

A Case Study regarding the Role of Mentor for Student Teacher

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【Abstract】

In Japan, mentor plays an important role in the process of improving classes conducted by teachers, but there has been little study mentioning this role. In this case study, we discussed the role of mentor in developing the practical abilities of student teachers.

Niigata University offers the opportunity of two-week teaching practices to third-year students in the spring and autumn. A mentor observes the classes of a student teacher once a week, i.e. twice in total, and then conducts mentoring.

After the spring teaching practice, the records of the classes and mentoring are protocolled and then the student teacher reflects on her own classes over and over again, based on this data. Prior to the autumn teaching practice, the mentor and student teacher determine the tasks for this teaching practice based on these reflections. During the autumn teaching practice, the student teacher attempts to tackle these tasks. Mentor observes her classes and conduct mentoring. In addition, some activities to discuss lesson planning are arranged between the mentor and the student teacher.

Through this mentoring process, the following roles of mentor in improving student teacher are clarified:

- 1) Reflective Role: After mentor asked and advised the student teacher, the student teacher became able to think reflectively.
- 2) Creative Role: After mentor and student teacher cooperated in the discussion of lesson planning, the student teacher attained a perspective to create new lessons.
- 3) Role in Promoting a Self-awareness of her Development: Mentoring helps the student teacher to recognize her own development and to have a positive attitude.

【Background】

In Japan, a variety of research has been made into the formation and development of teachers' abilities, mainly in the case of student teachers and novice teachers. However, most of them were questionnaire surveys and the like, in which general tendencies were extracted from many subjects.

Recently, since Sawamoto (1986) suggested class-reflection study, there have been an increasing number of studies whose objective is to clarify the thoughts of each teacher (student teacher) in the process of mentoring with others. In parallel, studies to elucidate the practical

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knowledge of each teacher have increased. As a matter of fact, in most cases, the teaching practice of a teacher and the mentoring after the practice are conducted just once, and for student teachers, such activities are limited to the period of teaching practice.

In such circumstances, this case study is considered to have the following two features:

- In this case study, we recorded and analyzed the classes and mentoring of student teachers from before the spring teaching practice to the autumn teaching practice and for one year after the practice, and then conducted long-term, consecutive studies on their ability formation.
- The subjects of previous studies have been the teachers, who give the classes, and there are few studies that focused on mentor, who are the other partner in mentoring. In this case study, we discuss the mentor's roles in the formation of the student teachers' abilities.

【Purpose of Study】

The purpose of this study is to clarify the mentor's roles regarding the formation of student teachers' abilities, with a focus on the interactivity of mentoring.

【Methods for Study】

(1) Subjects

Teachers: student teachers who is 3rd year university students

(2) Observer/Mentor

The author of Schoolteacher at Public Elementary School in 16th year of teaching.

(3) Procedures of the Study

① Ongoing

Observer records quiet comments on what she notices while observing classes.

② Mentoring

The observer participates in the evaluation (mentoring) meetings of the classes as mentor, and she helps a teacher develop self-awareness. The dialogue of the participants are recorded on audio tape or video.

③ Analysis of Speech

The records of the ongoing observation and mentoring are documented (transformed to protocol data), and then undergo analysis.

(4) Mentoring as Interactive Work

This case study was conducted while mentor was involved in the spring and autumn teaching practices of a student teacher as shown in Table 1.

Table 1 Mentor's involvement in the spring and autumn teaching practices

Time	Spring Teaching Practice	Autumn Teaching Practice
Before the teaching practice	Description of "necessary abilities as teachers" Mentoring about the trial class teaching plan Trial class Mentoring after the trial class	Mentoring to determine assignments for student teachers

During the teaching practice	Observation of Teaching Practice 1 (Social Studies)	Observation of Teaching Practice 1 (Japanese Language)
	Mentoring after Teaching Practice 1 (Social Studies)	Mentoring after Teaching Practice 1 (Japanese Language)
		Mentoring at an interim report meeting about teaching practice
		Mentoring prior to Teaching Practice 2 (Japanese Language)
	Observation of Teaching Practice 2 (Japanese Language)	Observation of Teaching Practice 2 (Japanese Language)
	Mentoring after Teaching Practice 2 (Japanese Language)	Mentoring after Teaching Practice 2 (Japanese Language)

In both the first and second week of teaching practice, the mentor observes one class by the student teacher, and then conducts mentoring. In this point, there is no difference between the spring and autumn teaching practices. However, the autumn teaching practice differs from the spring one in the following facets:

