愛媛大学教育学部紀要　第58巻　101～110　2011

フィリピン教育実習へ向けた愛媛大学生に対するメンタリング
－授業準備に関わった留学生の視点から－

（大学院教育学研究科）　エイプリル・ダフネ・フロレスカ・ヒワティグ
（大学院教育学研究科）　ジョエル・ベルナール・ファウスティーノ
（教育学部）　隅　田　　学
（フィリピン大学教育学部）　グレッグ・タビオス・パウイレン
（教育学部）　藤　田　昌　子
（教育学部）　熊　谷　隆　至

Mentoring Ehime University Student Teachers for Practice Teaching in the Philippines
－A Personal Experience－

April Daphne Floresca Hiwatig, Joel Bernal Faustino, Manabu SUMIDA,
Greg Tabios Pawilen, Atsuko FUJITA *and* Takashi KUMAGAI

（平成23年６月10日受理）

Introduction

Mentoring is frequently mentioned as an effective strategy for helping student teachers and novice teachers improve teaching skills and develop their passion to stay in the teaching profession. A lot has been written about the merits of mentoring as a strategy for creating a community of support for new teachers. Mentoring as a process is gaining prominence in the academe. This study includes personal account of the mentoring experience of Ehime University student teachers who had practice teaching in the Philippines. The study aims to contribute to the growing literatures on the effectiveness of mentoring in the teaching profession.

What is Mentoring?

Mentoring is an old concept with a modern guise. Most of the literature quotes its Greek origins; the modern usage and practice of “Mentor” and “Mentoring” were derived from, “The Odyssey.” A wise man named Mentor (human form of goddess Athena) was given the responsibility of educating Odysseus’son, Telemachus. When Odysseus went to fight in the Trojan War, he left the care of his son and his kingdom to Mentor, a wise and trusted counselor.

For years, the idea of the older, wise, and more experienced worker passing on skills and knowledge lay embedded in apprenticeship schemes (Brewerton, 2002; McKimm *et al*, 2007). However, mentorship was really rediscovered by the management gurus in the 1970s (Brewerton, 2002). From the educational perspective, the Council for National Academic Awards and the Government Training Agency, have offered a definition that focuses more on the skills involved. There are many views and definitions of the role of the mentor, but all include verbs like support, guide, facilitate, etc. Important aspects are to do with listening, questioning and enabling, as distinct from telling, directing and restricting.

Nowadays, the terms “Mentor” and “Mentoring”

are becoming more common and frequently related to “support individual or support group.” Of course mentoring is common but it can be extraordinary. Mentoring may be one of several ways to support but it can be a very influential, powerful, and rewarding, particularly in terms of guiding pre-service teachers in teaching students.

Why is mentoring important?

The Good Practice (GP) Project of Ehime University provides a rich cultural and language exchange between the Faculty of Education and its partner, the University of the Philippines Integrated School, Laboratory School of UP College of Education. Through the GP project, students are given opportunities to teach in an international setting. However, being pre-service and novice teachers, the task itself offers a major challenge to qualified participants. The GP project leads students to a formative period wherein knowledge and skills acquired through their college years are applied in practice in a foreign contry. In this period, these students are in need of a mentor who will help them develop competence and confidence.

White and Mason (2003) stressed the importance of mentoring new teachers and identified several reasons for mentoring beginning teachers, as follows:

1. They need support to negotiate for their needs in learning communities and to reduce the sense of isolation that many new teachers experience;
2. They need assistance in generalizing skills mastered in personnel preparation programs to school and class room environments;
3. Beginning teachers appreciate support and guidance in how to maneuver through the maze of procedures that vary from district to district; and
4. Beginning teachers appreciate encouragement and feedback as they attempt to broaden and deepen the skills that were introduced in their pre-service programs.

Thus mentoring may be likened to providing a map and a mirror. Through guidance and constant suggestions, mentees (those who learn from the mentor), are able to see the strengths and areas to improve on, thus allowing growth and development of knowledge, skills, and motivation (competence) and confidence.

What are the roles of mentors?

