American University in Cairo

Graduate School of Education

Mentorship Programs: A Comparative Study on Mentoring Novice Teachers

A Capstone Study Submitted to

Department of International & Comparative Education

By Rana Elafify

(800120106)

(Under the Supervision of Dr. Russanne Hozayin)

May 2016

Rana Elafify

Abstract

The study explores novice teachers' mentorship programs' frameworks in United Arab Emirates, Estonia, Kenya and China. An overview on the present utilized frameworks is presented to define mentoring from the country's perspective, in order to shed light on the benefits and the type of mentorship programs provided to novice teacher. The study closely examines the program's anatomy, while analyzing the assessment and evaluation methods used. The findings present the major challenges hindering the implementation and the consistency of mentoring programs in the selected countries. Recommendations are made to provide an altered sample framework that addresses the various areas of deficiencies presented in the country's current frameworks, to best serve the mentoring process of novice teachers.

Rana Elafify

Introduction

Teachers' retention has endangered many institutions globally; hence the reasons for the high teachers' turnover are vivid to many educational systems. Retaining professional, satisfied novice teachers is challenging as they need constant support by school administrators and government officials. Many countries' Ministry of Education and education officials provide a guidance period to help scaffold novice teachers' training phase. The training period is the most critical phase of the novice teachers' development stage, as it helps novice teachers predict their future professional career within the institution. This training period can motivate novice teachers towards their profession or towards a lack of interest in the profession as a whole. Therefore, a well-established mentoring program is needed to secure the novice teachers' transitional phase.

Mentoring programs are provided through well-constructed frameworks which address various knowledge and skills that novice teachers need in their induction stage. The designed framework should provide an insight on mentors' selection and development, along with enhancing novice teachers' interpersonal and professional skills, to best enhance students' learning outcomes. A comparative study is conducted to closely examine mentoring programs and frameworks provided in various countries across the globe. The study identifies the points of weakness and strength in the country's mentoring framework. Moreover, the study analyzes the factors that hinder the country's' mentoring programs in comparison to a globally used framework (SMF). The study proposes a holistic framework to address all areas of deficiency in the selected countries' framework. Moreover, empowering the frameworks' areas of strength to best serve novice teachers' mentoring process needs is also emphasized.

Rana Elafify

Literature Review

Mentoring has been witnessed throughout history. Socrates and Plato have participated in the foundation of mentoring and demonstrated utopian mentor-mentee relationship. Socrates believed that learning comes from within, allowing Plato to comprehend the information and guidance provided to enlighten and enhance his own insight to the world. Socrates' and Plato's model of education and experience transfer has flourished into our modern mentorship model. Teachers' attrition and retention is of great concern to today's global education systems. Newly qualified teachers tend to leave the profession within the first five years of their professional careers (Vierstraete, 2005). The lack of support and regulated workload for novice teachers can be overwhelming and frustrating, leading them to quit the job or negatively influence students' learning. However, through applicable mentorship, programs teachers' retention can upturn (Strong, 2005).

Mentorship can be defined as the relationship an experienced person (mentor) and an inexperienced person (mentee) build for the purpose of knowledge transfer. The relationship is nurtured by the support of the mentor to the mentee, offering all kinds of assistance to best meet the mentee's needs. In education, mentorship programs are constructed to support novice teachers through their induction stage (Strong, 2005). Mentors are experts in their area of practice, while displaying skills adequate to carry out the mentoring task. Inter- and intra-personal skills are essential to mentorship and the success of the novice teacher's induction stage (Kahrs & Wells, 2012). Expertise in the subject content alone is insufficient; knowledge of mentorship skills is vital to the success and completion of the mentoring program.

Rana Elafify

Mentorship liberates novice teachers' self-efficacy and autonomy, to best serve the students' learning process. Effective mentorship programs address novice teachers' development stages, to carry a smooth transition between each level and elevate their professional growth (LoCasale-Crouch, Davis, Wiens, & Pianta, 2012). Mentors' training and professional development are vital aspects which are completed prior to mentoring novice teachers. For the success of the mentorship programs, mentors and mentees should demonstrate mutual trust, democracy, respect, and commitment to the program's goals. The program should entail effective objectives, mentor-mentee's relationship skills enhancement, adequate professional development and training, and effective assessment measures (Kajs, 2002).

The mentors' coaching and constructive feedback promotes novice teachers' job performance throughout the induction stage. Moreover, it facilitates novice's socialization into the school culture and accelerates the adaptation to the new work environment (Hudson, 2016). The first year in teaching may create vulnerability in novice teachers; however, well-structured mentoring frameworks can help deliver professional development to mentors to enable them to provide emotional support to scaffold mentees through this critical phase (Peterson, Valk, Baker, Brugger, & Hightower, 2010). Successful mentorship programs endorse networking and sharing, to best develop the mentor-mentee experiential learning process. Exchanging information and sharing experience aids both the mentor's and mentee's professional growth. Novice teachers can provide new teaching and learning methods, which can beneficial and enhance the mentors' professional skills as well (Elliot, Isaacs & Chugani, 2010).

Mentorship programs are carried out in a formal or informal manner in schools. The structure of the program has a direct impact on the program's outcome. The structure of an informal mentorship programs in schools can provide support whenever is need or requested by the novice

teacher. It works in an ad-hoc manner, which in some cases lead to frustration and vulnerability for mentors and mentees, due to time constraints. However, formal mentorship programs are closely examined and structured to contain all the criteria needed for mentors' and mentees' professional autonomy. Formal mentoring programs contain categorized objectives, to display the expectations and responsibilities of the mentoring program's participants (Fransson, 2010). Evaluation methods are provided to measure participants' progress throughout the program, to identify the knowledge gained and highlight areas of development (Hudson, 2016). Peer mentoring is another casual mean of mentorship, where novice teachers are assigned a colleague who provides support and assistance, if needed. In peer mentoring teachers are selected to mainly assist novice teachers in subject content. However, they often fail to provide social and emotional support to mentees.

Mentorship programs can face many challenges, which may hinder the design, implementation and the assessment of the program within a school context or a country as a whole (Fransson, 2010). Globally, policy makers and education officials have worked on designing the best training programs for novice teachers to best serve the student learning. Time constraints may hinder the mentoring and training of novice teachers, due to the teachers' workload and unavailability. Experienced teachers who are selected for mentoring must juggle classroom duties and administrative tasks. Therefore, many refuse to participate in mentorship programs as they are time-consuming and require the mentors to complete additional tasks (Ponte & Twomey, 2014). Information, experience and wisdom exchange may be threatening to many expert teachers, as they have worked extremely hard to excel in their profession. Sharing the outcomes of their long journey is inconvenient and personal, and if mentoring is required of them, they may often tend to provide minimal support and assistance (Salleh and Tan, 2013).