Table 2 Mentoring in the autumn teaching practice

○ Mentoring to determine assignments for the student teacher
Mentor clarified and shared assignments in the autumn teaching practice with the student teacher.
○ Mentoring at an interim report meeting about teaching practice
This meeting was held after the period of teaching practice finished its first week. In this meeting, the mentor and the student teacher shared information on pupils, homeroom teachers, and the classes practiced.
○ Mentoring prior to Teaching Practice 2
Differing from the spring teaching practice, the student teacher was in charge of a whole unit of Japanese Language. Based on the reflection about Teaching Practice 1, the mentor discussed lesson planning with the student teacher prior to Teaching Practice 2.
○ Participation in Chuken meeting
Teaching Practice 2 of the student teacher was an open class (Chuken) which teachers in charge of the lower grades and student teachers who were assigned to the lower grades sat in on. The mentor joined the Chuken meeting and was coached by teachers along with the student teachers.

The activities of the autumn teaching practice in which the mentor shared a lot of information with the student teacher and discussed and reviewed the classes together can be recognized as interactive work. We discuss the mentoring as interactive work, with the focus on the autumn teaching practice.

【Results】

(1) The development of the student teacher's ability to plan lessons

Mentor made ongoing evaluations as tabulated below, while observing the classes given by the student teacher in the spring teaching practice.

Table 3 Protocol data of the spring teaching practice (Teaching Practice 1)

Teacher's Words	Pupils' Response	Ongoing Evaluation
T121 Then, please hold a brief discussion with your neighbors, saying things like "As for me, I use such a seasonal word for initial greetings", "I want to use this word", etc.		O29 At this point, the teaching plan states that pupils write their opinions in their notebooks, but the teacher changed it to the instruction: "Please hold a brief discussion with your neighbors". Is there no time to write it down?
<p>T151 So, please face the front. I think you have thought about what kind of words should be used in the initial greetings. Please tell us if you have come up with a good idea.</p> <p>T152 Then, Megumi-san.</p> <p>T153 Rainy season. OK. Anything else? Then, Handou-san.</p> <p>T154 Yeah.</p> <p>T155 Oh! Any other? Yuki-san. (Nod.)</p> <p>T156 A little while ago. Tada-san, could you tell everyone what you told me a little while ago?</p>	<p>C123 I cannot, I cannot. I cannot do it at all. (Several pupils raise their hands.)</p> <p>C124 I would like to write about the rainy season.</p> <p>C125 Pardon?</p> <p>C126 OK. Let me see. The rainy season, so, it is the season in which snails appear and so I want to write a sentence like "A snail showed his face".</p> <p>C127 Yes. The rainy season is warm; thanks to successive fine days, it is very warm. How about China?</p> <p>C128 It's not in China.</p> <p>C129 It's in Ni... Niigata.</p> <p>C130 I think it is not there, but, yes, something like that.</p>	

<p>T157 Say, what do you think everyone?</p> <p>T158 How about it?</p>	<p>C131 Yes. Let me see, I saw that when the rainy season came, the hydrangeas were in bloom and snails ca...came out and were very active. Let me see, He...here, lizards, etc. come out on fi...fine days. Did you...did you see the hydrangeas in bloom?</p> <p>C132 Niigata, both of them.</p> <p>C133 Bai-san is in Niigata.</p>	<p>O31 Assistance for Tada-san. Well, I think that this nomination made good use of first-hand observation.</p> <p>The reason that the sentences of the pupils who gave their opinions are vague is because the teacher did not instruct the pupils to write their opinions in advance, I think.</p>
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Although according to the teaching plan the student teacher planned to instruct the pupils to write the opening of a letter in their notebooks and then present it, the student teacher instructed the pupils to discuss it with their neighbors and then present their ideas in the actual class. As a result, the presentation by the pupils was not a mention of the opening of a letter, but just a declaration of intention such as "I want to write such a thing". The mentor who observed this advised that, in order for the pupils to present the opening of a letter clearly, the student teacher should have instructed the pupils to write the opening of a letter rather than to discuss it with their neighbors. Namely, the mentor concluded that the student teacher lacked the ability to design a class considering the meaning of the teaching activities and the mutual relationship between activities.

The student teacher raised the following three as the assignments for the autumn teaching practice.

