

## 5 Seznam příloh

Příloha 1 – Kódované rozhovory

Příloha 2 – Přepisy rozhovorů s mentory a studenty

Příloha 3 – Přepisy rozhovoru s profesorem Hannu Heikkinenem

Příloha 4 – Záznamy z pozorování setkání mentorských skupin

### Příloha 1 – Kódované rozhovory

---

<b>Kategorie 1: Role vedoucího skupiny</b>	
<b>Respondent</b>	<b>Citace</b>
Matilde	<ul style="list-style-type: none"><li>• <i>We have our group leader which is really great, she knows what she's doing.</i></li><li>• <i>She's the leader but she's talking about the same things and she has to work harder than us [laughter].</i></li><li>• <i>She has some tasks we must do, like pick a card where there's some words about your day, like you're happy or something like that.</i></li><li>• <i>The mentor was really good at inventing this idea about how you can tell about yourself, and I think she was really welcoming so that was a big thing.</i></li><li>• <i>The mentor is really great; she's asking our opinions too, or what do you think about this. Or if the discussion is going to be too teacher-centric then she's asking us what do we think, have we got this kind of situations or what do we want to know more or something like that.</i></li></ul>

---

- 
- *The next time the mentor was ready and she had the things that we had to all say something.*
  - *She did definitely. And I was thinking about when I left and when I was coming to the next meeting I was thinking that 'oh, yeah i should've said something to the mentor that maybe there should've been something at the beginning that we all have to say', but then she had done the preparation for that, so it was really nice.*
  - *The mentor said that she's going to gather some theory information for each theme and she have. But I can't remember, I think she had something about law this last time when we talked about problem situations. And then she had something about national curriculum the other time. So she's basically doing a little bit information gathering for us.*

---

Otso

- *She's the organizer; she reserves the space for us and always really nice food, free coffee and everything. She has the structure, we have together planned the themes, the topics we're gonna discuss but she's the one who has it on paper and tells okay how it will continue and now we do this exercise, so the structure keeper.*
  - *She has an idea at the meeting what are we gonna do. For example, there's a warm up exercise, she tells okay now we do this warm up exercise and she also takes part in those exercises. And then, she has in her head that okay now we are gonna discuss about this theme but if the discussion goes in interesting direction that was not planned, she doesn't stop it. So she leaves space for interesting themes.*
  - *So by mentor do we mean this coffee maker?*
  - *So when we discuss about this classroom teacher stuff she doesn't take part so much, so it's more the classroom teachers*
-

---

*and us students who discuss. And she's like the structure keeper.*

- *Well the whole Verme-group except the coffee-maker we are in the same project in the school of these two teachers.*
- *The coffee-maker clearly makes effort to build the good atmosphere and she does it well.*

---

Samuel

- *One of them is like this coffee-maker and pays the bills and is in charge of the conversation.*
- *She's one of us but she's keeping all the times and sending e-mails and you know, doing all the practical stuff, but she's not like... We can speak really like freely.*
- ***Do you consider her as part of the group or is her role anyhow different than the other teachers'?** I think it's the same.*
- ***Is she a classroom teacher herself?** Yeah. And actually she's like holiday right now. Not like basic holiday but koulutusloma. **Yeah, like a leave from the work.** She's doing handwork right now.*
- *She basically suggests topics but she's like one of us.*
- *We are sitting around same table and there's no roles like that so.*
- *She just basically starts the conversations.*

---

Anna

- *Someone who's guiding and someone who's facilitating the situation or the interaction in a group.*
  - *I feel that I can more or less be a peer in the group.*
  - *I have a special role in organizing the meeting in a specific way that we have, and structure for a meeting. My main role is to try to get those people to have a nice discussion, and try to help them get a conversation and get an idea about what's the*
-

---

*point of the things we're doing and what's the overall picture and then in each session trying to construct it in a way that it is.*

- I can take part in the conversation but I'd rather not take a big role, I'd more like try to 'feed the conversation' so to say.*
  - It's how to get them somehow really feeling that they're peers because they're not in that sense. So that would be the main skill I think I would need and I don't really feel I'm ready with that yet.*
  - In that conversation I didn't take that much part I was just a secretary 'okay these are the themes that you are interested in'.*
  - 'How could I work in a way that it would be more cohesive?' because there are only five now so it's a small group.*
  - What is my role? How can I lead a conversation in a way that it's a good conversation?*
  - I think it's something that is still in the same time supporting my well-being because I can also be a peer in that group.*
  - I wasn't really thinking it very consciously the first time. I think I myself gave them feedback that it was nice to get started with and I'm happy to be mentor and so on.*
  - Last time either I didn't collect so in the training as we discussed that we could collect just briefly or in a very simple ways of feedback. I think that that's something that I will do next time.*
  - My role is to create a structure for the meetings, to also help to create the overall structure as we did with the principles and with the themes that we collected and that would be my responsibility. If we need to go back to the principles and say what we've discussed already and what we've all agreed to.*
-