Rana Elafify

Cultural constraints impact the construction, implementation and the evaluation processes of the mentoring programs. In bureaucratic educational systems, gender issues, self-centered participants, and centralized education systems, are the problematic factors that challenge the successful implementation and design of mentorship programs (Lee & Feng, 2007). By closely examining the educational system's challenges and cultural constraints, policy makers can alter and reconstruct adequate mentorship programs to serve their community. Frameworks that lack cultural appropriate provision will continually lack accurate implementation measures, which can lead to termination of the programs, due to the lack of participants' interest, follow up and supervision (Salleh and Tan, 2013).

The section below introduces the different mentoring program frameworks used in the United Arabs Emirates, Estonia, Kenya and China. The countries were selected according to their diverse geographic location, to support identify the global constraints, which hinder teachers' retention and attrition, caused by the lack of mentoring programs. The comparative analysis provides a wide insight on the various mentoring programs used and identifies the challenges those hinder the programs' implementation process. The analysis is followed by detailed description of the suggested framework SMF (Situational Mentoring Framework). The suggested framework meets most of the challenges uncovered by the comparative analysis. The findings elaborate the urgency of rapid framework reform, in accordance with the countries' cultural and social backgrounds, as witnessed in the United Arabs Emirates, Estonia, Kenya and China

Rana Elafify

United Arab Emirates

A country's cultural background has a direct impact on its educational system. For example, in the United Arab Emirates (UAE), the great majority of teachers are women, largely due to the culture belief that being a teacher is the most "natural" job for a woman. Pre-service education offers basic educational information and practice. Policy makers opt to ignore the novice teachers' needs, challenges, mentoring and professional growth, believing teachers can educate themselves and adapt to their institutions by time and trial-error technique. However, this belief often motivates novice teachers to quit the profession in their first year. School leaders and policy makers focus on students' exam grades rather than teachers' mentoring and professional development. The lack of novice teachers' support tends to hinder the student's learning process, allowing poor information transition to students and insecurity among novice teachers (Ibrahim, 2012).

Challenges

Poor pre-service education limits the teachers' ability to envision their career path, causing demotivation and lack of interest in the profession. Moreover, the institutions' organizational behavior towards teacher mentoring and support programs is not well-developed within the country. A large number of Emirati schools have not applied and practiced well-structured mentorship programs to support and enhance their novice teachers (Dickson, Riddlebarger, Stringer, Tennant, & Kennetz, 2014). Classroom management is the most common challenge many novice teachers face globally. UAE novice teachers struggle with their students in classroom, due to the lack of interest in learning displayed by the wealthy students. Students pay minimal effort to their learning, due to their wealthy background and the sense of security they

Rana Elafify

receive from their families' wealth, making it hard for novice teachers to maintain a positive and secure learning environment (Ibrahim, 2012).

Mentoring in UAE

Mentoring is an essential requirement in every novice teachers' career. It establishes tangible connections between novice teachers and the culture of their institution. This stage is a turning point in all novices' teachers' professional growth, whether it constructs a strong bond with their surroundings, or weakens their ability to perform their duties and thus leads them to leave the profession (Vierstraete, 2005). The UAE educational system needs to incorporate and apply mentorship programs in all schools, to support teacher retention and serve their professional needs. By ensuring well-structured mentoring programs and applying reliable evaluation methods, schools should retain teachers and elevate their students' learning outcome (Hudson, 2016).

Ibrahim's (2012) study, which was structured to implement a mentorship program, considered novice teachers' needs and challenges. The study explains the difficulties teachers face in their first year in the profession. Lack of classroom management allows constant frustration and overloads the novice teacher's professional ability. Shuffling workloads between classroom and administrative work hinders a novice teacher's ability to build a social professional community (Ibrahim, 2012). Mentoring defines the social skills novice teachers need to enhance their professional skills and adapt to their school culture, unlike pre-service training provided to graduates in UAE, which only provides basic knowledge and theoretical practicum instead of real life experience.

Rana Elafify

Mentorship Framework

Universal mentorship programs contain common principles allowing all teachers' participation in such programs. In UAE the program was established to not only serve novice teachers but also veteran teachers who change the grade level or subject taught. The duration of the program was based on the novice teachers' ability to develop the professional skills needed, while mentors provided constant, stable support. Mentors' selection is vital in setting up the program. Qualified teachers are selected according to their professional performance and knowledge. Mentors and mentees are matched according to their grade level and subjects' taught. The common grade level and subject experience allow an easy flow of experiential learning, which all mentees need in their induction stage (Dickson, Riddlebarger, Stringer, Tennant, & Kennetz, 2014). Mentee's assessment is required to evaluate the teacher's readiness.

Research and Sample

The Delphi technique is structured to analyze the four major challenges the Emirati novice teachers face in a thematic form, to help establish the most appropriate and adequate mentorship program. Delphi contained a three-part survey. The first part contained questions related to the profession. The second part contains opinionated questions using the strongly agree-disagree method. The third part contained open-ended questions to allow free response to issues. One hundred and twenty participants from varied educational districts were surveyed. Due to the culture constraints, 100 of the 120 were females. Educators varied in age, years of experience and positions held in schools.

Rana Elafify

Findings

A quantitative method was used to analyze the four themes included in the Delphi survey. Theme 1 focused on identifying who is eligible for mentoring and how long should the support last. The quantitative results show that novice teachers along with teachers who changed their grade level or subjects taught need mentoring. The duration of the program should be from 1 to 2 years, especially for novice teachers. Theme 2 pertained to mentor training, selection and workload. However, the findings focused mainly on the standards by which the mentor is selected and the number of mentees assigned to a mentor. Theme 3 addressed the assessment of the novice teachers' performance. Educators eligible for assessing novice teachers are identified in this theme. Participants' results indicated their preference for a mentor's evaluation using formative assessment, as they disliked a mentor's evaluation using summative assessment. Theme 4 addresses general issues tackling novice's professional growth and the support of the educational system for mentoring.

A qualitative method is used to analyze the open-ended questions addressed to participants related to a mentor's selection. The majority of teachers preferred having the same level and subject mentor from the same school, to having an outsider carry out the mentoring process. School district supervisors will have minimum time to provide full time support to mentors, as they also evaluate the teachers' performance for re-contracting purposes. Having district supervisors in schools can negatively impact teacher performance across the school.