Mentors assume many functions. These functions alternate between an active or receptive role. Sweeny (2008) identified possible and very practical roles of a good mentor to novice teachers. These are also useful in mentoring student teachers to develop their teaching skills and develop positive attitude towards the teaching profession. Accordingly, there are three important roles played by a mentor:

1. A helping hand by being a resource on methods of teaching, a giver of time, energy and support, and a linker to help teachers utilize their own life lessons in practice.
2. A colleague by being an advocate for the child, the profession and the professional, a celebrant to share the joy and build professional self esteem, a confidante by establishing and maintaining the mutual trust and regard necessary for risk-taking and growth, and a listener by showing care to the new teacher, listening to their ideas, dreams, and concern.
3. A model by being a facilitator enabling the teacher to become an independent and mature professional, a questioner to promote thinking, analysis, diagnosis, problems-solving, and planning; a visionary with a dream for teaching and learning and a belief in the new professional; reflective by observing, discussing, and giving

feedback.

Sweeny (2008) also pointed out that a mentor can be a situational leader that can seize teachable moments and create growth opportunities by serving in various capacities as:

- *Teacher* – suggesting and assisting in development of increased options for better teaching;
- *Motivator* – to challenge, encourage, and promote the discovery of undeveloped potential;
- *Leader* – who is self directed and worth following;
- *Needs Assessor* – who recognizes stages of development and readiness for growth; and
- *Flexible* – able to adapt responses to fit needs.

At some time over the duration of the relationship a mentor will probably fulfill all of the following roles (McKimm *et al*, 2007):

- teacher/ educator・ confidante ・ counselor ・ motivator・ facilitator・ coach
- friend・ adviser・ critic・ guide ・ sounding board・ devil's advocate
- learning consultant ・ process consultant・ translator and decoder ・interpreter
- time manager・ target setter・ planner・ problem solver・ catalyst・ diagnostician
- energizer・ expert ・ taskmaster・ sponsor ・ protector・ role model

The researchers took on different sets of roles in the period of mentoring during the third stage of the GP project, which is the preparation stage. Further details of these roles will be discussed along with the results of the study.

Methodology

The study includes qualitative data that includes personal account of the researchers while serving as mentors to the student teachers who participated in the Ehime University Faculty of Education GP Project. This method of using personal or participant observation is very useful in conducting research on mentoring. This study includes personal observations and mentoring experiences of the researchers in four important areas: (1) selecting appropriate topics for practice teaching, (2) planning effective lessons, and (3) try-out of the lessons, and (4) understanding the Philippines particularly the University of the Philippines Integrated School as the venue for the practice teaching.

Results of the Study

This part provides personal accounts on the stage prior to the implementation of lesson plans of three themes included in the GP project. The GP project involves five stages. They are as follows:

1. Application Stage
2. Planning Stage
3. Preparation Stage
4. Implementation Stage
5. Evaluation Stage

This section briefly discusses the contents of the preparation stage, specifically as follows: 1) re-editing of lesson plans, 2) observations of mock-lessons; and 3) inventory of teaching materials.

For the preparation stage, it is expected that the groups included in this project have prepared their lesson plans. However these plans still allow adjustments and changes, as the need arises. During this early stage of the preparation, researchers assumed the following roles: friend, confidante, sounding board, motivator, and counselor. All of these roles were necessary to make the students realize that their mentors are not those who would "judge" them, thus facilitating the ease of gaining trust and respect and the establishment of rapport. The researchers

would hear the plans of the students, without making any immediate comments. However, re-editing the lesson plans required additional set of roles, such as: *grammar and content* critic, interpreter, guide, learning consultant, process consultant, target setter, and coach. Roles not mentioned in the literature, aside form being grammar and content critic, include: *translator* (since the medium of instruction is in English) and *culture advocate* (since Japan and the Philippines have different set of cultures). To ensure the students would not get affected by the criticisms written in their lesson plans, researchers acted as motivators and energizers. These roles provided reassurance that they had done a good job, but in any work, there is always room for improvement.

Each group also conducted at least two mock-lessons. Thus observers were able to give comments and suggestions regarding the flow of lessons presented. During the mock-lessons, set of roles assumed by the researcher quite varied from those of re-editing of lesson plans: process consultant, critic, expert, taskmaster, time manager, *culture advocate*, teacher/educator, problem-solver, and even devil's advocate. To elaborate on the latter role, the researchers appeared to be stricter and direct with regard to giving comments.

Materials to be used during the actual lesson teaching were tested, scrutinized, and improved. Inventory of materials were also prepared to facilitate ease of use during the day of instruction. The roles of being *inventory assistant, coordinator to partner teachers*, and even problem-solver were assumed prior to actual implementation of the lesson.