- 
- *I start and I finish, and we have maybe something like an activity first and then we have another time for conversation. So I am sort of like the organizer.*
  - *I'm not expecting them to suggest those kinds of things. Like "can we go to pairs and discuss this?" or that kind of organizational things, I feel that's my responsibility.*
  - *Mainly I try to be more on the background and give more space to the members but if there's something I feel like add to it or ask another question related to what someone has said that 'How about this?', 'How do you feel about this?'. Or engage someone who hasn't said anything I might do that. But mainly I try not to speak much but then again maybe if some of the discussions are interesting i might add even a comment on that.*

---

Tuula

- *I'm all the time thinking about the idea that I should be the one who kind of offers also theoretical input in our discussions. And that's a bit complicated. So if you are responsible for doing that, you are kind of a teacher. But perhaps it's just one role in being a mentor.*
  - *So I prepare myself on that topic somehow, beforehand.*
  - *I mentioned that when we were ending the meeting, and they asked me "Please give us the papers and we read it at home and let's discuss about it next time."*
  - ***Does it happen often or do you have to put it in motion and spark the discussion?** I think it doesn't happen itself. I have to have some input in.*
  - *Yes, with some nice methods I have learned during the Verme education. And I need it too to get to know them.*
  - *I prepare the situation, I make the coffee and buy the things, and I welcome them. And then I perhaps say "What is our topic*
-

---

today? Oh yes, it was that!" And then they start. They don't actually need me. But I'm not going away. I'm sitting there with them and being part of them. If I have something to say I say it. And all the time thinking about the theoretical.. [laughter] "When it's my time to put it".

- *Two of them were talking a bit too much and I was seriously thinking what might be my role. Should I give the speeches and the time?*
  - *But I kind of check it all the time and perhaps if you're not saying anything I might somehow ask you something.*
  - *I'm not a director but actually I have noticed I don't have to be like that either.*
  - *I have to be aware and prepared in a way to think and speak about the professional development. I have to know, and I know the teaching profession. I know about the situation and research about being a new teacher. What it is like when you start working.*
  - *If there are some problems or some special things going on you have to take care of that first or it's no use to go into the specified, beforehand decided topic. But you have to have the situation in the group calm and receivable so that they can concentrate on some real topics if there are fights and arguing going on [laughter].*
  - *We can do whatever we want during the meetings.*
  - ***When you have had all your meetings can you give someone your feedback as a mentor? I suppose I could, but I think why? "You were good today?" Why?.***
-

---

**Kategorie 2: Diskuze ve skupině**

---

<b>Respondent</b>	<b>Citace</b>
Matilde	<ul style="list-style-type: none"><li>• <i>Tell about our day or week or stuff like that.</i></li><li>• <i>We just talk because things just go like that.</i></li><li>• <i>We have all something to talk about and the group is really good together.</i></li><li>• <i>I think it's kind of problem-solving together. When we are in the group we have all kinds of things we want to say to others and we are talking about the problems and things together. And then we are trying to solve the issues, and just telling your things to others and others are there for you, kind of like that.</i></li><li>• <i>We all had to bring our own little special thing, something like you need or something like you wanna tell about, and I brought a picture, it was a craft work and there was a picture of my brother, and I got to tell about it.</i></li><li>• <i>We've had a lot of great conversation about the teacher job and about what you need when you are teaching, and if you have problems what you have to do.</i></li><li>• <i>Sometimes we just listen, we students.</i></li><li>• <i>She's asking our opinions too, or what do you think about this. Or if the discussion is going to be too teacher-centric then she's asking us what do we think, have we got this kind of situations or what do we want to know more or something like that. But overall we are equals in the group so we are talking as much.</i></li><li>• <i>Our second meeting, this one teachers had a lot of stuff going on in her life and we talked about or she talked about her problems for like thirty or forty-five minutes of the beginning of the time. It was okay, she had a lot of to say and stuff, but it felt like we didn't have anything to say and then we had like</i></li></ul>

---

---

*half an hour to do the really the stuff we had to do. So it was a bit like wasting of time maybe. But the next time the mentor was ready and she had the things that we had to all say something.*