Table 4 Assignments in the autumn teaching practice

<ul style="list-style-type: none"> • Design the entire class structure, creating a "climax". • Forecast the pupils' responses, give meaning to activities, and consider what kind of teaching materials should be used. • Devise (discuss) styles of question-raising, instruction, and lesson form, in order not to make the lesson accessible only for able and brainy pupils.

The following mentoring was given after Teaching Practice 1 based on the above assignments.

Table 5 Protocol data of the mentoring after Teaching Practice 1 of the autumn teaching practice

Student Teacher	Mentor
Y23 (Omitted) Because when instructing pupils to write many pupils come to focus on the writing too much and keep doing only that, I wanted to make pupils think about it with a little more concentration. But, hmm...it was difficult to do so with only one question.	
Y24 Hmm.	O83 If you instruct 1st year elementary school pupils to think about something without writing in their notebooks, what kind of learning activity makes this possible?
Y25 Yes.	
...	
Y26 Without writing.	
Y27 Yeah, yeah.	O84 I always find myself doing so because I was in charge of higher grade pupils and I myself can develop ideas or summarize them by writing. But, there are many pupils who cannot write in low grade pupils, aren't there?
Y28 I see.	
Y29 Yeah, yeah. I see.	
	O85 In such a case, how do we get the pupils to think about something? It is now a really simple question, but I want to know what you think about it.
Y30 Yes.	O86 Yeah, yeah.
Y31 Hmm, ahh.	O87 Ah.
Y32 After all, it may be necessary to present concrete scenes.	O88 Yes.
Thi...this story. This world and a private world. There is a kind of immature child...for those who say it is a little difficult or I cannot understand, the teacher should go beside the pupil to offer immediate advice and ask "If you were there, what would you do in such a case?", etc.	O89 Ah...yeah, yeah, yeah, yeah. O90 Yeah, yeah, yeah, yeah.
	O91 Hmm.

After the mentor listened to the student teacher's statement that the attempt to make pupils think about something had ended in failure, the mentor asked "What kind of activity, other than writing, is able to make pupils consider something?" At this point, the student teacher could not answer and pointed out the importance of "appealing to the visual sense", but the student teacher did not propose anything concrete. At this point, the assignment "Give meanings to activity, and consider what kind of teaching materials should be used" was specifically focused on "How to devise activities and teaching materials in order to make 1st year pupils consider something?"

After that, the student teacher and the mentor talked about Teaching Practice 2 and discussed lesson planning together.

During Teaching Practice 2, the student teacher adopted the following four methods for encouraging pupils to "imagine the feelings of children riding on a whale-shaped cloud and fill their words balloons".

- ① Grasp the situation by reading from illustrations.

The "appealing to the visual sense", pointed out by the student teacher during the mentoring after Teaching Practice 1, was realized with the introduction of illustrations.

- ② Stimulate imagination by adding movement to the class.

After being motivated by the mentor's advice "Your class is monotonous, isn't it?", the student teacher added movement to the class with the aim of developing a class with a "climax", which is the assignment for the student teacher.

- ③ Instruct pupils to draw him/herself riding on a whale-shaped cloud to imagine him/herself doing so clearly.

This is the student teacher's original idea. In the previous lesson they determined in advance "at which point of the whole-shaped cloud they were riding", and drew pictures and cut them out. During the actual lesson, the student teacher asked a pupil "On which part did you draw yourself riding, Mr. A?" and initiated such exchanges. Through this, many pupils became able to clearly imagine the feelings of children riding on a whale-shaped cloud.

- ④ Make the pupils consider based on the writing on the blackboard.

The student teacher wrote the situations read by pupils and the words imagined by the pupils on the blackboard, and used these to further stimulate their imagination. For pupils who could not imagine any words to fill the word balloons, the student teacher asked them "On this blackboard, there are many things seen at the sea and mountains. What do you see, Ms. B?" In response to such a question, some pupils started to fill the word balloons.

Although the student teacher at first could not imagine "activities for making 1st year pupils consider something", the student teacher was able to devise the above mentioned method and utilize it in the actual class. In this case, it can be said that the student teacher's ability to plan a lesson has been developed.