Detailed description of several of these roles will be discussed in the following section.

Theme 1: Elementary Science

This group is composed of four members. The lesson they presented was on chemical reaction for grade-4 students, aging between 9 years and 10 years old, respectively. The lesson was implemented for an hour and 15 minutes to five groups of six students.

Lesson Plan

The title of the lesson was, "Feel Chemical Reaction." The objective of the lesson was, "students are expected to experiment on how heat energy is being absorbed and released through series of experiments." The students were also expected to make a heat pack, or *kairo*, using familiar materials such as coal and iron powder, among others (see Figure 1). Before the activity on *kairo* was approved, the students consulted the researchers on the following: 1) the availability of *kairo* in the Philippines; 2) the topic that would involve making of *kairo* aligns with the curriculum for UPIS grade-4 students; and 3) availability of activities on improvised and easy-to-make cool packs since the Philippines is a tropical country. Since the last concern was not addressed, the group proceeded to the *kairo*-making activity. The roles of being *culture advocate*, target setter, and learning consultant were found fit for helping the students on the three concerns mentioned above.

Before the lesson plan was completed, English grammar, objectives of the lesson and activities/ experiments, word-usage comprehensible by fourth-graders, and standard flow of lesson in UPIS Science class were all scrutinized by the researchers while taking the roles of *grammar and content* critic, learning consultant, process consultant, and subject expert. Furthermore, all members were interviewed with regard to their idea of how they want activities to be implemented in pre-laboratory, laboratory, and post-laboratory activities. Most importantly, the flow of lesson was checked and re-edited to make it more student-centered.

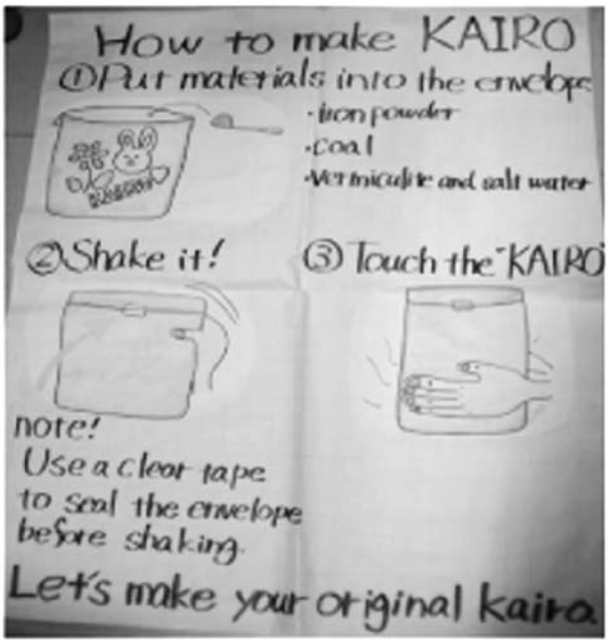

Figure 1. How to Make Kairo

The materials they used for the pre-lab part includes visual aids such as: 1) pictures of four seasons in Japan; 2) write-up of the main question; and 3) heat and cool packs. These materials were prepared to motivate the students before the laboratory activities.

For the laboratory part, questioning techniques and word-usage of the worksheet, and safety of the materials to be used for the experiment were checked. The same strategy was used for the post-lab part. The researchers were active as *grammar and content* critic, learning consultant, and process consultant.

The lesson plan, materials, and worksheets were all tested for feasibility and efficiency through mock lessons.

Mock Lessons

Mock lessons, conducted last December 2010, were organized to test the efficiency of the lesson plan itself. Science and language professors, along with the researchers, were present during the first mock lesson. The lesson was also recorded in video.

After the first mock lesson was held, several concerns were raised such as: 1) there were inconsistencies in grammar usage throughout the lesson; 2) some misspelled and missing words in the visual aids and worksheets were raised to the awareness of the members; 3) should the word, "oxygen" be included or not in the list of materials for making a *kairo*; 4) should the phrases, "heat is released and heat is absorbed" be used to grade-four lesson; and 5) is the phrase, "cold reaction" scientifically accepted. Teachers and researchers present during the first mock lesson took the roles of teacher/educator, expert, adviser, devil's advocate, and coach to be able to air out concerns regarding the lesson.