- *I think we know each other well already so we can talk about other things.*
- *First we have the something say about our day, or week or something like that and then we have this theory session, kind of.*

---

Otso

- *They [teachers] tell things that come from their experience. But not even once they have told us students that this is how it works and this is you should do it. It's not like that at all.*
  - *But if the discussion goes in interesting direction that was not planned, she doesn't stop it. So she leaves space for interesting themes.*
  - *It works really fluently.*
  - *So the classroom teachers really are listening to me and other students when we are telling about our thoughts about teaching. And they comment and seem interested.*
  - *We are really different kinds of people in the group and it's really, I like it a lot.*
  - *I think the relaxed atmosphere comes then just when we talk. I don't know how it went like that but for example when we have these warm up exercises I think they play actually quite big role in this atmosphere thing. I feel that I would like to tell about my personal stuff and well, I don't tell them actually so much. I think the good atmosphere comes when everybody really listens when one talks, look in the eyes and not judging. I think that's the biggest thing. So I think everybody make good*
-

---

*atmosphere by giving something of themselves, everybody gives something and that's most important.*

---

Samuel

- *There's like everyone talks more about in general topics that are not so much about these projects. So we have every time different topic what we discuss and there's not so much about the projects.*
  - *Everyone likes to talk much so it's hard to get your turn [laughter], but otherwise no problem.*
  - *I imagined that it's more like those teachers like it starts with their problems more like their everyday problems and then we starting to solving those problems. But now it's more like we are telling what it's on our mind like trainees. I don't know which are the better or more useful way to...*
  - *I think they are bringing also like their everyday issues about in that topic so they're like telling their perspective and mostly the teachers are telling and do most of the speaking and we are more like asking.*
  - *I think they are like especially for the evaluation topic is even real teachers have concerns about the new curriculum, so they have been talking about that, how it's affecting their students.*
  - *I think we are asking how they handle different situations and what kind of problems in that or that has been and they're telling and how they handle these situations. So maybe they are speaking a little bit more than we.*
  - *One mentor and I work and we have actually been pretty close with my mentor and she's like besides of those meetings also sending me stuff about these educational lectures and that kind of stuff. And if she's sick, she's asking can I replace her for a day, and now for a week.*
-

- 
- *It's really easy to go and talk in every topic. They are really, everyone has a lot to tell about, they can answer all the our questions pretty well and giving examples from the real teachers' lives.*

---

Anna

- *They wanted to discuss about how we as a group see the school in the future. And we talked about the new curriculum that was one thing that we were reflecting on because students have been reading it as well so that was something.*
  - *So we discussed the phenomenon based learning and how the teachers in the field see it, and how the students see it, and what they think about it. But when we're going to discuss more about work and well-being at work, I think I would bring some sort of model or something that can help them see the different aspects of well-being. So that would be the theoretical thing.*
  - *Discuss these issues in a group that is quite different from those that normally they are doing their teacher practice probably also the discussing about what themes might be interesting that was something that somehow that came from the group itself so that emerged in the discussion so it wouldn't have been possible if it was just these people or just that. In that conversation I didn't take that much part I was just a secretary 'okay these are the themes that you are interested in'.*
  - *Somehow I think it's the thing that makes good conversation possible or dialogue possible that everyone feels that they're motivated to be in the group and they feel comfortable in the group. So that's something that I think is essential for the discussions we're going to have.*
  - *We really discussed the sort of like the rules and the ways we are going to work, sort of the principles for doing this, why are*
-

---

*we doing this, what are our main goals and what kind of rules can we as a group decide. That also affects the cohesion in a way that we are all committed to those rules and to these principles.*

- We discussed and shared ways in which we can collect feedback as well.*
- But then one student-teacher afterwards came and said that “it was a really nice start, I think it’s a nice thing” and something like kind of positive feedback. The others said thanks and they seemed to be somehow satisfied with the start.*
- Mainly I try to be more on the background and give more space to the members but if there’s something I feel like add to it or ask another question related to what someone has said that ‘How about this?’, ‘How do you feel about this?’. Or engage someone who hasn’t said anything I might do that. But mainly I try not to speak much but then again maybe if some of the discussions are interesting I might add even a comment on that.*

---

Tuula

- There were some meaningful affairs going on in the schools of two of the teachers and they couldn’t relax before they had told us about it. It was very important for them and it was good for us others to learn what might happen for our students at least.*
  - I recall one time when one of our students mentioned something she had been listening during one educational science lectures and that was kind of a surprise input from my point. And it suited well on the topic, but we didn’t go very deep. It was kind of like a mentioning.*
  - And the teachers don’t want to teach something to the students especially. Somehow I might have noticed that the students were a bit careful in the start. They were listening, not so eager*
-