The second question addressed the special characteristics and skills needed in the process of mentor selection. Mentors need to obtain and maintain a set of distinguished skills, to be able to work as a guide and a support provider to the mentee. Therefore, the mentor should undergo an

intensive professional development to enhance and liberate these essential skills. Participants identified basic general skills, such communication skills, classroom management, curriculum and lesson planning, teaching methods and strategies.

Ways to assess the mentee were indicated by the participants. Teachers favored mentors to carry out the assessments under the supervision of education officials, to ensure that all parties are serious and maintain integrity in the evaluation process. Mentors' assessment by education officials is vital to ensure that both entities are building information and knowledge to best serve the mentor-mentee relationship. The last question defined the connection between mentorship and the teachers' license. Most responded by urging the development of a direct connection between the programs and licensing. Teachers who don't receive a well-structured induction program shouldn't receive their teaching license, to avoid the enrollment of unqualified teachers in the profession.

The research indicated the basic themes in constructing mentorship programs. However, the cultural context of UAE hinders the professional development of novice teachers. Lack of support and expecting teachers to learn on their own frustrates teachers, allowing room for demotivation, urging them to leave the profession in the first 1 to 5 years (Ibrahim, 2012). Unfortunately, the education officials neglect such programs. Research shows that the UAE doesn't apply mentoring programs to novice teachers at the induction stage (Dickson, Riddlebarger, Stringer, Tennant, & Kennetz, 2014). The findings display a somewhat positive perception of mentoring by all participants. However, mentorship at the level of national awareness needs to be addressed by policy makers and government officials. Through awareness programs, all parties will enlighten their personal perspective on mentorship and its essentiality in today's novice teachers' professional growth.

<div align="center">Rana Elafify</div>

Estonia

Estonia has recently experienced induction programs as part of teachers' professional education. Similar to other countries, novice teachers in Estonia tend to leave the profession due to the challenges they experience in their first year in the profession. In addition, Estonia suffers from teachers' shortage in the profession, due to the structure of teachers' education and the long wait. Teachers receive pedagogical education in their last year in their bachelor degree. Subject teachers need to obtain their master's degree to be able to teach in schools. Therefore, the percentage of enrollment to the profession is very low. Pre-service teachers' education provides adequate material in pedagogy and inter- and intra-personal skills (Löfström & Eisenschmidt, 2009). However, real life practices tend to shock novice teachers in their first year of teaching.

Background on Mentoring in Estonia

In 2005, the induction year program was launched, involving novice teachers, school principals, and universities in the mentoring process. Each stakeholder provides support in the induction stage of novice teacher. Novice teachers' socialization into the school culture was highlighted as the most vital in the mentoring process and needing special attention. Estonia focuses on school development in terms of establishing positive learning communities to best serve all stakeholders, especially novice teachers. Having such a broad understanding of the vitality of development within schools, a self-evaluation model was introduced in 2006 to support school leaders in constructing adequate training programs for teachers (Löfström & Eisenschmidt, 2009).

Rana Elafify

Research

A qualitative method was used in interviewing sixteen novice teachers in their induction stage. The purpose of the study was to identify the mentee's experience through-out the mentoring program. The above mentioned method was used to determine the real needs and challenges the teachers state themselves, not having to follow themed methodology. The interview questions were general in nature to understand the novice teachers' relationship with their mentor, in terms of criteria, support and availability. To analyze unstructured data, content analysis was used to identify the interview's major themes. The provided themes addressed personal development and professional support between the novice teacher and the mentor. Novice teachers were concerned about their mentor's feedback on their performance, mentor's availability, mutual trust to enhance long-term support of mentoring, and finally reciprocity of information and knowledge (Hellsten, et al., 2009).

Findings

Firstly, novice teachers communicated their experience with their mentors. Ten out of sixteen teachers thought their mentoring experience provided strong support. Five teachers stated their experience was not very supportive. One teacher did not seek help or allow support from the mentor. Daily feedback on practice is what teachers lacked. Teachers tended to refer to their relationship with mentors' as a therapeutic mentoring relation, which enhanced personal skills growth. Others stated that moral support isn't enough; novice teachers need reflection on their daily practices. Mentors providing only moral support to their mentee lacked the apprenticeship approach, so that instructions and guidance weren't fully present.

Rana Elafify

Lack of mentor's constructive feedback was an important issue to novice teacher. The mentoring program did not identify the frequency of feedback provided to mentees. Some teachers received feedback upon a request from their mentor, others received analytical feedback daily on their in-class practice. A teacher mentioned that feedback is provided in the form of a question-answer technique, and arises only when a mentee seeks help. Another important aspect was teachers' collegiality (socialization). Some mentors help novice teachers fit in perfectly, by embracing their work and displaying their progress, while other mentors neglected such vital matters and followed only the most basic mentoring process. Mentors need to construct a positive working environment for novice teachers, since adapting to school culture is challenging in every novice teacher's career (Bell & Treleaven, 2010).

Mentors support can be displayed in their being constantly available to their mentee, while building mutual trust in their relationship. Teachers mentioned that some mentors aren't approachable at times, leaving them to seek help from peers. Socialization plays a major role in seeking help from others; since novice teachers have minimal collegial interaction, mentors tend to ignore novice teachers' needs and allowing them to fetch for information on their own. In Estonia mentors are selected according to the mentees' grade level and subject taught. Teachers stated in their interviews that the selection of mentor is vital in information exchange and in overcoming the challenges the mentors once faced in the early years of their career. In this case mentors act as role models to teachers and enhance their self-efficacy and motivation towards their practice (LoCasale-Crouch, Davis, Wiens, & Pianta, 2012). Novice teachers bring new knowledge to schools and fresh ideas, only if positively received and welcomed by mentors. Both entities benefit from this information exchange, which in the end will finally enhance students' and the school's overall performance.

Rana Elafify

The Estonian novice teachers' experience is similar to that found in many countries in term of needs and challenges. However, the research indicates the need for further development in schools. The interviews highlighted more challenges novice teachers face in their induction stage. Mentor training standards are essential to ensure adherence and incorporation of duties and skills (Hellsten et al., 2009). Lack of feedback and reflection on novices' daily practice hindered the information exchange in the mentor-mentee relationship. Socialization in the school community was also of concern to novice teachers; due to the mentor's unavailability, novice teachers aren't fully familiar with their school culture (Bell & Treleaven, 2010).