During the mentoring after the class, the student teacher and the mentor said as follows:

Table 6 Protocol data of the mentoring after Teaching Practice 2 of the autumn teaching practice

Student Teacher	Mentor
Y38 Yes.	O101 As the teachers mentioned, although the words spoken spontaneously when riding on a whale-shaped cloud are limited, there was a possibility that they would be expanded when filling the words balloons, wasn't there? As one teacher, perhaps Ms. Kuwabara said, by making pupils write, their imagination must have become richer. Did you see such a thing in the actual class?
Y39 Yeah.	
Y40 Yeah, yeah.	O102 Yeah.
Y41 Well, yeah. Let me see.	O103 Yeah, yeah.
	O104 Yeah, yeah. Yes.
	O105 Ah, ah, ah, ah.
Y42 I think so, yeah. There were many words such as "It's fun, it's fun, it's fun" while riding on the cloud. When I looked around, I also saw "It feels good". Although I thought that the pupils could not mention what they could see, I saw some pupils writing "I'm afraid of falling off", etc. As for the pupils who found it hard to write anything, when I asked "At which part did you draw yourself riding?", some said "Here". When I asked "What is this person doing?", some said "She is yelling 'Hallo!'", and then they wrote 'Hallo!'.	O106 Yeah, yeah. I see.
Yeah.	O107 Yeah, yeah, yeah, yeah.
	O108 Yes.
Y43 Yeah, yeah. That's right.	O109 Yeah, yeah.
	O110 Yeah.
	O111 Yeah, yeah.
	O112 Yeah, yeah.
	O113 I see.
	O114 Yeah, yeah, yeah, yeah.
	O115 You instructed pupils to draw themselves at a specific location. What was the idea about that?
	O116 Why did you specify the location, not just ordering pupils to draw themselves freely?
Y44 This...but...the same... Even on the same cloud, some would be about to fall off, and others would be bouncing on the cloud (laugh); the words would vary according to locations. First, there is the location where they want to stick their picture. I expected that it would be easier for the pupils to think about it with a specific location and then a variety of ideas would emerge.	O117 Yes.
	O118 Fu, fu, fu. (laugh)
	O119 Yeah, yeah, yeah, yeah.
	O120 Yes.
	O121 Yeah, yeah.

Y45 Yes.	O122 Yeah, yeah.
	O123 Ah... Yeah, yeah, yeah.
Y46 Not at all.	O124 Yeah, yeah, yeah, yeah. I understand.
	O125 Then, it was your original idea, wasn't it?
Y47 Yeah, yeah.	O126 I was impressed with it.
Y48 Yes.	O127 You first specified the location, and when each pupil made their presentation, you explained the location for each and then instructed each pupil to present their word balloons. Therefore, I thought that your conduct had some meaning.
Y49 Hmm.	
	O128 Yes. As a measure for enabling pupils to consider more easily. Hmm.
Y50 For example, if the place one drew differs from the place of the word balloon, it is not consistent. When one draws oneself and adds the word balloon, one will focus on drawing, drawing, and drawing. In these circumstances, I thought that it would make it easier to write the word balloon by determining the location in advance.	O129 Yes.
	O130 Yeah.
	O131 Yeah, yeah, yeah, yeah.a
	O132 Yeah, yeah, yeah. Yes.
	O133 Yes. Yeah, yeah.
Y51 Yeah, yeah. Yes.	O134 Hmm.
	O135 Hmm.
	O136 Then, it... overall in the learning activity you had them personalize their aim, in the actual lesson too, but continued such efforts from the previous lesson, didn't you?
Y52 Yes.	

Table 7 Development of the student teacher's ability clarified through the mentoring

- ☐ Ability to create a class considering the consistency of the activities (Class Designing Ability)
- ☐ Ability to consider assistance to increase the effectiveness of an activity and utilize it in class.
- ☐ Ability to utilize activities for individual guidance.

As mentioned above, it is obvious that the student teacher became able to design effective classes to deepen pupils' understanding.

In addition, with regard to this issue, the student teacher and the mentor talked as follows in February.