---

*to say what they think, but when we get more familiar with each other it's helpful.*

- *We have quite introduced ourselves. Then we have tried to open up what kind of human beings we are with a game.*
- *They are going to do a school project in the school of the teacher and they have visited that place and they have been with the teacher. So actually they know each other in pairs quite well already.*
- *I perhaps say "What is our topic today? Oh yes, it was that!" And then they start. They don't actually need me. But I'm not going away. I'm sitting there with them and being part of them. If I have something to say I say it.*
- *Two of them were talking a bit too much and I was seriously thinking what might be my role. Should I give the speeches and the time?*
- *But I kind of check it all the time and perhaps if you're not saying anything I might somehow ask you something.*
- *They can very well handle the situation, they give space for each other, but they have their own voice as well. If they have something to say they say it. It's kind of being a professional in speaking of profession. And students are alike. So as I told you they don't necessarily need me at all.*
- *If there are some problems or some special things going on you have to take care of that first or it's no use to go into the specified, beforehand decided topic. But you have to have the situation in the group calm and receivable so that they can concentrate on some real topics if there are fights and arguing going on.*

---

**Kategorie 3: Témata na mentorských setkáních**

---

**Respondent****Citace**

---

Matilde

- *And then at our first meeting we had a list about the things what we want to talk about. And we are kind of going with the list but sometimes we just talk because things just go like that.*
  - *We have curriculum, the new one, something about it. We have talked about it a bit at the last meetings but we are going to talk about it. It's a lasting theme for us. Last time we talked about the problem situations in teacher life, about children and about if the work is hard or something like that. Big themes. Something what you need in to become a teacher.*
  - *We all had to bring our own little special thing*
  - *What you need when you are teaching, and if you have problems what you have to do. Really concrete things like who you have to call if you have this kind of problem, and stuff like that from real life.*
  - *Really practical things*
  - *Well I think it's really good to have some kind of listing, something like that, from the very first meeting. We had the list but then some of our group members weren't there at the first meeting, so creating the list went on and on and on. So it would be nice to have the themes ready in the very, very first time we meet and have something like what do you wanna know and what things you wanna discuss about.*
  - *You don't have to follow the structure all the time but it would be nice that there's this one theme which is bigger this time and next time we have other bigger theme*
  - *Her problems [of one teacher]*
  - *The practical things about if you have a problem with children hurting themselves or something like that, what should you do.*
-

---

	<ul style="list-style-type: none"> <li>• <i>Problem situations</i></li> <li>• <i>National curriculum</i></li> </ul>
Otso	<ul style="list-style-type: none"> <li>• <i>The teacher's authority</i></li> <li>• <i>How teaching job will be in the future.</i></li> <li>• <i>Classroom teacher stuff</i></li> <li>• <i>Everything with parents</i></li> </ul>
Samuel	<ul style="list-style-type: none"> <li>• <i>Every time different topic what we discuss.</i></li> <li>• <i>Evaluation and I was against the number valuation for the young kids, but there have been really good points about for the numbers so I've little bit changed my mind about that.</i></li> <li>• <i>Now it's more like we are telling what it's on our mind like trainees.</i></li> <li>• <i>We have decided the trainees basically what we want talking about and what stuff we are most scared of like working life. We are talking about evaluation and parenting and that kind of stuff.</i></li> <li>• <i>Teacher's everyday issues.</i></li> <li>• <i>Evaluation topic is even real teachers have concerns about the new curriculum.</i></li> <li>• <i>How they handle different situations and what kind of problems in that or that has been and they're telling and how they handle these situations.</i></li> <li>• <i>We can choose the topics like we are most concerned of that we don't know so much, enough, so we can talk about those stuff.</i></li> <li>• <i>Parenting and that was my idea to talk about. And I do my bachelor's thesis right now about that topic so I wanna know more about that topic.</i></li> </ul>

---

- 
- *What kind of parenting styles they have and how they influence the child and that kind of things.*
  - *I have been able to really influence about the topics. So basically we've been talking about all the things that I've wanted to talk about.*

