

Mentor Training Program from the Perspective of the Mentors: Turkey Sample

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ABSTRACT

In this study, it was revealed that how the developed "mentor training program" was perceived by the participants. The "Mentor Training program (MTP)" consisting of nine learning modules, has been developed by the researcher as a result of the needs analysis conducted throughout Turkey. The research was conducted with mixed methods research design. The experimental phase was completed in 30 hours with 15 Classroom Teachers. As a result of the descriptive analysis of the qualitative data obtained from the participants during and at the end of the experimental process revealed that has positive effect on gaining mentor qualitative desired behaviour. It has been understood that the mentor training program developed awareness about the ideal internship environment and mentoring, as well as improving the communication skills and reflective behaviors of the mentors. It was also determined that it is useful for the education system in terms of its contribution to the training of qualified pre-service teacher and providing professional and personal development. In addition, the training program was found to be successful in terms of improving the pre-service teacher's development, evaluation and communication skills.

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Keywords:

Mentor, mentor training program, prospective teacher, mentor, mentoring

Introduction

In Turkey, teacher undergraduate education process is completed in two stages as theoretical and teaching practice. The theoretical stage takes place in the education faculties of universities, and the practice process phase takes place in the official schools of the national education. Teacher teaching process faced by the teacher candidate for the first time with real professional experiences and in professional experience is completely different from the "theoretical" learning process. During and after the transition from theory to practice, all variables that require the teacher candidate to be exposed to a qualified process need to be checked. At the beginning of the mentioned variables, mentors come first. Teacher candidates who have their first professional experience guided by the mentors need professional support at this point because the phase of teaching practices is the first and last process in which teacher candidates are observed and supported by a professional guide. The qualities of teaching acquired in the desired nature will ensure that the candidate is successful in his or her own actual classroom and non-formal processes. In this phase, the qualities of teaching acquired in the desired nature will ensure that the candidate is successful in his or her own actual classroom and non-formal processes. Otherwise, in the first years of teaching, it is very difficult to manage classroom processes with all their dimensions.

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The inexperienced teacher, who is responsible for the academic, social and personality development of his/her classroom, is likely to encounter problems that his/her students may be exposed to, as well as the problems they may experience. All the problems, which are likely to be experienced, need to be restructured by all processes of the "application" dimension of the teacher education process in terms of the students' self-perception, academic achievement and personality development. The mentioned structure should not be less than the importance given to the theoretical process of teacher education because the process in which the proficiency gained in the theoretical process is likely to be applied is the "application" dimension. In another sense, it is the experimental stage of the theoretical dimension. In this experimental stage, all variables must be checked.

In the mentioned stage, when real people are thought to be involved, it is necessary to carefully control the kinds of experiences from the physical environment to personnel and educational tools, because it is envisaged that the effective teachers demanded by the 21st century may be trained as a clinician who will be able to blend academic concepts in the course of clinical teaching practices far from school-based practices (NCATA,2010) because the profession of teaching is separated from other professions in many respects. This distinction can turn the teaching profession into a profession that is sometimes difficult or easily abandoned, while sometimes making it a profession that is connected and enjoyed more quickly. However, teaching, which is an indispensable occupation in every circumstance, can be very worrying for those who have just started the profession. Because the environment in which the school started is much different from the environment in which the teacher is trained and educated, and the material to be achieved by the profession is "human", the situation of the teacher who has just started in the profession can fall into an inexplicable complexity. For this reason, it is necessary to educate the teacher candidate as having the ability to solve the above-mentioned problems in the course of teaching practices before starting to work and to be familiar with all the experiences in the educational process.

When the school, the school environment, the curriculum, the students, and the activities of the educational activities are regarded as a complex whole, then an extraordinary effort will be required for an inexperienced teacher is not to be lost. It is not possible to remove such pressure from the new teacher however With the MTP or similar programs, support for the prospective teacher can still be provided during the formal education process and during the course of teaching practices. For all these reasons, the contribution of an experienced teacher with his/her educational role in every part of the education will be significant and meaningful role for the prospective teacher.

In this study, "mentors" in the 'teaching practices' phase and who are thought to be more important than other variables are included because of the fact that the teacher candidate is in a one-to-one interaction with them during the "teaching practices" phase. In practice schools where teaching practices are carried out, the guidance service offered by the experienced teachers to the prospective teacher is called "mentoring". This service is an ongoing relationship between the mentor and the prospective teacher, and within this relationship, there is an interaction process leading to teacher candidate, from classroom management strategies to unit/lesson plan, teaching materials. The mentioned process of interaction refers to the "Cognitive Apprenticeship" model.

The apprenticeship model is known as the process of enabling young people who are new to the profession to gain skills and experience through observation and communication by someone who are skilled and knowledgeable in their field. This model, which is a traditional pedagogical approach, involves processes such as model learning and supporting the zone of proximal development, and this model is defined as the "Cognitive Apprenticeship" model. Apprenticeship based mentoring is a support service, which is (as opposed to other supportive approaches) more focused on individual career development and, in addition, more reliable. It also includes components such as managing, supervising and coaching (Hirst and others, 2014). To bring the mentioned process and mentoring components into effective condition is achieved through formal

measures. According to Garvey (2000), thanks to the formal mentoring, both teacher candidates and mentor qualifications improve together (Figure 1).