Comments and suggestions were taken into consideration and the second mock lesson was held. Minor changes in the worksheets and lesson plans were noted. The lesson itself greatly improved because of the mock lesson.

After the mock lessons, materials were prepared once again and changed as per suggestion of the observers before the inventory of materials was prepared.

Inventory of Materials

Inventory of materials was made to facilitate the ease of use during the implementation stage. Materials include: pictures; word cards; worksheets; sample hot and cool packs; pre-packed chemicals; pre-counted materials such as envelopes for *kairo* and souvenirs; video equipment for recording the lesson proper; and other school supplies that will be used for the lesson. The inventory of materials has no standard format. Hence members of the group were free to make their own formats of their inventory of materials.

Second, you close the plastic bag and shake it well.
And check of the mixture by touching it.
Caution. This is important.
Don't touch the content and don't open the plastic bag after the reaction.
Please put out the worksheet1 from the bag and write your name.
Take note of the temperature change and encircle the correct answer.
Do you understand? Let's start.
(Group the children. Distribute the materials and activity sheet.)
Are you finished? Let's check the answer.
(Teacher asks each group to present their results of the experiment.)
What happened when dessicant and water were mixed?
Baking powder and lemon juice?
(Teacher shows thermometer after experiment in front of children, and shows what temperature is.)
We will perform two more experiments.
One is desiccant and water.
Desiccant and water produce heat energy.
However, this mixture produces greater heat energy than what we did earlier. We will show you.
You are not advised to touch it.
Come in front of each teacher.
(children observe the experiment.)
Sit down, please.
Look at the white board.
Before our experiment the temperature is ___ degrees.
After our experiment the temperature is ___ degrees.
It went up by as much as __degrees.
Plese bring the kit.
(I will do another one.
Baking powder and lemon juice.
Is it OK to touch this experiment.
Any volunteer?
Please raise your hands.
How do you feel?
OK, thank you. Sit down, please.)

C. Post-lab

Did you enjoy the experiment? What happened earlier?
I will discuss the experiment we had earlier.
First, I have a question.

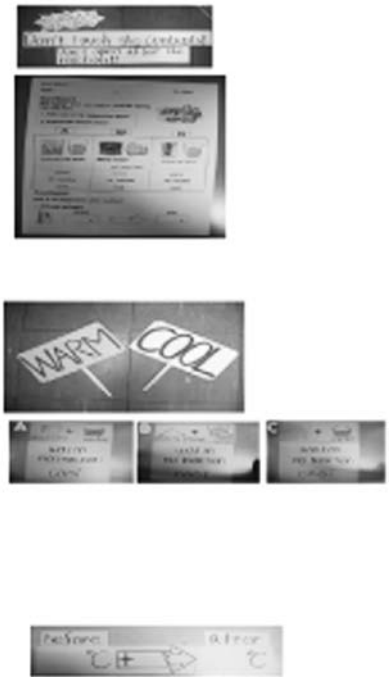

Figure 2. Sample Format of the Inventory of Materials and Teacher Script Made by the Elementary Science Group

Other materials such as movable whiteboards, extra long tables, lab aprons, beakers, stirring rods, hand sanitizers, hand soap, hand towels and bins for garbage were requested by researchers acting as *coordinators* through the department head 2 weeks prior to the lesson proper

Study the inventory of materials made by the elementary science group as shown in figure 2. The left side of the inventory comprises the "teacher-talk" while the right side includes the pictures of teaching materials to be used. Use of pictures was thought to be efficient in checking the inventory of materials at a glance. Aside from this, a checklist was also attached in the envelope/box that contains the materials for the pre-lab, laboratory, and post-lab activities, respectively. The researchers acted as *inventory assistants* to make sure that all materials and equipment were accounted for.

Theme 2: High School Home Economics

This group is composed of four members. The lesson they presented was on life planning using *Sugoroku* for third year high school students, aging between 14 – 15 years old, respectively. The lesson was implemented for an hour to a class of 31 students. *Sugoroku* is a Japanese word for game board. This is famous guide among young Japanese in planning their future. Presenting this lesson provides opportunity for the Japanese student teachers for culture exchange, which is one of the aims of GP

Project.

Lesson Plan

The title of the lesson was "Life Planning using *Sugoroku*" . The objective of the lesson is to teach students to plan their future using *sugoroku*. The lesson plan was divided in several parts. First, introducing and explaining Japanese *sugoroku* to the students. Second, identifying the importance of life planning and making own life plan using *sugoroku*, as the last part.