---

Anna

- *How we as a group see the school in the future.*
  - *The new curriculum*
  - *We were reflecting on because students have been reading it.*
  - *We discussed the phenomenon based learning and how the teachers in the field see it, and how the students see it, and what they think about it. But when we're going to discuss more about work and well-being at work.*
  - *Practical issues that the teachers in the field said that you have to take into account nowadays with all the licenses you have to get for example from the parent and things like that, so somehow they got more practical view on some issues.*
  - *Students were really happy to hear some practical issues that they could then find a link to what is being discussed at the department or in their studies.*
  - *The discussing about what themes might be interesting that was something that somehow that came from the group itself.*
  - *One was as large as the well-being in general work and then we had this future school they wanted to discuss. Then they wanted to discuss the teacher's role also from the perspective of authority. Also, to what extent the teacher cannot know things? Can a teacher be a learner as well? How does that risk the teacher's authority? Also, to do something that is relaxing. I think we might have a couple of meetings under the big theme of well-being at work. And time management was one that they were interested in as well.*
-

- 
- *We really discussed the sort of like the rules and the ways we are going to work, sort of the principles for doing this, why are we doing this, what are our main goals and what kind of rules can we as a group decide.*

---

Tuula

- *And when we first met, we decided what the topics will be during the different various meetings.*
  - *There were some meaningful affairs going on in the schools of two of the teachers and they couldn't relax before they had told us about it.*
  - *So we didn't have time to go into the theoretical stuff I had collected but I mentioned that when we were ending the meeting, and they asked me "Please give us the papers and we read it at home and let's discuss about it next time."*
  - *One of our students mentioned something she had been listening during one educational science.*
  - *Deciding on the topics what we are going to handle.*
  - *'Who are we as teachers and who are we as individuals'. So I had the map of Finland and everyone told where they started and how they ended (up to) this point.*
  - *If there are some problems or some special things going on you have to take care of that first or it's no use to go into the specified, beforehand decided topic. But you have to have the situation in the group calm and receivable so that they can concentrate on some real topics if there are fights and arguing going on.*
- 

---

#### **Kategorie 4: Vztah učitelů a studentů**

---

Respondent	Citace
Matilde	<ul style="list-style-type: none"> <li>• <i>She's classroom teacher also, so she has a same background, so she's equal with us in the meetings.</i></li> <li>• <i>The group is really good together.</i></li> <li>• <i>Others are there for you.</i></li> <li>• <i>Had a lot of great conversation.</i></li> <li>• <i>Sometimes we just listen, we students.</i></li> <li>• <i>If the discussion is going to be too teacher-centric then she's asking us what do we think, have we got this kind of situations or what do we want to know more or something like that. But overall we are equals in the group so we are talking as much.</i></li> <li>• <i>Yeah, mostly about the project. I think we know each other well already so we can talk about other things. Like I would say something what is happening in my life about some big things 'Oh, we have this trip this summer' and something like that.</i></li> <li>• <i>One teachers had a lot of stuff going on in her life and we talked about or she talked about her problems for like thirty or forty-five minutes of the beginning of the time. It was okay, she had a lot of to say and stuff, but it felt like we didn't have anything to say and then we had like half an hour to do the really the stuff we had to do.</i></li> <li>• <i>We have a lot of in common and working together is really smooth.</i></li> <li>• <i>We are together equals.</i></li> <li>• <i>We can talk about other things.</i></li> </ul>
Otso	<ul style="list-style-type: none"> <li>• <i>In our discussions we are, I have a feeling that we are really equal.</i></li> <li>• <i>But not even once they have told us students that this is how it works and this is you should do it. It's not like that at all.</i></li> </ul>

- 
- *She doesn't take part so much, so it's more the classroom teachers and us students who discuss.*
  - *It works really fluently and as I told you earlier it's, we are really equal parts of the group. So the classroom teachers really are listening to me and other students when we are telling about our thoughts about teaching. And they comment and seem interested. And it's, yeah we are almost classroom teachers ourselves us students so I think that's why also they see us as equals and just as teachers-to-come who are really different than themselves. We are really different kinds of people in the group and it's really, I like it a lot.*
  - *It works good.*
  - ***Have you learned anything from the teachers in your group?***  
*Yeah, especially through the project we do together with these two students and then, well the whole Verme-group except the coffee-maker we are in the same project in the school of these two teachers.*
  - *When everybody really listens when one talks, look in the eyes and not judging. I think that's the biggest thing. So I think everybody make good atmosphere by giving something of themselves.*
  - *It's mostly a space where people from different backgrounds can meet. People with different backgrounds but still something in common either the work they're gonna do or are doing. It's about sharing, I think yeah that's one important part like if you have a good idea or you are good at something.*

---

Samuel

- *We are sitting around same table and there's no roles like that so.*
  - *At least for me and my mentor is really good, and we can talk really freely.*
-