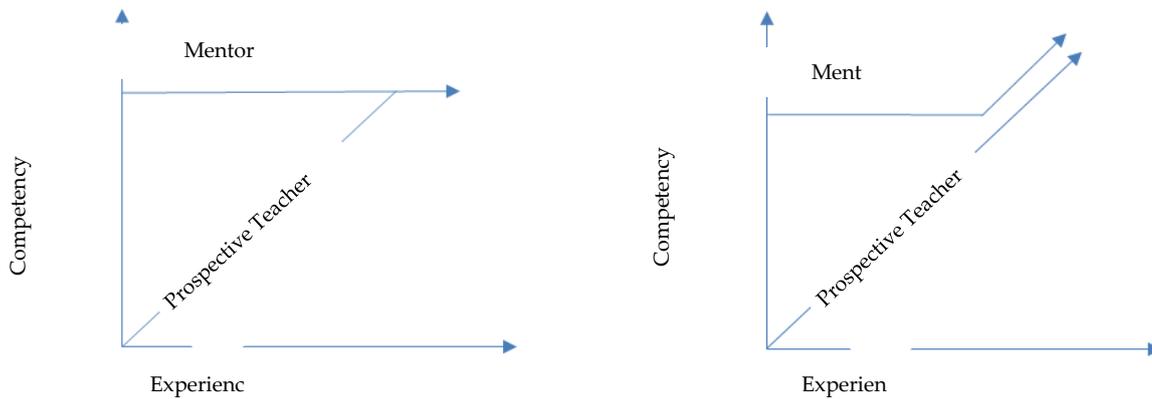


Figure 1. Mentor – prospective teacher development chart

In the informal mentoring process, while the competence level of the teacher candidate approaches the mentor, there is no change in the mentor competence level (Figure 1). For this reason, the guidance teachers who are experienced in the field need to be educated with mentor training programs as mentors, because in mentoring, to have experience in the field is necessary, but not enough. Mentor, with his/her knowledge and experience can have the ability to activate the development process of the teacher candidate through mentor training programs developed professionally. In short, mentoring is an interactive and complex process in which individuals must demonstrate personal, psychological, sociological and educational skills. This individual communication is developmental and determines the influences and outputs of the training program. In order to provide these parameters, professional professionalism, interoperability, definition of roles and respect must be provided (Cited in Brom, 1996).

The studies that have been carried out show that competence and motivation gained with the mentor training program have a positive effect on the gained mentor relationships (Keller, 2005b; Parra and other, 2002; Deutsch and Spencer, 2009). Miller and others (2005) state that, as a result of the studies they have conducted, the important and the only factor in the decision to pursue a career is the mentoring service. The mentoring service is also very important in making the first impressions of the preservice teacher about the profession. For this reason, it is necessary for mentors, which are an important variable in the process of entering to the profession, to have competence in the field of mentoring and to have a positive attitude towards mentoring in order to provide this support service. Therefore, it was tried to bring competence and positive attitude regarding the mentorship in the mentors with the **Mentor Training Program (MTP)** developed in the form of apprenticeship training model. Thus, in the short term, it is ensured that the mentors are brought to an awareness of the process; they are in good communication with the prospective teacher and therefore, achieve the purpose of the internship period. In the long term, it aims to increase the quality of primary school education.

This study constitutes the qualitative dimension of the researcher's doctoral thesis. In the quantitative dimension of the study, it is understood that the mentors are brought in both positive attitudes towards mentoring and mentoring competencies (Yalın Uçar, 2008). In this study, it is analyzed how the Mentor Training Program is perceived by the participants within the frame of qualitative approach.

Method

The mixed methods research design was used in the study. Participants of the study were had an impact with the Practical Teacher Training Program in an experimental setting and the results of this effect were analyzed with qualitative research method. The study group of the study consists of the classroom teachers who work in the practice schools of Aydın affiliated to the Ministry of National Education. For the experimental group consisting of 15 students, the Mentor Training Program was implemented as a 30-hour course process. The professional experience of the study group consisting of five women and 10 men varies between 10 and 25 years.

"Mentor Training Program" developed by the researcher and used during the experimental process was developed as a result of the needs analysis conducted all around Turkey. Qualitative data were obtained from 145 participants from seven different cities in different regions of the country, quantitative data were obtained from 814 participants from 14 cities and the analysis of these data resulted in the development of a training program consisting of nine separate learning modules. Vocational guidance is in the center of all the modules and there are nine learning modules in the training program structured with modular programming approach; Preparation for Teaching Practice, Evaluation, Observation, Adult Education, Classroom Management, Communication, Feedback and Personal Characteristics (Figure 2). Each module has its own objectives, learning-teaching and evaluation process.



Figure 2. Learning modules of mentor training program

Data Collection Tools and Analysis

The data of the study were obtained during and after the implementation of the Teacher Training Program. Throughout the training, "daily feedback cards" in which the mentors reflected their experiences related to the lesson, and the memorandums in which they mentioned their experiences with this process in the lesson at the end of each lesson were used. At the end of the training, open-ended questions about the education were asked to the participants and written answers were taken.

The data of the study were obtained by the researcher at the end of the course, after the course and immediately after the end of the experimental period. The data obtained were also analyzed by another field specialist and included the theme of common consensus. The resulting themes were transferred directly through the quotations.

Findings and Discussion

Opinions and Perceptions Related to Mentor Training Program

Through the help of the data obtained from the open-ended questions, daily feedback cards and memoirs (diaries), it was attempted to understand how the Mentor Training Program was perceived by the application teachers, and whether the program was effective or not. Below, the open-ended questions directed to the participant immediately after the experimental period are presented with a theme and a direct quotes from these questions.