Rana Elafify

Kenya

In Kenya, education school graduates receive probation for 2 years, to examine and develop their performance. Kenya's independence caused curriculum reform and enhanced teachers' development to ensure a secure, proficient set up of the country's educational system. The system provides teachers with pre-service training administered prior to the hiring process. During the teachers' probation an induction program is provided to examine novice teachers' experience and enhance their professional knowledge. Teachers receive in-service training to support the daily challenges they face. Pre-service training receives great attention from all stakeholders, as it is of great importance to teachers and schools. However, the pre-service and in-service training programs lack follow up and supervision during the implementation process. Moreover, Kenya's Teachers Service Commission supervises novice teachers' performance in the first 2 years of teaching. However, if further teacher's development is needed, the Commission will provide 1 more year of support and then have the authority to confirm or terminate the teacher. To identify what teachers lack, an understanding of teachers' concerns and expectations towards their induction process need to be closely examined (Francis, 2003).

Research

Due to the novice teachers' constant development and changing needs, a study was constructed to identify novice teachers' experiences with mentoring and their expectations towards the programs. A qualitative method was used in interviews with 27 randomly selected graduates, in their first 2 years of teaching. Data were collected and coded. The interview questions were constructed to identify novice teachers' expectations prior to practice, the reality they have experienced and the skills they perceived from their education. Novice teachers were asked to

Rana Elafify

provide recommendations, to help improve the induction programs in their schools (Francis, 2003).

Findings

Novice teachers' expectation about the teaching as a whole was very optimistic. Teachers mentioned the importance and the society's interpretation of such a profession. Like other educators, novice teachers expect constant support in professional development and interpersonal skills to help survive the first year (Hellsten et al., 2009). Unfortunately, their first year's real-life experience has shown otherwise, including the low pay they receive compared to other occupations, the students' performance in classrooms, the work overload and the boredom due to the lack of motivation. Enrollment in schools of education is based on the failure of student's enrollment in their desired schools. Thus, many teachers practice teaching with feelings of regret and demotivation.

Post-graduation, novice teachers believed they have the skills and confidence to practice teaching, without any complications, assuming that students' behavior is based on proper classroom management. Moreover, their training phase would be smooth, due to the skills they already acquired. On the other hand, they witnessed a lack of support among peers and school leaders. Differentiation and classroom management were a major issue hindering their performance. Lack of resources disabled their ability to apply different teaching styles and strategies within their classrooms. Lack of trust among peers was witnessed due to the high competition among teachers. The above mentioned expectations and experiences need instructional and emotional support by mentors (Peterson, Valk, Baker, Brugger, & Hightower,

Rana Elafify

2010). Close examination of teachers' performance during the induction stage is essential to development of novices' professional and interpersonal skills.

The uncooperative working environment they witnessed led to isolation, demotivation and stress due to the lack of assistance. Poor leadership skills are demonstrated by school leaders in their experience. Novice teachers can seek help from school leaders, if they were available. Novice teachers are to receive help from senior teachers, head teachers and school inspectors. However, the informal mentoring received was very poor and wasn't of much assistance. Their mentoring was constructed in an inadequate manner, informality in the programs' outline and lack of follow up were major issues in the novice teachers' experience. The program had no pattern of activities or criteria, teachers who seek help were perceived as weak and incompetent for the job. Head teachers were responsible for teachers' evaluation in terms of professional knowledge and skills displayed, but the feedback from the head teacher was declared as unfair and caused demotivation. In fact, head teachers barely spend time mentoring the novice teachers and observing their performance (Francis, 2003).

Novice teachers' various suggestions and recommendations would be highly efficient, if put into practice. Based on their experience, they suggested a construction of a formal mentoring program to address all the criteria needed to enhance their professional and interpersonal skills, for instance, teaching methods, student discipline, etc. (Kajs, 2002) They mentioned that the communication methods between the mentor and the mentee should be varied in delivery. Face to face interactions, peer observations and constructive feedback are what they lacked most. Evaluating the program and performance were essential to their suggestions. Internal provision, external provision, end of program assessment, and student-teacher evaluation were suggested to ensure the novice's readiness for independence.

<center>Rana Elafify</center>

Mentoring programs in Kenya need empirical reform, to help introduce a secure framework that enables mentors and mentees performance during the induction stage. Ministry officials should closely examine novice teachers' needs, expectations and challenges to construct adequate criteria in a formal framework (Kajs, 2002). The schools and Ministry lacked mentor training and preparation. Moreover, they were appointed according to their level of experience. Experienced teachers and department heads are expert in subject knowledge. However, they might not have the skills required to participate in a mentoring program (Francis, 2003). School leaders need to apply and embrace a cooperative working environment for all members, to facilitate the introduction of mentorship (Bell & Treleaven, 2010).

Rana Elafify

China

Mentoring in China has been led by expert teachers, for novice teachers, for decades. Through the long experience and knowledge, the mentor transfers information to the mentee. Nevertheless, the Chinese centralized educational system and cultural context impacts the induction stage of the novice teachers, forcing the mentor to focus on educational and pedagogical skills, classroom practices, lesson planning, classroom observations, and the teachers' daily routine. The mentor-mentee relationship can develop through day to day communication, since teachers have a low work load to allow preparation. However, very few studies have been conducted on mentoring programs in China (Lee & Feng, 2007).

Research

Research was conducted to study the criteria for mentoring programs in a school in southern China, focusing on the induction stage of the novice teachers. The research closely examines eight teachers' classroom management, knowledge of subject content, and teacher-student relationship. Moreover, the research aims to highlight the support provided to novice teachers and identify the elements that influence mentoring support. Mentees were selected by school leaders on the same level and subject taught to mentors. Through classroom observations, interviews and field observation, data was collected and (Lee & Feng, 2007).

Findings

Mentoring support in the Chinese school context focused on providing feedback and information exchange between the mentor and the mentee. Novice teachers mentioned through their interviews that sharing lesson plans was a major issue. Mentors who support and apply provision of information tended to share their lesson plans to help support their mentees. On the other

Rana Elafify

hand, mentors thought it was inappropriate to give away their ideas to someone else. Mentees in their induction stage need support to be able to differentiate between the useful and useless information provided to students. Moreover, mentors do not check mentees' lesson plans as they are constructed a day before the lesson is taught; they depend solely on meeting with mentees to discuss topics and classroom observations.