- 
- *Teachers are telling and do most of the speaking and we are more like asking.*
  - *One mentor and I work and we have actually been pretty close with my mentor.*
  - *I think it's pretty close. We have each other's phone numbers so it's really easy to... I don't have to send e-mails.*
  - *With my own mentor not the other teachers so much but I think the other teacher-trainee –pair is also pretty close. At least it seems that way.*

---

Anna

- *I think that somehow the peer-mentor is important so I feel that I can more or less be a peer in the group.*
- *In this group you are supposed to be more like peers. Because it's something that is very practical and they get to really work with authentic issues and teachers.*
- *The teachers are more like experts I think, so the students might be looking to them and say like "Oh, do you find this in the way that I am understanding this now?" That they might represent, that they are not experts yet and that the teachers are the experts of the group. And some ways there are elements of being peers as well. Somehow hard to say at this point we don't even know that well as a group.*

---

Tuula

- *Mentoring in Verme is like being more equal and trying to diminish the meaning that you are the educator and you are the student.*
  - *Equals yes, but in a way I'm all the time thinking about the idea that I should be the one who kind of offers also theoretical input in our discussions.*
  - *They are like peers. They are equals, no differences. They find it easy to talk about it, or talk about the teams and being a*
-

---

*teacher. And the teachers don't want to teach something to the students especially. Somehow I might have noticed that the students were a bit careful in the start. They were listening, not so eager to say what they think, but when we get more familiar with each other it's helpful.*

- They can very well handle the situation, they give space for each other, but they have their own voice as well. If they have something to say they say it. It's kind of being a professional in speaking of profession. And students are alike. So as I told you they don't necessarily need me at all.*
- 

---

#### **Kategorie 5: Benefity pro začínající učitele**

---

<b>Respondent</b>	<b>Citace</b>
-------------------	---------------

---

Matilde

- This project which I'm doing at the school now, it's been really nice too because it's really great way to get the credits which I have to do to the course.*
  - Something about the practical situations, if you have problems that you can talk about it with the principal or something like that.*
  - Meetings that have been really nice to have some place where you can talk about things. So I wanna continue this later in the school world with other teachers, like all the teachers in the third grade, or all the teacher...*
  - I would like to do something like that in the future.*
  - Practical things*
-

- 
- *It's probably because of my bad knowledge about the theories, but now I'm getting to understand that. I think I have. Now I'm seeing that I have theories at the background on my teaching.*

---

Otso

- *It's one way to do this one course of seven ects.*
  - *And it seemed good and fresh idea and somehow answering my interest in teacher education, like thinking little bit of deeper point of view and not only the practical things. So I found it interesting from beginning.*
  - *I expected that it will be interesting for me and also there's space for me to tell my own opinions.*
  - *At least in my mind the gap between the student world and then the practical teaching world has become narrower. Now I know that there are teachers who have been working for twenty years for example, who still are into thinking it deeply what they do and not just going to school every day and doing things as they are used to do. So i'm less scared to go to school to work with the experienced teachers.*
  - *It's still in the beginning but maybe a little bit it has increased my self-esteem as a teacher and I feel, it encourages me to feel that i'm good as I am even if I go to school to teach. It's not like world where I wouldn't belong even if I may think differently about some things like other teachers.*
  - *Some parts that belong in a teaching job that I didn't think about.*
  - *And now we have been teaching two times with one fellow student in the school and of course I see her, who is very different person, personality than I am, different teacher, I can work together with her and it's really, I've learned a lot. Yeah. What have I learned? Can I say it detailed... well co-operation at least.*
-

- 
- *I think the project we do will teach me a lot because we have the responsibility to also to practical organization and right now everything feels little bit like messed up and so but that's how it is when you organize something yourself, by yourself. So it, i think it prepares me to the actual job, the work of the teacher pretty well.*
  - *Every time I leave the Paedeia café I think it's cool to be a teacher, or become a teacher. Because, of course I think about it anyway but sometimes I don't but always after these meetings I do.*
  - *What do I need is touch to the practice. And through verme I can have it, also through the school placements we do.*

---

Samuel

- *Lots of new ideas actually. I'm little bit surprised about that because many of my opinions have changed during those conversations.*
  - *In practical way it's been more useful for the project for with that one mentor, co-teacher, because after that history course i have been working in that school doing like these substituting. The whole next week.*
  - *Parenting and that was my idea to talk about. And i do my bachelor's thesis right now about that topic so i wanna know more about that topic.*
  - *And because they are very experienced teachers so I've learned a lot.*
  - *They can answer all the our questions pretty well and giving examples from the real teachers' lives.*
  - *It's been a positive surprise little bit, because I didn't expect to get work or that kind of so concrete like...*
  - *So basically we've been talking about all the things that I've wanted to talk about.*
-