Opinions about the behavior change mentor training program lead to. The resulting data on the behavioral changes of the MTP are thematized as follows: *Being a part of the process, developing communication skills, recognizing mistakes and deficiencies, discrimination of pedagogy and andragogy, awareness of teaching strategies*

and the role of educator roles. After the education program, it was observed that an awareness about becoming stakeholders of teacher education process.

Teacher Ayşe emphasizing the importance of *being a part of the process* said: "When I know what to do, I take my job seriously". Teacher Necmi said: "We were helping the teacher candidate but I learned how to do the guidance". Teacher Veli lists thoughts about the program, which is a summary of similar views of other participants as follows: "This experience enabled me to take the incident (the process of teaching practices) serious. My team spirit developed. It made me think that I was a part of the incident. I had the chance to know about my internship in advance." Teacher Ahmet who said that his communication skills developed also mentioned: "My point of view changed and expanded. My *communication style* has improved a bit more." Teacher Nur said: "The program had positive effects on my viewpoints on human relationships and prospective teachers." Teacher Ali, who said "I had positive developments in my relations with my students, I felt that I was more effective when I was teaching, my communication with intern students was positive" described the effect of the program on both his/her students and teacher candidates. A similar view was expressed by Teacher Hale by mentioning about the implications of improving the communication skills of the training program as follows "I have improved my approach to my students, I have felt developments in communication myself, I have understood better that people should be open to relevant innovations in their profession." From the explanations about the *mistakes and the recognition of the deficiencies*, it is seen that the mentors have changed the way they look at the prospective teachers and the events and have reached some distinction between their personal and professional practices. Teacher Can and Ayşe described the positive effect of the program on them as follows. Teacher Can stated that his opinions about this matter as follows: "I believe it is useful for my approach to teacher candidates. I realized that there were things I did wrong in some applications that I have done so far in the class." Teacher Ayşe said: "I had the opportunity to compare my experiences with my learning. I was very eager and realized some of my shortcomings. Teacher Ali, one of the participants who said they had reached the *distinction of pedagogy and andragogy*, said "I learned about how to make more active dialogue with students", and Teacher Aynur said: "I learnt how to educate prospective teachers and adults." Teacher Mehmet summarized his views as follows: "It means that I have always treated teacher candidate as a child." It is seen that the distinction between adult and child interaction processes is reached. The theme, which was obtained from the participants who said that they had improved themselves in the classroom teaching activities with the impact of the MTP, was the *aware of the teaching strategies*. Teacher Yasemin who expresses that she develops in this subject said: "I now teach what I teach at school with activities. I also understand the importance of listening carefully." Teacher Hasan said: "I remembered that there are many methods and techniques we can use in teaching." This indicates that he has updated his previous information. With the implication of the mentor training program that changed perspective of mentors who understood the *importance of educator roles* in the process of training teacher candidate. The opinions of the mentors who say that they can have a positive contribution in the training of next generation teachers are as follows: Teacher Can said: "I have seen that there are also educational institutions and institutional authorities who are aware that our national education case is too important to be left to coincidental developments. I saw the importance of the teacher's gaining of quality and experience". Teacher Necmi said: "My perspective towards prospective teachers have changed on the positive side. I understood the importance of being a mentor better." and the effect of the competences gained regarding mentoring has been put forward.

Considerations on whether mentor training program is valuable and worth working on it. After the end of the experimental period, the themes obtained in relation to this question are described as *evaluation processes and awareness*. The views on the above-mentioned themes are given below.

All participants expressed their opinions that this program is worth the effort. About *evaluation processes*, the opinions of several participants who pointed out the importance of the path that the mentors will show as a mentor in particular are expressed as follows: Teacher Necmi said: "It's worth the effort. For some reason, we learned how to evaluate teacher candidates." Teacher Mahmut contributed these sentences by saying "A trained mentor would be more beneficial to the prospective teacher because he/she knows what to do.

"Thanks to Teacher Nur's sentences: "It's worth the effort since I think that a candidate teacher will learn a lot from a good mentor and that it will affect the coming years", it's been seen that an *awareness* of

mentoring has been established. Teacher Hasan supported this theme and said: " Yes, as I see it as a master-apprentice, it makes me happy to encourage and direct them. "Teacher Yasemin said: "I believe that future's teachers have acquired the information to be used from us, even though they are trained at universities." Teacher Veli's sentences "It's worth spending effort to educate prospective teachers deliberately" show that the MTP is capable of serving mentoring.

Opinions about what you learned from the mentor training program. From the analysis of the data obtained from participants of the research, the themes "*communication skills*" and "*being reflective*" were obtained. Teacher Hale who expresses her behavior she observed in *communication skills* said "I learned how to approach the teacher candidate, planning and the importance of my body language. "Huseyin who explains the discourse of Teacher Hale by making self-criticism said: "My power, my ability to communicate, has improved. I had to keep an eye on some of the mistakes I made. "Teacher Ali stated the effect of the program by saying "Classroom management, methods of communication and approach to students, that is to say I have gained information about new teaching and learning approaches. Teacher Aynur said: " I learned more about how to educate the elders, I learned how to gain positive behaviors in human relations.", Teacher Ahmet said: " I learned that I should be more tolerant", Teacher Mahmut said: "I learned how to approach towards teacher candidates", Teacher Mehmet said: "I learned how to contact with the teacher candidate" and they depicted the developments in communication skills. Thus, one of the important outputs of the developed program is the power to improve "communication skills" from the communication of the mentors with the teacher candidates to their own students, and communication processes in their private lives.

