information on the conclusions is missing in the summary, but I am sure the authors will include this in their most certainly very interesting presentation at the conference.

Score Comment

73.33% This paper is a very relevant contribution to the scope of the conference, and presents rich and interesting data of mentoring practices. Coherent structure. Some references, and statements linked to them seem a bit old from a research perspective, and could have been strengthened by updates (or confirm the older ones).

Paper Information

Abstract:

The diverse educational landscape represents a challenge for **student-teachers**, as dealing with learner diversity requires specific skills to be developed during pre-service teacher education, especially at their clinical placements, where the role of **mentors** in supporting **reflective practice** is also crucial. Our research, therefore, deals with the question of how mentors support student-teachers in developing their skills for working with diverse pupils. The paper is based on **multi-sided ethnography** at a university and lower-secondary schools in Czechia. **Data** corpus is composed of 80 video-recorded lessons of 8 student-teachers, 60 post-lesson reflections of student-teachers with their 6 mentors; 60 lesson preparations; 40 student-teachers reflective diaries; 8 interviews, and 55 lessons of university courses. Six researchers took fieldnotes from all activities; the notes were subsequently discussed in the team. The **findings** show how interactions between mentors and student-teachers during teaching and post-lesson reflections influence both student-teachers' beliefs of how to deal with diversity and their classroom practices. We identified several ways student-teachers/mentors deal with diversity while teaching. Student-teachers' "socialization" into different modes of dealing with diversity is influenced by the mentors' teaching approach and mentoring style. The analysis showed explicit pieces of advice given by mentors, as well as implicit practice modelling.

Extended Summary:

The current educational landscape has become more diverse not only in societies which are traditional migration destinations. **Diverse classrooms** in mainstream education have become present also in post-socialist countries, where numbers of pupils with special educational needs and disabilities (e.g. socially disadvantaged, ADHD, gifted) as well as with other learning needs (e.g. different pace, learning styles) have been increasing, especially with the new legislation introducing inclusive education. This represents a challenge for **student-teachers** who express frustration with dealing with learner diversity (Subban, 2006), which requires specific skills of student-teachers (e.g. differentiated instruction, Tomlinson et. al, 2003), which can be developed during pre-service teacher education, especially during their clinical placements (Anderson & Stillman, 2013), where the role of **mentors** in supporting **reflective practice** is critical (Hoffman et. al, 2015).

Therefore, the **goal** of this paper, which is based on a larger **multi-sided ethnographical** (Marcus, 1995) project conducted at a university and lower-secondary schools in Czechia, is to investigate if and how mentors at schools support student-teachers in developing their skills for working with diverse pupils.

The paper draws on a **data** corpus composed of 80 observed and video-recorded lessons of 8 student-teachers' and 80 hours of other work at schools during placements; 60 audio recordings of post-lesson reflections of student-teachers with their 6 mentors; 60 lesson preparations; 40 student-teachers' reflective diaries; 8 semi-structured interviews with the student-teachers and mentors, and 55 lessons of 4 education courses attended by student-teachers at university. Six

researchers took fieldnotes from all the activities; the notes were then discussed among the research team members.

The **findings** demonstrate how interactions between mentors and student-teachers during teaching and post-lesson reflections influence both student-teachers' beliefs of how to deal with diversity and their classroom practices. We identified several ways student-teachers and mentors deal with diversity while (tandem)teaching: pro-active versus re-active; unconscious; stereotyping; overshadowing, etc. These ways of working with diversity are in post-lesson reflections. Student-teachers' "socialization" into different modes of dealing with learner diversity is influenced by the mentor's teaching approach and mentoring style applied during the post-lesson reflections. The analysis showed explicit pieces of advice given by mentors to student-teachers on supporting individual learners (e.g., directive instructions, incentives for reflection) as well as "hidden messages" (e.g., implicit modelling of practice). The complex understanding of actors' thinking, attitudes, and practices is further enhanced by the analysis of observations from university seminars and students-teachers' reflective diaries.

We offer a unique perspective by taking advantage of ethnography as a research method, as short-term quantitative research on student teachers' attitudes and beliefs on diversity is prevalent (Sleeter & Owuor, 2011). Moreover, in-depth qualitative research triangulating diverse data on practices in diverse classrooms is scarce and there is virtually no research dealing with mentoring for diversity (Achinstein & Athanases, 2005). The paper enhances the ethnography of teacher education as well, since it interconnects data from different settings, while previous studies focused solely on the university (Mills & Ballantyne, 2016), relied on self-reported data exclusively, or did not triangulate diverse data.

Attachments:

 [References.pdf \(/submission/file/9271/download\)](/submission/file/9271/download)

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