	<ul style="list-style-type: none"> <li>• <i>There's not so much theories, that they are more practical stuff that we have been talking about. And that is something we don't get in our studies in the university so it's been very useful information.</i></li> </ul>
Anna	<ul style="list-style-type: none"> <li>• <i>They want to get into different kind of dialogue with the teachers.</i></li> <li>• <i>Students were really happy to hear some practical issues that they could then find a link to what is being discussed at the department or in their studies.</i></li> <li>• <i>Discussing about what themes might be interesting.</i></li> </ul>
Tuula	<ul style="list-style-type: none"> <li>• <i>It is to help them to start their careers.</i></li> <li>• <i>I will be satisfied if my students kind of like feel ready for the work.</i></li> <li>• <i>I have heard from my students that they appreciate it quite a lot.</i></li> </ul>

---

### **Kategorie 6: Projekty**

<b>Respondent</b>	<b>Citace</b>
Matilde	<ul style="list-style-type: none"> <li>• <i>This project which I'm doing at the school now, it's been really nice too because it's really great way to get the credits which I have to do to the course</i></li> <li>• <i>Today was our first teaching together and it really went smoothly, and I have authority to them (children), which is really great for the first day.</i></li> <li>• <i>We had yesterday meeting about the project and we had meeting before Christmas about the project and we had</i></li> </ul>

---

*meeting before this holiday week, winter break. We had a bigger meeting about the meeting.*

- *And then now the beginning of the project it's been really nice to be with the children, something different, not teaching from a book and staring at a book but some project which is about the class magazine and we are doing a lot of stuff with the computer and learning how to use it. Something I can really use at my teaching when I'm going to work. So I think it's been good experience. **How long are you going to have the project?** About three weeks. I think it might be four weeks but I'm not all the time at the school, I'm just visiting.*

---

Otso

- ***Have you learned anything from your fellow students from the group?** Yeah, especially through the project we do together with these two students.*
- *And now we have been teaching two times with one fellow student in the school and of course I see her, who is very different person, personality than I am, different teacher, I can work together with her and it's really, i've learned a lot. Yeah. What have I learned? Can I say it detailed... Well co-operation at least.*
- *I think the project we do will teach me a lot because we have the responsibility to also to practical organization and right now everything feels little bit like messed up and so but that's how it is when you organize something yourself, by yourself. So it, I think it prepares me to the actual job, the work of the teacher pretty well.*

---

Samuel

- *Yeah, I've already done the project. **How was it?** It was really good.*
  - *I kept an ancient Greek history course for the fifth graders. It was eighteen hours and test and valuation.*
-

- 
- *It was really nice class and really nice teacher. It was fun.*
  - *Yeah, I do all the planning. And the teacher's first plan was that she keeps these conversations with parents meanwhile I keep the lessons but the parents... [says in Finnish that the teacher suggested conversation times to be held during the history lessons but those times didn't suit to the parents.]*
  - *Yeah, she was helping and watching the children and me, and helping out.*
  - *I don't know for the other teacher-trainee – pair but at least for me and my mentor is really good, and we can talk really freely.*
  - *In practical way it's been more useful for the project for with that one mentor, co-teacher, because after that history course I have been working in that school doing like these substituting.*
  - *One mentor and I work and we have actually been pretty close with my mentor and she's like besides of those meetings also sending me stuff about these educational lectures and that kind of stuff. And if she's sick, she's asking can I replace her for a day, and now for a week.*
  - *It's been a positive surprise little bit, because I didn't expect to get work or that kind of so concrete like...*

---

Anna

- *To get to work together with them in a project and as well as to discuss these issues in a group that is quite different from those that normally they are doing their teacher practice the role is very different with the teacher that is sort of like guiding or instructing.*

---

Tuula

- *They are going to do a school project in the school of the teacher and they have visited that place and they have been with the teacher. So actually they know each other in pairs*
-

---

*quite well already. And that is how they know much more about the school life than I do.*