Teacher Ayşe expressed the effect of MTP on developing being *reflective* as follows: "I understood the value of my profession. I understood that I need to make intern teachers love teaching profession and understand that they are teachers. "Teacher Can said: "I think, the program helped me become aware of my deficiencies. "Necmi Teacher said: "I recognized the importance of the activities in all educational programs. I'm taking more time for activities in lessons." As can be seen, personal awareness, emerging responsibility for the prospective teacher, and awareness of the teaching process have resulted from effect of the developed training program. From all these feedbacks, there appears to be a significant awareness of the importance of the responsibility of the mentors for the teacher candidates.

Considerations about the benefits of mentor training program to the education system. Participants of the study described the benefits of the MTP's education system under three thematic chapters as providing an *ideal internship environment, qualified teacher, providing professional and personal development*.

Teacher Yasemin who mentioned that MTP created an *ideal internship environment* said: "I think that the program is very useful to provide to live a comfortable internship environment for the candidates rather than the educational system. "Teacher Nur said: "The program enabled candidates to feel more comfortable in their internship schools." Teacher Can mentioned the contributions of the training program to the system by saying "I believe that prospective teachers will be able to practice, get to know themselves and develop for a certain period of time." Thus, the appropriate internship environment to be established in the practice schools was realized with the developed training program. Again, the contribution of the MTP to the training of *qualified teachers* is as follows: Teacher Aynur expressed the conditional discourse " If the participants in the program can mentor, the new graduates will be more successful in the teaching profession. "From this discourse, the effect of variables such as time problem, student and own classroom responsibility in mentoring, may be the subject of discussion. Again, Teacher Ahmet mentioned the value they added to candidate teacher by saying: "I believe that the candidates of the teacher will begin their profession more experienced. "Attention has been paid to the contribution of the program to the training of qualified teachers by teacher Ali's discourses: "Teacher candidates who will join the system will have positive participation in the first day's education system."

With the theme of providing professional and personal development, the contribution of the MTP to the *professional and personal development* of mentors has been voiced. In this regard, teacher Mehmet said: "As a teacher, The program provided me my deficiencies as a teacher, self-questioning and self-identification." Teacher Ayşe said: "I learned that people need to be more patient, calm and understanding each other in a more modern and contemporary way to the future." Teacher Hale mentioned the bidirectional effect created by the program by saying: " Both mentor will improve himself/herself in the academic direction, and trainee

teachers will see the applicability of what they learnt in college." Teacher Ümit said: "In my class, my approach to students has changed." Teacher Veli described the contribution of the program to both the personal and the professional development by saying: "The program enable me to see the problems in the new training program and the difficulties in practice. It also makes it easier to learn new teaching and teaching approaches."

From the data obtained, it is understood that the Mentors have been given critical thoughts by holding a mirror to themselves. Regarding the practice process, the contributions of the mentor training programs to the professional development of the mentors as well as the contributions of the teacher candidates to the development of the mentors are mentioned. According to the results of a study done by Kiraz (2001), it was found out that, as a result of the interaction between the guidance teacher and the candidate teacher at the time of teaching practices, the teacher candidates are not only in the learning position as frequently stated in the literature but they are an important contribution in the in- service development of guidance teachers (Garvey, 2000).

Mentor Journals

How Mentor Training Program is perceived by the teachers (mentors) involved in the experimental process and what these teachers feel and think about the program has been obtained through a series of logs written by these teachers. The themes from mentors' diaries are *reluctance, confusion, return to the past, awareness, importance of communication, and transfer*. The theme obtained is listed below.

Reluctance. As a result of reaching the document of attendance to the Mentor Training seminar of the Provincial Directorate of National Education to the mentors, it is understood from their diaries that the teachers in the experimental group were reluctant to participate in the training at the beginning. Before the subject training started, teacher Ümit who expressed the negative sentiments that they had experienced with the seminar attendance together with the tiredness of years said: "Today is the anniversary of starting the teaching profession. 20 years is over. It is easier said than done. Seminar after a tired day !. I thought I am tired of these seminars, meetings." Teacher Hüseyin mentioned: "Again a boring seminar ... a word I do not like in brief." Teacher Nur said:

While I was going to in-service training school, I thought that the meeting would be held on March 5th and 16th. Then I learned that we had to attend the seminar every day from 5th to 16th. First, I felt sorry but when I saw that the environment was nice, that thought disappeared. Despite it was difficult, I wanted to go there every day.

Confusion. Teachers of the experimental group, which were initially reluctant to participate in tutorials, have moved away from their negative thoughts since the first day of the seminar. Teacher Veli who expresses the astonishment about the first day of education in the diary book said: " ... but what is that? First of all, the seminar manager is different! A different environment. I've never been bored. Hopefully the seminar will be like this every day...."Teacher Aynur said:" ...but when I saw that the environment was beautiful, this thought disappeared. Despite the difficulty, I wanted to go every day." One of the conditions for motivation in adult learning is the quality of the learning environment. With the physical environment and classroom climate created, possible prejudices against the in-service training routine have been tolerated, and in this regard, it has been succeeded as understood from the obtained data. The expression of the teacher Necmi in this regard is as follows:

When I entered the room for the seminar, my idea seemed to change a bit. The seating arrangement and the warm smile of the instructor, who meets us and will give us a seminar, formed a positive and warm communication in a very short time. Participant friends also contributed to the formation of this environment. Words and eye communication came out to perfect levels. The activities were very nice. For the first time I did not have the time anxiety in a seminar. I left the seminar room happily. Tomorrow, what....