The group scheduled a meeting with the researches and asked them about some of the characteristics of Filipino school students. They asked about the nature of the curriculum and if "life planning" is taught in high school. Further, they asked to help translating the curriculum because it was written in Filipino, national language of the Philippines. Aside from the abovementioned concerns, Philippine culture was discussed during the meeting.

After the discussion, the student teachers presented an example of *sugoroku*. They explained to the researchers about the parts and the contents included in the board game. The researchers gave some helpful points that they can use to improve their lesson. For instance, the student teachers were made to reconsider the topic on divorce, which is not legal in the Philippines.

Based on the above information the researchers served as consultants, curriculum translators, interpreters, grammar and content critics, and culture advocates for the students while they are preparing lesson. The suggestions and advises given by the researchers helped students-teachers to prepare lessons based on the nature of the students, curriculum and Philippine culture.

Mock Lessons

The Home Economics group invited the researchers for a mock presentation last December, 2010. The student teachers showed the flow of their lesson to the researchers. The student teachers presented the steps on how to play the board game. The researchers and student teachers tried and played *sugoroku*.

The following were the comments and suggestions of the researchers: (1) provide clear and easy to follow instruction. Some of the steps in playing *sugoroku* were not clear. The researcher helped them to revise the steps that seemed not clear; (2) *sugoroku* is a board game composed of different shapes. Inside each shape is an item to follow. There were arrows that guided the players. To avoid confusion, the researchers suggested the use of different sizes and colors of arrows and shapes; and (3) each shape in *sugoroku* is composed of statements that students should follow. The researcher suggested the use different font style for main statements and color for particular items to avoid confusion. These suggestions can help high school students to clearly understand and follow what were stated in the board game.

Further, time was monitored during mock presentation. Student teachers asked the researchers the possible estimated time that they can spend for every activity.

Findings

Several findings regarding the GP Project and functions played by researchers on helping the students focused on 1) use of English language; 2) cultural differences; 3) researchers as additional human resources; 4) and preparation of materials and equipment.

On English Language

Communication is a vital part of the GP lessons. Teachers should ensure that English language learners are not excluded from this crucial learning experience, since this is one of the aims of the GP Project. Table 1 shows the development of one's mother tongue to functional literacy, especially during the elementary years (Balce, 2010). As the table shows, language development takes time, and it involves three stages:

Table 1. Development of Language

Stage	Age Range	Distinguishing Use of Language
1	3-5	-Using language intuitively
2	5-8	-Observing grammatical rules -Using awkward sentences
3	8-12	-Full competence: speaking, reading, and writing in one's language

As pointed out by education psychologists, the elementary school students are in the third stage of language development. As such, they are still on the process of mastering reading and writing in their mother tongue. This suffices to say that introducing a foreign language in the elementary grades may slow or block down the attainment of full competence in using native language.

The researchers, as *grammar* critic, interpreter, and *translator* were well aware of the challenges mentioned above. Thus, the following points-to-consider were emphasized to the students:

a. Make sure that instructions are clear to the students, perhaps by providing them worksheets with written instructions, as well as word cards, and medium-phased verbal instructions so that students have enough time to digest the content.
b. Of particular use to students learning concepts using English as a second language are partial "sentence chunks." Sentence chunks allow students to express their scientific learning without being hindered by lack of language skills.
c. During group activities or learning stations, allow students to discuss scientific concepts in their native language before they communicate them in English.

On Culture Differences

The capacity to think differently in diverse cultures, and the capacity to resolve conflicting beliefs between those cultures, are familiar human traits (Jagede & Aikenhead, 1999). The researchers, as *culture advocate*, tried to instill into the student-teachers the need to help UPIS students develop these capacities with regard to awareness on differences in culture of Japan and the Philippines, such as presence or absence of divorce and common-household items such as *kairo* and cool packs. Awareness of such small differences in both culture are important in the success of preparing lessons and activities with multiple types of evidences (first-hand data, phenomena, and visual representations).

On Human Resources

The researchers, after assuming several functions of a mentor mentioned by Seeney (2008) and McKimm *et al* (2007), have found that mentoring relationships were at times more compatible and more productive when mentees often felt more free to raise questions with individuals not in position to evaluate or "judge" them. However, mentors must be prepared to tell the truth, to confront mentees with negative assessments and sharp critiques when warranted, and to give honest appraisals. This requirement is perhaps one of the most difficult tasks for mentors, who might prefer to think of themselves as nurturing and cheerful guides. Effective mentoring, however, demands constructive criticisms from the mentors since these are keys to improvement.