Table 8 Protocol data of the mentoring conducted in February

Student Teacher	Mentor
<p>Y52 I have given the Japanese language lesson twice. As for the first one, the one you watched, the teacher in charge was absent on an official trip, and the pupils were noisy from the morning. The physical education class I gave before it did not produce good results. What was worse, there are some hyperactive pupils in the class, and some got into a fight before the lesson. Accordingly, the class started in such an awful situation. I thought that because they are first year pupils I should add some activity for them, not only keep them sitting during the class. Then, I instructed some pupils to read aloud from the textbook while standing on their chair. Because I ordered such a thing abruptly, the class started while the pupils were still confused. Then, the class was noisy all the way through. In the class in the second week, I gradually came to understand the atmosphere of the class as a whole and to know how to proceed. When I set a kind of recitation first, the pupils showed a positive attitude because they can do it. So I instructed the pupils to read and then I added some activity. Some pupils utilized what they had obtained from the reading in their activity, although if I had set only an activity, the pupils might have only had fun in the activity. Therefore, when I wanted to add some activity to the lesson, I thought about where to add such an activity, if it was meaningful for the lesson and whether pupils would show a positive attitude or not.</p> <p>Then, although the pedagogic perspective and the study of teaching materials are important, I realized I obtained useful things from my experience of teaching, and thought that experience is also important. In the meantime, so far I had only been watching myself lecturing and I realized that was mistaken.</p>	<p>O244 Yeah. Designing a class, or not doing so and saying something like this. According to Mr. Nakagawa, it is better to try naturally rather than design artificially. How about such experiences?</p>

The assignment “To design a class considering the meaning and consistency of the activities”, proposed after the spring teaching practice, had been gradually solved through the teaching practices of the autumn teaching practice program and the dialogues with a mentor. Consequently, one year later, the student teacher had become able to achieve personal growth.

(2) Development of the Student Teacher’s Ability regarding Class Lecturing

With regard to Teaching Practice 2 of the autumn teaching practice, in the scene where pupils read the situation from illustrations, some pupils answered with something that was not drawn in the provided illustration, but the student teacher corrected it by asking “Is that what you answered in this illustration?” So, the pupils could read situations faithfully from the illustrated visual scenes, and after that the student teacher was able to proceed with the class smoothly. It can be said that by this limiting, the pupils were able to pay attention to the depiction in detail and read the illustrations more deeply.

With regard to this part, the mentoring after the class was conducted as follows:

Table 9 Protocol data of the mentoring after Teaching Practice 2 of the autumn teaching practice

Student Teacher	Mentor
	O70 Was there something that you think proceeded smoothly or that produced good results in other cases?
	O71 Yeah, yeah.
Y22 Let me see. At the stage of reading from illustrations, some pupils said “I can see fish”, “I can see a crab”. (laugh) Then, I thought pupils tend to imagine rather than read, but at later stages, many pupils noticed detailed points. Then, I thought a variety of things had emerged.	O72 Yeah, yeah, yeah, yeah.
	O73 Yeah,
	O74 Yeah, yeah.
	O75 Yes.
	O76 Yes. Yeah, yeah, yeah.
Y23 Yes, I thought so.	
	O77 Yes.
Y24 Hmm.	
	O78 That’s right... yeah.
	O79 I did say that imposing limitations with illustrations may be not good, but after all, the pupils could learn many things from illustrations, couldn’t they?
Y25 Yes, yeah.	
	O80 Yeah, but. Maybe at the scene of the sea, the pupils were struggling at first, but you gave them directions, and so the pupils became able to read from pictures rather than imagine, I think.
Y26 Yes.	
Y27 Yes.	

Y28 Ye...Yeah. Yes. Well... you are talking about the scene of the sea? There were many names... then, I limited them to what were illustrated only. I think I did so.	O81 You reined them in, didn't you?
	O82 Yeah.
	O83 Yeah.
	O84 Yeah.

It can be understood that the student teacher corrected directions for pupils almost subconsciously. The reason why the student teacher was able to do so is thought to be that the student teacher underwent the following mentoring with a mentor in advance.

The following is the mentoring when the student teacher and the mentor discussed the Teaching Practice 2 class together.

Table 9 Protocol data of the mentoring when the student teacher and the mentor discussed the lesson planning for Teaching Practice 2

Student Teacher	Mentor
Y346 Yes.	O499 Then, although I have already asked about this, let's see the second...the second illustration. What did the pupils see? The part where answers are sought from the illustrations and that fish might be seen is imagination, isn't it?
Y347 Yeah, yeah.	
Y348 Yes.	
Y349 Yeah.	O500 When you instruct "Let's look at the illustrations", the pupils' imagination will be limited. When you don't do so and instruct pupils to find some facts, the pupils' imagination will range freely. When you say "Fish may also be seen", the pupils will further expand their imagination. Then, do you add the instruction: "Let's look at the illustrations" or not?
Y350 Yeah.	O501 Yes. Yeah.
Y351 Ah. Illustrations are, then, hints for those who cannot understand at that time... Hmm.	O502 Then, how about writing the sea, village, city, or the like, and then ask "What kind of things did you see?". If pupils do not come up with very much, you would instruct the pupils to look at the illustrations.
Y352 Hmm.	O503 Which do you aim at? Instructing pupils to read from illustrations and extend their imagination, or allowing pupils to deviate from illustrations and imagine freely, suggesting "You may see fish, too" and that's OK..
...	
Y353 Let me see. First, the sentence and the	