Expressing the importance of classroom climate for the effectiveness of the educational program, Hale expresses his thoughts in the following way:

Even though it was the second day of the seminar, the participating teachers could have a sincere sympathy with each other. It was difficult to see this at other seminars. This situation makes the seminar more beautiful and ensures that participation in the events is complete.

Return to the past. In adult education, one of the ways to ensure effective learning is to get out of the individual's life. Adult experiences are considered a rich resource for learning. For this reason, in the training process, firstly the information obtained from the participants' experiences is listed and compared to the

theoretical resources, a decision is made on the group learning outcomes. In the process of focusing on the experiences of the learners, teacher Hasan's thoughts on this subject are as follows:

Teacher friends' views on the subject of their past were interesting for me. I remember the days in Erzurum years ago. For this reason, I visualized what the trainee teachers would encounter. And I thought that they would never forget these days like us.

The mentors were tried to provide empathy for the prospective teachers, considering that the first professional experiences of mentors and the candidate teachers would be similar to their first experiences. It is also intended to provide the necessary support to the teacher candidate, taking into account the likelihood of this similarity. From the data obtained, it seems that the target to be reached has been captured. The expression that supports this idea is expressed in this way by teacher Ali as follows:

We talked about the people we trusted when we were children. Then we talked about the qualities of a teacher we have taken as an example to ourselves. I was really happy to be back in the days twenty years ago. I also recalled that I dropped the psychological situation in which interns were involved.

The statement of another teacher (Can) expressing the result of the events about how the environment of support and trust to be provided to the individual, regardless of the period of their lives, affected the individual's private and professional life, took place as follows:

I told my brother and my mother when the people and reasons that everyone found the most reliable were explained. Recently, one of my students' house was burnt; the child and his family were hardly rescued from the house. Fire and rescue drills were carried out within the scope of the Civil Defense Branch project. This student passed out when he saw the fire truck. No matter how much I pushed him to calm down, his trembling and fear never passed. We went to the classroom by taking the student from the scene. I loved and caressed the student. The student was looking into my eyes and was tightly holding my hand. Thanks to this event, I thought this event I had in the past and once again, I understood the importance of trust.

When the way out from the participant's expressions above, the trust and support environment to be provided to the teacher candidate has been tried to put forward the importance of the personal and professional development to be provided to the teacher candidate again.

Awareness. One of the important objectives of the MTP is to create an awareness of the mentors' teaching practices in the process, the prospective teachers and themselves. Thanks to this awareness, the duties and responsibilities of the parties will be understood and thus, the implementation process will be removed from the ambiguities, from the complicated ones. The data obtained in this study indicate that the training program developed in attaining the goal of teaching practices is effective. The following is an excerpt from the journal of Yasemin, who thinks about the learning-teaching approaches of the class under the influence of education and reflects his views on this subject:

This program enlightened us about the direction of pedagogy. Everything mentioned was true. As he/she was telling me, I always thought I was in class and I thought I was wrong. I realized that I was wrong in some points. For instance, I talk too loudly when I'm angry. I wanted to warn and inform the trainee teachers about this issue.

In the quote above, despite the participant's professional experience, being reflective about their own processes enabled the teachers to think about themselves under the influence of the MTP objectively. In addition, the participant's desire to share his awareness of the class processes with the prospective teacher also indicates his willingness to take on the counseling (mentoring) role. Teacher Yasemin expressed the awareness that education has given to the mentor's private life and excitement of the awareness of what they have not realized yet as follows:

I can say that I come by myself thanks to the seminar. How many things I wanted to do in my life or what I did not have the opportunity to do. This seminar has provided me the emergence and implementation of these things.

Teacher Ali who expressed the education process as almost a line in his life and expressing the satisfaction he has created in his own life and in his surroundings by bringing the behaviors he has gained in his life to his private life, expressed his thoughts in the following way:

Today we had very useful, very nice activities that we can easily apply to the class. We took lessons. Communication, interaction, information exchange in the seminar room was at the top level. I'm sharing everything I experienced in this seminar with my wife and colleagues in the school every day. They like it very much too. My wife said that 'this seminar has made a quite change for you. You had better go to such seminars. I think this seminar will be a milestone for me.'

Thus, the positive effects of formal education teacher training programs on practitioners are clearly observed.

Importance of communication. Qualified communication lies at the basis of the trust and support environment to be provided to the candidate teacher, and the way of a qualified communication passes through perceiving the other person's processes and understanding him/her. "Communication" is the synthesis of important behaviors gained during the education process. Through effective communication based on trust between the mentor and the prospective teacher, it is thought that the purpose of the teaching practice will reach a significant extent. Teacher Mahmut, who wrote his educational experiences about the "perception" which constitutes the sub-structure of communication, expressed himself as:

The activities on the perception were also nice. It seems as if we do not know that perception is the lower step in communication. We know, but we were not aware of it. While we were doing these activities, I thought to apply the same to my students in a simpler way.

Teacher Veli, who emphasizes the importance of "communication" through his learning outcomes in the process and voices his thoughts on this subject, said: " I understood the importance of face-to-face communication. I understood that face-to-face education is important to increase the success. Teacher Hüseyin, who emphasized the importance of communication and the relationship with the candidate teacher, expressed his thoughts as follows:

I noticed the importance of communicating face-to-face with my interns after the activity about the effect of face-to-face communication on students. I remembered that they must be guided by the right instructions.