Throughout the induction stage, peer observation was mandatory to both mentors and mentee. A contract is constructed to state that 40 lessons of classroom observations have to be conducted per semester. However, not all teachers completed all of observations required. The mentor's observation of the mentee is carried out for supervision purposes. The feedback provided to teachers varied; some mentors provide constructive feedback, while others criticized the mentees' instructional methods. Mentees benefited from observing their mentors; however, their questioning was minimal due to the Chinese culture's impact on communication skills between expert and beginners. As expert teachers are well known for their full knowledge to all teaching aspects, mentees felt intimidated and therefore, they found obstacles difficulties in questioning and criticizing their mentor's observation.

The program intends to supply the mentor and mentee the same work space. Sharing the same office allows easy access to guidance and information. Conversational learning is present in this case, where the conversation between both parties enhances the mentee's professional skills and knowledge on a professional and personal level (Lee & Feng, 2007). Mentees stated that the presence of a chair next to everyone's desk constructed a comfortable environment to ask questions and communicate. Some interviewees disliked the setting provided, claiming that it caused distractions and made them feel like they are constantly being monitored. Others said that it helped them build a closer friendship along with mentorship.

Rana Elafify

The mentoring program, from the Chinese schools' perspective, is constructed to support the mentor-mentee relationship to best enhance the teachers' professional and personal growth. However, the centralized educational system in China and the self-centered approach teachers demonstrate in schools, has somewhat impacted the mentoring program. The mentor scaffolds the mentee in instructional practices and assessment preparation; hence the students' examination grades are the only mean of evaluating teachers. The students' grades have a direct impact on the mentor-mentee relationship. A sense of competition arises between the mentor and the mentee, which in many cases had a negative impact on the mentee's performance. However, the mentees managed to receive the expert knowledge from their mentors, while providing expert knowledge in information technology to them. The mutual support and competition varies in accordance to the mentor's personality and acceptance of change (Salleh and Tan, 2013)

Developing the mentees' subject knowledge is the major pillar in the program as schools embrace grades results. Mentees in their induction stage lack an essential skill in which they are expected to provide their students with holistic information and differentiate in the lessons taught. Practicing holistic instruction to a topic needs constant observation and monitoring by mentors to assure the transfer of correct and proper information to students. Some mentors provide the constant support needed while others demonstrate this through peer observations. However, some mentors provide poor demonstration to mentees, due to a lack of interest. Classroom management was addressed as an essential factor in the mentoring programs. Mentors provided varied teaching styles and activities to help mentors maintain a positive classroom environment. Classroom sizes are often large, as a regular classroom contains 40 to 50 students, making it challenging for novice teachers to teach in such an environment. Mentors provide

Rana Elafify

different ways to fully engage students in activities and inquiry lessons helping them transfer information to students (Lee & Feng, 2007).

The Chinese education system's experience with mentorship is very poor and depends on the expertise of veteran teachers to support novice teachers. The challenges identified in this research and the poor incentives lead to the lack of motivation of mentors, which hinders the mentoring program (Lee & Feng, 2007). The cultural context played a major role in the programs' setting, in terms of criteria and factors. The competitive-supportive mentor-mentee relationship allows diversion for the program's goals and outcome (Salleh and Tan, 2013). Mentors received no- to- minimal training prior to mentoring selection. Therefore, mentors lack the adequate skills required to proceed with and maintain a positive mentoring program. Provision of mentors' performance needs to be addressed by school leaders and education officials. Mentees' assessment was not identified in the program's setting (Fransson, 2010). The mentorship notion in Chinese schools needs a broad reform and an adequate framework to serve all stakeholders.

Rana Elafify

Comparative Findings

The United Arab Emirates, China, Kenya and Estonia have a common goal: to develop teachers' professional knowledge and interpersonal skills, to best enhance the educational outcome of their countries. Teachers' retention and attrition is a major concern to Ministries of Education. The drop out and enrollment rates threatens the educational system (Vierstraete, 2005). Teachers' education colleges are available in countries. However, they vary in the duration and the graduation requirements. Novice teachers are provided with training and support throughout their induction stage. However, mentorship programs are unidentified or unclear in real practice. The countries apply and use the terminology for moral support to merely meet novice teachers' professional needs (Kajs, 2002).

Mentoring Program

At present, Kenya, UAE and China have no formal mentorship programs in schools. Schools are required to provide mentoring to novice teachers; unfortunately, the programs have informal structures and are ad hoc in practice, which negatively impacts the novices' teachers' professional growth and interpersonal skills development (Francis, 2003). Mentorship programs frameworks and criteria are absent in the above-mentioned countries. Mentors are selected according to years of teaching experience and expertise in subject content knowledge. The duration of the mentoring program isn't clearly identified and monitored. The programs weren't consistent in providing support to novice teachers, due to the lack of monitoring and follow up by school leaders. The lack of evaluation and assessment measures allowed the mentors and mentees to lose interest in the program (Francis, 2003). Mentor training isn't evident and insufficient to support the mentor's role in guidance and support. Each country constructs their

Rana Elafify

imaginary mentoring programs according to their teachers' needs. For example, Estonia has mentorship programs provided for teachers, but mentors' training and preparation courses were inefficient to do the job (Löfström & Eisenschmidt, 2009).

Mentors' Selection

In Estonia, China and UAE, expert teachers are selected according to the mentees' grade level and subject taught. Mentors and mentees teach the same subjects and grade level to help facilitate the mentoring process, through information and knowledge exchange. However, the bureaucratic and self-centered cultural backgrounds of some countries hindered the flow of knowledge and mentorship as a whole (Lee & Feng, 2007). In China, UAE and Kenya seeking help was perceived as weakness. A competitive work environment was witnessed, if the mentee performs better or displays more knowledge in practice. Kenya had a different experience, where department heads and experienced teachers mentored novice teachers, upon request. It was challenging for the novice teachers to seek help due to mentors' unavailability and the work load of both the mentor and the mentee. Kenyan mentors had no assigned duties or tasks towards their mentee.

Mentoring Program Criteria

The country's mentoring programs contained somewhat efficient criteria to help the novice teachers in their induction stage. However, the lack of implementation is present in all countries. Criteria focused mainly on the novice teachers' classroom practices, and failed to identify the mentor-mentee relationship skills, which are required to enhance both the mentor and the mentee interpersonal skills. Moreover, mentors' selection criteria all depend on the selected teacher's expert knowledge of the subject content, ignoring the interpersonal skills needed to carry out the

Rana Elafify

guidance and the support of the mentee. For instance, in Kenya, Estonia, UAE, and China the socialization impact on novice teachers' performance was evident, due to the mentors' lack of awareness about social support and its influence on the mentee's well-being. Such skills are acquired through professional developments prior to mentorship. The research in China explains that one mentor worked on displaying the mentees' work and celebrated the tangible development among peers, to help the mentees develop a comfortable sociable work environment (Lee & Feng, 2007). Whereas in Kenya, novice teachers were isolated and demotivated from peers, due to the unavailability of their mentors (Francis, 2003). All countries have displayed commonality in regards to the poor criteria set in mentor's selection and the programs as a whole.