Mentors and mentees must respect each other professionally. Some research suggests that mentees will benefit from mentoring even by someone they do not like personally (Brewerton, 2002). However, the most successful relationships are those demonstrating both personal and professional compatibility. (Brewerton, 2002).

After a period of mentoring, the researchers found out that at least one of the mentees in each group was able to act as *mentor to members*. This student would initiate in gradually helping her members become mentors themselves, by commenting on their own voice projection, speech speed, facial expressions, as seen in their recorded mock-lesson.

On Equipment

The researchers as *inventory assistant* and *coordinator* acted as facilitators in checking and re-checking the equipment and other materials needed for their planned activities. Equipment that might be available in the host school were reserved by the researchers by coordinating with the department heads. As Jacobi (1991) has stated, mentors, aside from serving as intellectual sparring partners and emotional supporters, may also act as a provider of professional contacts.

Conclusions and Recommendations

The GP Project of Ehime University for pre-service teachers provided various tools that are useful in the context of education. These tools, among others, were mirror and map. A mirror that helped these applicants see and reflect upon the dynamism of classroom teaching, and a map that would guide them toward the path of efficacy. This mirror and map were the same tools that both mentors and some mentees, who became adept mentors, used as they assumed various roles while adapting the English language, on bridging cultural differences, on tapping human resources, and on preparing equipment.

To further obtain more powerful tools for reflective teaching, the main recommendation of the study focuses on the use of video technology in the GP Project.

The growth of ICT tools and the application of video in teacher education program for collective video recording of mock lessons has now been a common practice in most countries. Moreover, videos of classroom-based teaching are more authentic than videos of mock-lessons and thus have higher potential to support teacher education activities (Newton & Sorensen, 2010). Actual classroom-based teaching provide 'noise' that need to be tackled again and again and video is one powerful way that lead to the development of skills on discerning what appears to be in plain-sight and noticing salient points. The collection of these videos, then, may be utilized as a tool that would cater to good practice. One innovative tool would be utilizing these videos in a software that allows participants in the GP project, especially those who would opt to be in the academe to: 1) practice 'discipline of noticing' (Mason, 2002); and 2) 'put their heads together' or practice collaborative learning through synchronous and/or asynchronous engagement. This software could have several of the following features:

a. user instructions;
b. background information of the video-taped lesson;
c. discussion or chat tabs that can be accessed online by students/participants and teachers;
d. video player and video controls; and
e. time-stamped script.

However, implications as to which video provide high authenticity and good technical quality may be left upon the discretion of members of a screening committee who may also be part of the moderators of the software/program.

References

Balce, M. E. (2010). 'Teaching Quality Science Education in the Philippines' *presented at the 1st Philippine Conference-Workshop on Mother Tongue-based Multilingual Education held at the Capitol University, Cagayan de Oro City, Philippines, on Feb. 18-20, 2010*.

Brewerton, A.(2002). Mentoring. *Liber Quarterly*,12,pp.361-380.

Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research*, 61, pp.505-532.

Jegede, O.J. & Aikenhead, G.S. (1999). Transcending cultural borders: Implications for science teaching.

Journal for Science & Technology Education,17,1, pp. 45-66.

Mason, J. (2002). *Researching Your Own Practice*. Abingdon: Routledge.

McKimm, J., Jollie, C., & Hattet, M. (2007). *Mentoring: Theory and Practice*. Retrieved March 3, 2011 at http://www.faculty.londondeanery.ac.uk/e-learning/feedback/files/Mentoring_Theory_and_Practice.pdf

Newton, L.R. & Sorensen, P. D. (2010). Science Teacher Development Through Constructive Engagement with Digital Video: Some Experiences from the Field *presented at the International Seminar, Professional Reflections, National Science Learning Center, York on February 2010*.

Seeny, B. (2008). *Examples of mentor tasks and roles*. Retrieved February 19, 2011 at http://teachermentors.com/MRoleTask.php

White, M. & Mason, C. (2003). *Mentoring induction principles and guidelines*. Retrieved February 19, 2011 at http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/mip_g_manual_11pt.pdf