Teacher Ayşe, who realized that listening to the other, communicating with the other is the underlying reason behind having success thanks to the Mentor training expressed her opinions as follows:

Effective listening was emphasized. It was stated that through effective listening, communication is provided, success is increased, and creative thinking is improved. I realized that it was true, and they overlap with the events we had in our class.

Transfer. It is seen that the mentors have usually acquired the behaviors aimed by the MTP and transferred or applied these gains to the teacher candidates. Mentors have also said that they use these learning outcomes in their own classes, share them with their colleagues, and even use them in their private lives. The following sections illustrate that the acquired behaviors are transferred to the working and private lives of the mentors:

The information given by Mr. H. C to inform us today was very useful. I cannot wait to practice the things I have learnt, with my classes and my interns the next day. My class is so crowded so I guess I cannot make a change in the seating arrangement.

It can be clearly seen that the participant above (Teacher Mehmet) is excited about their learning about classroom management processes and is willing to practice what they have learnt. The effective classroom management processes that the mentor will create with their learning are very important in terms of being a role model for the teacher candidate. Again, teacher Ahmet said: " I also decided to apply ...activity in the class. I have understood the importance of trust once again by living in the class." And it is seen that the participants plan how to apply what they observed in the training process to their own students. Teacher Ümit, who expressed that the behaviors gained during the education process were shared with colleagues, said: "At school today, I translated activities we have done in the seminar to our friends. Everything is going nice ... "It is seen that this sharing has increased the impact of the MTP, as a result of sharing the attitudes gained in the experimental process. The expressions that indicate this effect is briefly as follows: " It's the third day of the seminar today. I had a chance to apply some of the information in the file to the class. The participation of my students in the classes has increased even more." Another participant said: "We once again shared our seminar memories with friends. We told the teacher friends in what way and how they should communicate." It is one of the important goals that the learning outcomes are aimed to be or transferred as an exemplary behavior for the teacher candidate. It is clearly seen from the expressions of mentors that this goal has been achieved. The expressions like "We shared our impressions about the seminar, everything we learnt in the seminar, and the activities we did there with teacher candidates and listened to their opinions." shows that a qualified communication process with the teacher candidate has also been achieved. The other discourse showing the transfer of knowledge and behavior to the teacher candidate is as follows:

We informed the prospective teachers about guidance, classroom management, cohesion training, together with our school guidance teacher. We gave sample documents related to guidance to teacher candidates.

Through the education provided, the awareness created in the mentors related to the teaching practices has developed a sense of responsibility towards the teacher candidate. As a result of the learning experiences of the employee, thanks to the empathy created for the prospective teacher, it was ensured that the apprentice needs of the trainee were recognized by the application teachers. As a result of the learning experiences of the study, thanks to the empathy created for the prospective teacher, it was ensured that the apprentice needs of the trainee were recognized by the application teachers. Here are the words mentioned in this sense:

The question of how I can be more useful to intern teachers started coming to my mind very often. I remembered my internship years ago. I remembered that my approach to students was more moderate and more understanding. Once again, I understood the importance of feedback. There was a feeling that it would be very useful to my students.

Teacher Can who expresses his thoughts of accepting the teacher candidate said: " This course has increased my sense of being more positive, loving, understanding, and tolerant to the interns. " According to the expressions of experiment group mentioned above, it is seen that MTP have reached its aim in terms of, "guiding" of mentors to teacher candidates because it is an effective role model for the teacher candidate. Participants' initial bias related to the educational process was primarily eliminated thanks to the fact that the education program was developed as a culture-specific training program at the national level and also within the learning needs identified by the mentors. Later on, preparations made before the training, the physical characteristics of the learning environment, the clearness of the goals related to the process, the monitoring of a learning process based on cooperation and cooperation, going by the experiences of the participants and the field expert trainers and the supportive behaviors were effective in eliminating the negative preliminary attitudes. It is observed that there is a willing participation in the following days and classes, applications of the practices learned in their own classes, environments and daily life believing in the benefit of them, and more positive relations with the teacher candidates.

According to the data obtained from the diaries, it can be said that the intended quality of the communication process was reached and a certain level of confidence was provided. With the theme of turning back to the past, mentors seem to be empathizing with the teacher candidate, "preparing for teaching practice" which is one of the learning modules, structuring the mentors' work accordingly, and acquiring the qualifications for "adult education" by understanding the processes of a young adult. With the theme of "awareness", it is observed that the Mentor Training Program has attained behaviors related to "classroom management", "guidance" and "personal characteristics" learning modules. Again, it is seen that the "importance of communication" theme seems to include the behaviors of the learning module. It can be observed that "Transfer" theme has also provided an awareness of "guidance", "observation", "evaluation" and "feedback".

It has also been observed in the diaries that thanks to their learning from the education, mentors have significant changes from their communication with their students to the teaching methods they use in their classes. This will also contribute to ensuring a stronger education in the primary schools, and the remote target of the educational program will also be achieved. The findings of Ganser's (2000) mentor training program using a Likert-type measuring instrument also support the findings of this study. Among the items answered by prospective teachers and mentors, the highest value is the learning, i.e. acquiring knowledge, during the education programme. On the other hand, the indispensability of the relationship between the mentor and the trainee is emphasized.

Training Process Daily Feedback Cards

As long as the training continued, every day at the end of the training, it was asked to write positive and negative thoughts about the current learning and activities. It was asked to write positive observations on the smiling face of small colored cards distributed to each participant, and negative observations on the other souring face. The top themes obtained from the analysis of the randomly selected feedback from the cards written for each day of the training were collected under two headings: providing practice teaching and developing the teacher candidate.