Evaluation of the Programs

Evaluating the mentoring programs provided in the selected countries was required by the Ministries of Education. However, evaluations of mentoring programs weren't based on standards and criteria, due to the lack of a formal framework structure. In Kenya, evaluation of novice teachers was administered by the heads of departments to confirm or terminate the teachers' duties. However, novice teachers thought it was unfair and false, as the heads of departments play the mentors' role in their induction stage. In this is case novice teachers mentioned that their mentors weren't available to provide the support needed (Francis, 2003). In the UAE, education officials evaluated teachers' performance for re-contracting purposes. However, teachers thought it was unfair to be evaluated by an external member as they usually provide unrealistic feedback (Ibrahim, 2012). The selected countries lacked program assessment measures and depended on teachers' classroom performance for evaluation. Supervision of mentors' performance, tasks, progress and responsibilities weren't administered by a formal

evaluation. In the UAE and Estonia, the novice teachers' performance during lesson observation was the only indicator of the success or failure of the mentor and the mentoring program as a whole.

Situational Mentoring Framework (SMF) as a suggested mentorship framework

The selected countries' struggle in implementing and sustaining formal mentorship frameworks, which threatens teachers' attrition and retention. The country's presented frameworks lacked criteria, those were essential in defying the purpose of mentoring and guiding novice teachers. The Situational Mentoring Framework (SMF) introduced in the remainder of this paper addresses all aspects required to construct practical measures to best serve all stakeholders. Its mechanism provides clear identification of the tasks and responsibilities required from mentors and novice teachers. The components of the framework addresses mentors' selection process, mentors' required skills and characteristics, mentor-mentee relationship, mentor-mentee assignment, professional developments for mentor and mentee, professional development assessment methods, required interpersonal skills and job knowledge skills for mentors and mentees, support team and supervising committee, and evaluation measures and benchmarks to the program. Each criterion provides full support to enhance professional growth for both mentors and mentees (Kajs, 2002).

SMF: Mentors' Selection

A support team has to be formed to select qualified, expert teachers as mentors. The support team or committee consists of current or previous mentors, school principal, and district educators. Potential candidates have to meet the selection criteria, which are based on a mentors' reputation among peers as an expert teacher. Potential mentors need to have high reflective and

constructive communication skills with peers (Bell & Treleaven, 2010). The selection program can provide a specific job description for mentors, which should include their ability to comprehend their tasks and responsibilities, which will be emphasized throughout the program. Professional development on assessment and evaluation is required, to help introduce the various means of assessing and evaluating the mentee's performance throughout the program.

SMF: Mentee Selects the Mentor

Mentors and mentees are asked to engage in an open discussion along with support team. Through discussion and communication, mentors and mentees exchange information about their similarities and differences on their personal styles and interpersonal skills. It promotes mentor-mentee self-awareness and respect for the viewpoints of others. Discussions ease the novice teachers' socialization into the school's environment. All group members discuss personal matters, classroom incidents, political concerns and popular topics, such as sports. This process provides insight about each one's personality and personal skills. Mentees select their mentors according to the ease of communication and feel of comfort (Bell & Treleaven, 2010). Once mentors are selected and assigned, mentors and teachers construct a time line for their mentoring program; programs can last from a semester up to two years. Mentees can request to change their mentors after a semester if they wish or if any conflict occurs (Kajs, 2002).

SMF: Mentor and Mentee Professional Development

Mentors and mentees go through an induction stage in SMF, which offers an intense professional development to elevate and enhance their skills on reflective feedback, guide adult learners, coaching skills, stages of teacher's development, skills of formative assessment and skills to support teacher's success and professional growth. Moreover, mentees' professional

development enhances their interpersonal skills to best meet their wide range of needs (Hellsten et al., 2009). Mentors and mentees attend common professional development on teachers' development stages, as it is vital to identify the various stages and teachers' expectations at each level. The program introduces the novice at the beginner level, where mentoring mainly addresses personal issues and school concerns, followed by the advanced, competent, proficient and lastly the expert teacher, where mentoring mainly addresses instructional improvement.

SMF: Mentor- Mentee Assessment to Professional Development

Mentors and novice teachers assess each other's professional development growth, through the criteria provided in the SMF. The SMF allows the professional development of participants to provide their opinion towards the behavior of the induction provided. Participants' learning processes and use of knowledge to meet an organization's goals, students' learning process and overall results are vital aspects of the SMF. Using the given criteria, mentors and novice teachers use formative and summative assessments; a mentees' portfolio can be used as evidence of professional growth and learning capacity; self-assessment can be used to measure the novice teachers' personal development; sharing the assessments' outcome, the mentor and the novice teacher enhance the mentoring relation by experience and knowledge exchange (Fransson, 2010).

SMF: Skills Required for the Success of the Program

The framework aims to secure a positive mentor-mentee relationship throughout the program. Therefore, skill acquisition is the major criteria in the provided program. The framework specifies the skills both mentors and mentees need to display throughout the training to ensure a successful completion of the program. Mentors and mentees need to display active listening

skills to best enhance communication. Solution oriented behaviors and problem solving are another essential aspect in the SMF. Communication skills, understanding expectations, and constructive feedback are essential to nurture the mentoring relationship (Hudson, 2016).

Mentors need to provide guidance and support to novice teachers in and outside classroom measures. The framework provides mentors and mentees the outline of the skills needed for every teacher striving excellence within the classroom. Students' interpersonal skills, critical thinking, conflict resolution, use of technology, serving students' learning needs and diversity are required essential skills for mentees to best serve student learning processes (Hellsten et al., 2009). Mentors' awareness of such skills helps enhance their performance within their classroom, and as they interact with the mentees. Knowledge of such skills facilitates the observation process, where mentors can witness the demonstration of these skills among students to ensure teachers' quality of performance (Hudson, 2016).

SMF: Support Committee

The support teams, including school leaders, school district officials, mentors and mentees, hold scheduled face to face meetings to discuss current concerns or issues arising in all aspects of mentoring. The interactive meeting allows information and knowledge exchange; it elevates novice teachers' motivation towards their professional growth. Novice teachers are guided by senior staff and experts to best help their self-efficacy in their induction stage (Langdon et al., 2012). The support team provides access to one another throughout the day; members can communicate through tele-mentoring, where group emails and chat rooms are constructed for instant feedback.