reading from illustrations are Grade B among Grades A, B, C.	
Y354 Then, "You may see fish, too" is kind of advanced. To this degree that makes it A.	O504 Yeah, yeah. O505 Yeah, yeah. Yes, B.
Y355 So, first of all, starting with looking at what can be seen.	O506 Yeah, yeah, yeah. O507 The ability to imagine is the aim, isn't it?
Y356 After that, each pupil would imagine things based on what they came up with first. Yeah, I think it would be good if the pupils imagine.	O508 Yeah, yeah, yeah, yeah.
Y357 Yes.	O509 Yeah, yeah. O510 Yes.
Y358 Yeah, yeah. That's right.	O511 In conclusion, the sentences and illustrations. Will you instruct "Let's look at the illustrations"? O512 OK, I understand.

It is obvious that when the mentor asked whether pupils should "read" or "imagine" from the illustrations, the student teacher was first confused, thought about it, and then got even more lost. However, at the end, the student teacher came to think about it by simulating the process of pupils' thinking for "reading from illustrations" and "extending imagination based on the things they have read".

At first, the meaning of teaching with illustrations was vague, when the mentor asked whether pupils should "read" or "imagine", the student teacher mulled it over and then made a decision. In this process, the student teacher was able to clarify the position as an instructor deciding "to use illustrations for reading" while deepening the understanding of teaching materials. Accordingly, it can be said that the student teacher was able to smoothly take appropriate measures on the spot in the teaching practice.

In the mentoring, the student teacher reviewed the meaning of the conduct subconsciously adopted during the class and evaluated it as appropriate as a learning activity.

Table 10 Protocol data of the mentoring after Teaching Practice 2 of the autumn teaching practice

Student Teacher	Mentor
Y35 Let me see (laugh). The part of imagination... the part allowed to say... so, allowing pupils to imagine to an extreme degree... (laugh). So, then, The class would flow in a different direction. Yeah, so, I think that where I	O87 Yeah, yeah. O88 Yeah. O89 Yeah. O90 Yeah. O91 Yeah, yeah.

should set limits and what pupils should read basically are the most important. Then, I should first ensure that... So, I did, do, want to ensure that first of all.	O92 Yeah.
	O93 Yeah, yeah.
	O94 Hmm.
	O95 Yeah, yeah. Yeah.
	O96 Yeah, yeah, yeah, yeah.
Y36 Yeah. Yes.	O97 Yeah.
Y37 Fu, fu, fu. (laugh)	O98 Then, by proceeding like that, do you think it was good as a result?
	O99 Yeah.
	O100 I also think so.

As mentioned above, the student teacher was able to acquire the ability to deepen the understanding of teaching materials and utilize it for classes, through discussing lesson planning in cooperation with the mentor.

【Discussion】

Mentor's roles in developing the abilities of the student teacher

By solving the problems clarified through the first teaching practice with a mentor and utilizing the solutions for Teaching Practice 2, or finding the problems in the spring teaching practice and solving them in the autumn teaching practice, we could promote the development of the student teacher's abilities. In this case, the mentor's roles in the development of the ability of the student teacher are the following three:

(1) Reflective Role

Through the review of teaching with a mentor, the student teacher is able to develop her ability and locate problems regarding the class structure and teaching practice. (Refer to "The development of the student teacher's ability to plan lessons".)

(2) Creative Role

The mentor and the student teacher differ from each other in expertise and ability. The mentor has plentiful experience of lesson planning and teaching and thus the mentor's knowledge of these is broader than that of the student teacher. On the other hand, the student teacher understands the reality of the pupils and the interpretation of teaching materials more deeply than the mentor. The activity in which both exchange their knowledge and deepen the common understanding to plan lessons can be said to have a creative function. Through the creative mentoring, the student teacher was able to absorb a great deal of knowledge from the mentor and acquire the perspective to design new classes.

(3) Role for the Realization of Growth

In this case, the student teacher herself realized the challenges facing her through the dialogues with the mentor at the stage of the autumn teaching practice. In the mentoring after the autumn teaching practice, there was a scene where the student teacher mentioned that she solved these problems herself. Thanks to the mentoring, the student teacher became able to realize self-growth and achieve self-affirmation.

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