"Mentor" top theme. The top theme was described as four topics as *professional development, participation, effective communication* and *effective physical environment* sub-themes.

During the implementation of the Mentor Training Program, the statements on the cards of elementary school teachers who say that they provide "*professional development*" in the process are as follows:

1. Card ☺: I do think that it is an important course in terms of warm, friendly atmosphere, individual attention, self-renewal.

2. Card ☺: Recognizing the characteristics of the students in the tactile, auditory, visual feature enriched my professional dimension. I believe that this seminar will be a step in the development of my profession. ☹: There is no negativity.

3. Card ☺: What happened today? Every day I started to see a little bit more of my shortcomings. Each passing day, positive returns are efficient. It was told how to treat prospective teachers as a weekly accumulation. I saw that I had shortcomings. Subsequent practices will be more effective. ☹: There is no negativity. From the statements above, it is seen that the MTP contributes not only to the development of the teacher candidate but also to the professional development of the mentors at the same time.

The statements emphasizing the sub-theme of "*participating*" are as follows:

4. Card ☺: Physical environment, we are participants, mutual positive interaction ☹: I am tired because I participate here after school classes.

5. Card ☺: Preparing a warm environment, we are greeted with a smiling face. Participation of all teachers in organized activities, listening to everyone's views. ☹: I have no negative observations.

6. Card ☺: Friendship, relationship and communication. Pleasant subject processing, participation in events and sincerity. ☹: There could be a teacher from every school in attendance, time is inadequacy.

7. Card ☺: We shared feelings, information. I started to look with a larger perspective. I want these studies to reach more people. I think I had a day that is fit for the purpose today. ☹: There is no negativity.

8. Card ☺: As usual, the interaction was very nice. I am very pleased to have come to the seminar ☹: It would be better if the activity was done earlier and in longer time and not after class hours.

9. Card ☺: 1) Interesting topics 2. Activities ☹: The seminar is over!

As can be understood from the expressions above, as a result of the positive effects of the training carried out in accordance with the adult education principles on the teachers of practice; the training has been given importance and the implementation process of the MTP has been completed completely, and the participants have been willingly participated in the individual and group activities.

The sub-theme of "*effective communication*" is also included in the learning modules of the MTP. Inspired by learning experiences in this subject, the randomly selected expressions from feedback written to daily feedback cards are as follows:

10. Card ☺: Communication of educator with trainees, lack of monotonous lectures, mobility. ☹: No short breaks

11. Card ☺: Activities were very nice. I have learnt how important trust and effective listening is with these activities. ☹: Limited time

12. Card ☺: The presentation of examples of interaction-communication models in education has been well studied. ☹: There is no negativity.

13. Card ☺: My learning about effective listening and my listening to my friends' memories. ☹: There is no negativity.

14. Card ☺: The ongoing seminar during the week was very successful and productive. It reinforced looking at the topic with a more objective perspective. We believe that the seminar should take a long time in September. Today's event was beautiful. ☹: There is no negativity.

The classroom (learning environment) is the medium in which learners and teachers share their knowledge and experiences they have provided through various means of communication, in order to achieve educational goals, in an appropriate arrangement. This sharing can be created through only communication.

Identifying the readiness levels of learners, their interests and needs, their competencies, their possibilities by teachers; identifying the educational objectives, tools and arrangements with teacher's guide can be achieved through only communication (Başar, 2002).

"Effective physical environment". In the process of training practitioners as a mentor / breeder / master teacher, the physical environment needs to meet the mentoring needs. Participant feedback in this regard is as follows:

15. Card ☺: A warm environment. I wish we could go on in time. The liveliest seminar I've attended to date, thank you. ☹: 5 minutes break for smoking.

16. Card ☺: The teacher's condition which is a cheerful and open to communication, well-prepared physical environment. It was very positive that the warm environment, the interest and the center were made ready for new learning with the activities.

17. Card ☺: What happened in five days? At the end of the five-day evaluation, I think that you go one step further every day. I think the seminar is very useful for the participating teachers. I think that there is a friendlier atmosphere today. As usual, I regard the fact that time is limited as negative.

18. Card ☺: I'm in the light. I'm happy. I wanted this seminar to never end. ☹: No negativity.

19. From the above expressions, it is understood that satisfaction with the classroom climate in the training process is important for the program to set an example for practicing teachers and to create a practice awareness of teaching that gives the program the behaviors that the program is aiming for. It has been taken into consideration that participants will be more qualified in an environment where they feel comfortable, secure and peaceful. Hence, (Grubaugh ve Houston, 1990; Eccles et al.1991) the environment in which the classroom activities take place is the immediate neighborhood of the teacher, the perpetual influence of the teacher, and this environment influences the quality of the student's motivation, continuation, and teacher-student relationship (Cited in Başar, 2002).

"Development of teacher candidate" Top Theme: The subthemes of the importance of feedback, the importance of evaluation and communication have been reached from the top theme mentioned.

"The Importance of Feedback": The place, time and quality of the feedback to be provided to the teacher candidate is very important in terms of the development and attitude of the candidate. At the same time as the learning module in the training program being developed, the thoughts voiced as a result of the outcomes of the feedback are expressed as follows:

20. Card ☺: I have become more cautious, caring and sincere about the interns who come to the school. I understand the importance of feedback. ☹: No negative comments.

21. Card ☺: The seminar was really great. The relationship between the learner and the person giving the seminar is very important. I never miss this kind of seminar after that! (really). Today is good, too. In particular, our deficiencies in feedback were eliminated. ☹: No negative comments.