SMF: Benefits of the Support Committee

Rana Elafify

Novice teachers tend to need constant and instant support from mentors to meet their wide range of needs during their first year (Vierstraete, 2005). The support committee helps ease the duties of the mentor in case of unavailability; thereby, the mentor is always supported and mentored. This approach facilitates mentees' inquiries and concerns to best serve their daily challenges. Mentors can at times share responsibilities with other team members to provide the full support needed to their mentees. The support team works towards the success of the mentoring program; for example, if conflict arises between mentors and mentees, they can offer support to both parties. The non-threatening paradigm of the mentoring program helps reduce conflict between members, to provide a positive learning and working environment to all entities (Kajs, 2002).

SMF: Evaluation Methods

The framework provides a systematic outline on evaluating the mentoring program to identify the mentee's progress. It provides various ways of assessment to best ensure adherence to the skills acquired to best serve the students learning outcome. Scheduled observations are the first mean of assessment; they allow the mentee to demonstrate their gained knowledge. Feedback meetings are scheduled to discuss novice's progress (Hudson, 2016). Mentors and mentees undergo self–assessment to measure their personal progress in completing duties in the program. Reflective assessment is another mean to reflect on their performance to identify any points of weakness and strength. As discussed earlier, portfolio assessment, as well as formative and summative assessments, are also requirements for the SMF, to ensure that the mentees have gained the required knowledge and skills for the next level in the teachers' development stage (Fransson, 2010).

Rana Elafify

SMF Application to Countries

Professional development

The countries discussed above lacked formal mentorship frameworks to adhere to. Therefore, policy makers are urged to construct a suitable and practical framework to best serve teachers' retention and attrition (Strong, 2005). The presented framework can be utilized as it addresses the deficiencies found in these countries' frameworks. The mentors in China, Kenya, Estonia and UAE were assigned by school leaders according to their level of knowledge to the subject taught while, neglecting the set of skills required to perform such a duty. Mentors aren't professionally developed to gain a broader perspective on their duties and responsibilities. Mentees don't receive training prior to their mentoring program on the skills required to become a competent peer and teacher. Therefore, the detailed standards and criteria in the SMF on the professional development stage help prepare mentors and mentees in the mentioned countries with the skills to best serve their professional growth within the mentoring program to positively impact the students' learning outcomes (Kajs, 2002).

Mentors' Selection

SMF allows the support team to select expert teachers according to expertise in subject content knowledge and their reputation among peers. The addressed method in the SMF allows novice teachers to select their mentees after several informal meetings. In UAE and China, the cultural constraints impacted the mentoring selection process. In UAE teachers were assigned male mentors from school districts to assist females' mentees. This selection negatively impacted the outcome of the mentoring program, as the mentor wasn't available on school campus at all times. In China the self-centered approach has been witnessed in hindering the novice teachers'

Rana Elafify

mentoring program, where mentees were challenged by the competitive approach the mentoring program provides in mentors' selection. Mentors selected had expert levels of knowledge and were older in age, the cultural constraints in questioning and criticizing by elders was evident in China. Moreover, mentors felt threatened by the novices' new ideas and use of technology, which directly impacts the mentor's performance and reputation among peers. In the Estonian novice teachers' experience, the duration of the mentoring program wasn't identified. Therefore, teachers request help whenever needed. However, the SMF gives the novice teachers the authority to change their mentor if any conflict arises within the agreed duration. The Framework provides mentoring for a semester or up to two years. The first period is used to serve socialization purposes and interpersonal skills development. However, if the program lasts two years, mentoring is provided for instructional methods enhancement. Following the SMF, mentor selection and program duration will fulfill the deficiencies experienced in Estonia, China, Kenya and UAE.

Constant Support

Another constraint which hindered the mentoring programs in the mentioned countries, was the unavailability of the assigned mentors to meet the mentees needs. The SMF support team offers constant support to mentees through different means, meetings and emails, if the mentor is unavailable. Receiving knowledge from various experts secured and supported the mentees' urge to learn and grow. In countries like Kenya, UAE, Estonia and China teachers requested help from peers if mentors were unavailable, or did not seek help at all, building capacity for frustration and confusion towards their inquiry. The SMF model provides for a support committee's whose members consist of various senior leaders, which puts the program as a top priority due to the constant follow up on participants' performance. This is in contrast to the

cases witnessed in the mentioned countries, where consistency and follow up on the mentoring programs provided were minimal and in some cases, didn't exist. The SMF support team should be formed in such cases to insure follow up on mentor and mentee performance, timeline adherence, conflict resolution, support and evaluation.

Program Evaluation Methods

The selected countries novice teachers suffered from the irrelevant means of evaluation of their performance and the inadequate mentoring programs. In UAE, school districts evaluate the novice teachers' performance. In Estonia, Kenya and China, mentors evaluate novice teachers' progress during the induction stage. However, there are no realistic standards and identified means of evaluation, which mainly occurs through classroom observation and students' overall grades. SMF introduces the various methods of mentors' and mentees' evaluation from the launch of the professional development to the evaluation of the program as a whole. Provision of reflective and constructive feed-back was absent in the countries frameworks. However, reflection and self-assessment of mentors and mentees is a mandatory mean of evaluation in the introduced framework, to better elevate the professional growth of both entities.

Conclusions and Recommendations

The SMF Framework addresses all aspects and areas needed for mentor preparation, which all countries included in this review lacked. Mentors are selected according to the mentees' preferences; the relationship is based on mutual interest and social acceptance (Peterson, Valk, Baker, Brugger, & Hightower, 2010). Mentors' and mentees' professional development equips them with the professional knowledge and the interpersonal skills needed to best serve one another and nurture the mentoring program's outcome (Hellsten et al., 2009). The mutual means

Rana Elafify

of assessment allows for a fair judgment of the program, enabling both parties to identify their professional progress or areas of weakness within the program. Through the assessment procedures, mentors and mentees self-reflect and share their outcomes to exchange knowledge and experience (Fransson, 2010). The open and safe relationships constructed among mentors and mentees are essential for the success of the program and their personal professional growth.

Through the analysis of the mentoring practices in the countries examined in this study, it was evident that there aren't adequate frameworks applicable in schools. Lack of formal implementation processes, consistency, and follow up, mentor selection, professional development, evaluation, and mentor incentives, defied the purpose of the programs. Socialization was the countries major pillar in delaying the novice teachers' professional growth (Hudson, 2016). The SMF closely examines the above-mentioned implications and provides standards for each deficiency. However, the SMF limitation to provide mentors' incentive and reward program may defy the purpose of the mentoring program and challenge the implementation process. Therefore, it is suggested to include various means of incentives to the SMF. The mentors' incentive programs in the selected countries were intangible and don't follow a protocol. In China, it consisted of moral support from school leaders to mentors. While in UAE, annual reports were added to teachers' portfolios. Mentors' motivational support is essential to best enhance the programs' outcome and encourage full participation and loyalty (Ibrahim, 2012). This matter needs the attention of school leaders and policy makers while constructing efficient mentoring programs.

Lastly, it is recommended that through the informal meetings held by the support committee, teachers should complete a questionnaire to indicate their expectations on the outcome of the mentoring program. Mentors and novice teacher should participate to indicate their current

professional knowledge and interpersonal skills and what they wish to acquire from the provided program. This mean of assessment allows mentors and mentee identify their needs prior to the program and celebrate the scope of elevation towards the end of the program. The surveys and self- assessments prior to the professional development stage assist school leaders in constructing adequate professional courses to meet all needs (Francis, 2003).   The SMF provides rich professional developments those address all strands; however, the analyses used from surveys and self-assessment can provide mentors and course instructors fruitful insights on the novice teachers' needs.

To construct an efficient and productive mentorship framework all stakeholders need to participate in this process. Information, knowledge, expectations, challenges and outcomes need to be clarified to the educational system as a whole. Policy makers and education officials need to broaden the involved parties' perspectives towards mentoring and its potential influence on the professional growth of both novice educators and mentors, which will directly impact students' learning outcome (Kajs, 2002). Education systems are constructed to provide learners with the skills and the knowledge needed to become life-long learners. Through mentorship, mentors and mentee join together on their journey to self- discovery, seeking personal skills acquisition and striving to excel in professional growth to best serve their students in classrooms.

Rana Elafify

List of References

Bell, A., & Treleaven, L. (2010). Looking for Professor Right: mentee selection of mentors in a formal mentoring program. *Higher Education, 61*(5), 545-561. doi:10.1007/s10734-010-9348-0

Dickson, M., Riddlebarger, J., Stringer, P., Tennant, L., & Kennetz, K. (2014). Challenges faced by novice Emirati teachers. *Near & Middle Eastern Journal of Research in Education*, *2014*(1), 1-20. doi:10.5339/nmejre.2014.4

Elliott, E. M., Isaacs, M. L., & Chugani, C. D. (2010). Promoting Self-Efficacy in Early Career Teachers: A Principal's Guide for Differentiated Mentoring and Supervision. *Florida Journal of Educational Administration & Policy*, *4*(1), 131-146.

Francis, C. I. (2003). Teachers' Experiences of the Probation Period of Teaching in Kenya: implications for teacher induction policies and programmes. *Journal of In-Service Education*, *29*(3), 473-488.

Fransson, G. (2010). Mentors assessing mentees? An overview and analyses of the mentorship role concerning newly qualified teachers. *European Journal of Teacher Education*, *33*(4), 375-390. doi:10.1080/02619768.2010.509426

Hellsten, L., Prytula, M. P., Ebanks, A., & Lai, H. (2009). Teacher Induction: Exploring Beginning Teacher Mentorship. *Canadian Journal of Education*, *32*(4), 703-733.

Hudson, P. (2016). Identifying mentors' observations for providing feedback. *Teachers and Teaching*, *22*(2), 219-234. doi:10.1080/13540602.2015.1055446

Ibrahim, A. (2012). Induction and mentoring of novice teachers: A Scheme for the United Arab Emirates. *Teacher Development*, *16*(2), 235-253. doi:10.1080/13664530.2012.688676

Kahrs, B., & Wells, S. (2012). Authentic Mentoring: What Matters Most in the Growth and Development of Beginning Teachers. *National Forum of Educational Administration & Supervision Journal*, *29*(3), 40-50.

Kajs, L. T. (2002). Framework for Designing a Mentoring Program for Novice Teachers. *Mentoring & Tutoring: Partnership in Learning*, *10*(1), 57-69. doi:10.1080/13611260220133153

Langdon, F., Alexander, P. A., Dinsmore, D. L., & Ryde, A. (2012). Uncovering perceptions of the induction and mentoring experience: developing a measure that works. *Teacher Development*, *16*(3), 399-414. doi:10.1080/13664530.2012.722328

Rana Elafify

Lee, J. C., & Feng, S. (2007). Mentoring Support and the Professional Development of Beginning Teachers: A Chinese perspective. *Mentoring & Tutoring: Partnership in Learning*, *15*(3), 243-262. doi:10.1080/13611260701201760

LoCasale-Crouch, J., Davis, E., Wiens, P., & Pianta, R. (2012). The Role of the Mentor in Supporting New Teachers: Associations with Self-Efficacy, Reflection, and Quality. *Mentoring & Tutoring: Partnership in Learning*, *20*(3), 303-323. doi:10.1080/13611267.2012.701959

Löfström, E., & Eisenschmidt, E. (2009). Novice Teachers' Perspectives on Mentoring: The Case of the Estonian Induction Year. *Teaching & Teacher Education*, *25*(5), 681-689. doi:10.1016/j.tate.2008.12.005

Peterson, S. M., Valk, C., Baker, A. C., Brugger, L., & Hightower, A. D. (2010). "We're Not Just Interested in the Work": Social and Emotional Aspects of Early Educator Mentoring Relationships. *Mentoring & Tutoring: Partnership in Learning*, *18*(2), 155-175. doi:10.1080/13611261003678895

Ponte, E., & Twomey, S. (2014). Veteran Teachers Mentoring in Training: Negotiating Issues of Power, Vulnerability and Professional Development. *Journal of Education for Teaching*, *40*(1), 20-33. doi:10.1080/02607476.2013.864015

Salleh, H., & Tan, C. (2013). Novice Teachers Learning from Others: Mentoring in Shanghai Schools. *Australian Journal of Teacher Education, 38*(3), 152- 162 http://dx.doi.org/10.14221/ajte.2013v38n3.1

Strong, M. (2005) Teacher Induction, Mentoring, and Retention: A Summary of the Research, *The New Educator, 1*(3), 181-198, DOI: 10.1080/15476880590966295

Vierstraete, S. (2005). Mentorship: Toward Success in Teacher Induction and Retention. *Catholic Education: A Journal of Inquiry and Practice*, *8*(3), 381-392.

Rana Elafify