In the need analysis of the developed training program, the need to be informed about "feedback" strategies was encountered and it was included in the program content. The results of the importance of this need felt in the descriptive analysis process have also been encountered in the experimental process.

The sub-theme of "importance of evaluation" is one of the learning modules of the developed education program. As a result of the outcomes of how the teacher candidate should be assessed in the process, the thoughts reflected in the daily feedback cards are as follows:

22. Card ☺: I have been informed about some of the evaluation criteria of the teacher candidate. If I make a five-day evaluation, the seminar has had an impact on my own life and behavior as a mentor. ☹: Due to time constraints, I think the information for the last section was like a compressed file.

23. Card ☺: I learned the subtleties of guiding teacher candidates, the importance and ways of observing, and learned how to make evaluations. ☹: No negative comments.

Even though evaluation is treated as "necessary evil" in educational programs, it is necessary for the professional development of a mentor, a teacher candidate as a guide. The evaluations inform both the teacher

candidate and the guide about the progress or deficiencies of the students. The gains on assessment processes with a triple effect appear to have produced positive results for the experimental group teachers.

"The Importance of Communication": The common theme, "communication," was derived from three different data sources, including open-ended questions directed at participants, diary entries and daily feedback cards. It is seen that the communication processes which are the target of the program are frequently expressed as an outcome of the education by the application teachers.

24. Card ☺: I realized the importance of listening one more time. ☹: No negative comments

25. Card ☺: Today we learned how important it is to communicate with prospective teachers. ☹: No negative comment

26. Card ☺: I have understood how mentor teachers communicate with trainee teachers, and how listening interaction must be emphasized. ☹: No negative comments

27. Card ☺: Feedback of five days: I learned that I should be at least as sensitive to the trainees who came to the school as I am to my students, and the tricks of observation. Today I learned that I was involved in the type of tactile learning. Eye contact was helpful. ☹: No negative comments.

Communication is defined as the notification of people, feelings, thoughts and information to others in every way. For this reason, there is a need for a practical teacher who can effectively use the communication processes in recognizing, identifying, promoting and evaluating of the candidate himself / herself from a professional point of view. The participant who understands the significance of this situation seems to have gained awareness of the process, as understood from the expressions above. Moreover, the fact that the program's achievements are up-to-date and usable is also a positive result on the participants.

From the opinions obtained on each day of the education process, it is understood that the MTP contributes to the professional and personal development in the daily life in the relations between the mentors and the teacher candidates, their interactions with their students. In addition to generally positive feedback, some of the negativities have been mentioned. However, Negative criticisms on the goals and behaviors of the program, processing, content, etc. were mentioned in the texts, but the problems arising from issues such as time limit and timing of the seminar were mentioned.

Results and Suggestions

The Mentor Training Program is successful in providing terminal behavior related to mentoring. Because it is explained to the pre-service teacher that s/he is a part of teaching practices process, that his/her communication skills are improved, that his/her mistakes and deficiencies are recognized, that pedagogy and andragogy are different and that they should be treated as adults. In addition, it is seen that different teaching strategies have been learned and the role of educators in the training of pre-service teacher has been understood.

The training program is considered worthwhile and endeavoring in terms of teaching mentors to be aware of their own processes and how to teach evaluation of the preservice teacher and giving feedback. Also, as a result of the program's effect, it was determined that being reflective and communicating skills should be learned. It is possible to reach the conclusion that the ideal environment of internship is created with the effect of the MTP, so that it is possible to reach the qualitative professional development of the pre-service teacher in the short term and in the long term the positive effects of the personal, educational and professional development of the primary school students. The program has contributed to the professional and personal development of the mentors. Thus, the parallel development of the qualifications of both the mentor and the teacher candidate (Garvey, 2000) was provided by the program.

It is understood from the mentor diaries that the mentors do not conceal their astonishment and rid themselves of their prejudices against the appropriateness of the content, the activities of the training and the physical environment created. In addition, by gaining awareness about mentoring, it is understood that the atmosphere of trust that will be provided to the pre-service teacher is an important factor to be qualified teachers. The training program educates qualified mentors in terms of the fact that it provides professional development, participation and effective communication skills. In addition, ways to provide feedback to adult

teacher candidates, to make relevant evaluation and to learn effective ways of communicating with pre-service teachers have been provided through training program.

From the opinions obtained, MTP has created positive behaviors in the relations between the mentors and the pre-service teachers, their interactions with their students and the teaching methods and techniques they used and their professional and personal development in daily life. The most important reason for the success of the MTP is that it is developed as a result of needs analysis at the national level. The fact that learning modules of the MTP is formed within the framework of competencies, qualifications and learning needs of the mentors and that the experimental process is conducted according to adult education principles have increased the effectiveness of the training program.

As it is seen, formal mentoring training programs train "good mentor / qualified mentor". A qualified mentoring context requires that the role of mentoring be fulfilled, that the pre-service teachers should be accepted unconditionally, organize the teaching process well, be able to communicate effectively, be optimistic, develop self-efficacy and continuous learning (Rowley, 1999). For these reasons, the process of teaching practices needs to be restructured according to the determined national standards. As can be seen, the mentoring competencies gained with the Mentor Training Program developed in this research have created a perspective on mentoring. In this perspective, it is seen that the mentor-mentee relationship is crucial in developing and maintaining the relation mutually and mutual positive outputs can occur (Deutsch and Spencer, 2009).

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