---

---

**Kategorie 7: Absence: téma zpětné vazby, teorie**

---

**Respondent**

**Citace**

---

*Matilde*

- *And I was thinking about when I left and when I was coming to the next meeting I was thinking that ‘Oh, yeah I should’ve said something to the mentor that maybe there should’ve been something at the beginning that we all have to say’.*
- *We had this listing where we had the themes and the mentor said that she’s going to gather some theory information for each theme and she have. But I can’t remember, I think she had something about law this last time when we talked about problem situations. And then she had something about national curriculum the other time. So she’s basically doing a little bit information gathering for us. It’s usually at the beginning of our discussions.*
- *I think the first two times she didn’t have anything like that but then when we had the list ready and the themes ready, she has been doing these theory sessions.*
- *I’ve been thinking about that a lot because I really haven’t had any theory behind my teaching ever. Like I have been thinking about that I don’t have anything, of course I have, because I have been thinking about it. Like last year I had my third practice and the teacher asked me what theories you have at the background of your teaching, and I was like ‘Yeah, I have nothing, I have no idea’.*

---

*Otso*

---

- 
- *The teacher's authority was last time and I think I brought the theoretical point of view into the discussion and then we discussed about it also like that. Well, the other theme so far, was, the main theme was how teaching job will be in the future. I think that's as much practice as it is theory, it's something we don't know so it's like hypothetical always. **Does the mentor bring any theory in your discussions?** So far not really. It's more they (classroom teachers) have the practical experience.*
  - *Well, if it would be all practical, if we didn't know any theory, then we couldn't always tell reasonably why we do things in practice, how we do it. Because people have really thought about them and that's what the theory is. So I think it's really useful and necessary to know theories about teaching, because it's not a simple thing at all. So theory should be in there and it should be visible in the practice. So the dangerous part is if there's like gap between theory and practice, they don't touch at all; theory stays in books and practice is what you really do. But the theory should always be connected to the practice, otherwise it's useless.*
  - *With Osaava Verme the idea is that you share it with the other people, share your experience or share your ideas. It's not that you keep it with yours, like if you know a good recipe some people don't tell it because it's mine, my secret.*

---

*Samuel*

- *Maybe not so much about that theoretical perspective. Mainly we have decided the trainees basically what we want talking about and what stuff we are most scared of like working life. We are talking about evaluation and parenting and that kind of stuff.*
-

- 
- *I think teaching should be based on these theories but I think every teacher seems to have their own theory, so in every case they don't match [laughter].*
  - ***It is probably natural, like you said that you have different attitudes and different opinions about certain things, and then of course that affects also. Yeah, but I think it should be more based on these studies than opinions.***
  - *I think it's mostly about like practical mentoring.*
  - *There's not so much theories, that they are more practical stuff that we have been talking about. And that is something we don't get in our studies in the university so it's been very useful information.*

---

*Anna*

- *I try to help them get a conversation and get an idea about what's the point of the things we're doing and what's the overall picture*
  - *I showed them a video that's not theoretical, but something to also feed the conversation with. But that was a video made by students so nothing really theoretical but students' views on the new phenomenon based learning for example.*
  - *We're going to discuss more about work and well-being at work, I think I would bring some sort of model or something that can help them see the different aspects of well-being. So that would be the theoretical thing.*
  - *It's interesting to think where to start with. Whether to start with the experience and then try to make a connection to theory or whether to start with theory or with the background – some kind of knowledge – and then discussion. So that's something I'm still thinking, which way to do this when we are talking about well-being. If maybe we start with their experiences and*
-

---

*then try to see “oh, how is this linked to this model that we have here”.*

- *At least with the curriculum, that’s what we’re discussing in many studies here in the department as well, so hopefully they got – at least they said that they got – some new perspective into some questions that for example the phenomenon based teaching arises. That “okay there are these practical issues that the teachers in the field said that you have to take into account nowadays” with all the licenses you have to get for example from the parent and things like that, so somehow they got more practical view on some issues.*
- *Well it should be the essential of my work I would say, because as a university teacher I wish somehow my teaching would link into research-based things. So it would be a conversation between things that have been studied and then how do we see it in the light of this or that which is more concrete issue that we are looking at in the teaching. So I think it should be essential, not sure if it always is but that’s the aim.*
- *Students were really happy to hear some practical issues that they could then find a link to what is being discussed at the department or in their studies*
- *I think it applies to basically my idea of pedagogy as well that it’s very important to have an atmosphere where it would be easy to be and to learn and that’s like an ideal that I have. So, that there wouldn’t be any obstacles for learning or for being in interaction or things like that.*
- *We just discussed this in our last training, actually.*
- *So in the training as we discussed that we could collect just briefly or in a very simple ways of feedback. I think that that’s something that I will do next time. So otherwise it’s just going*

---

*be my observations or my interpretations so it's better to maybe collect it, I don't know yet which way.*

---

*Tuula*

- *There were some meaningful affairs going on in the schools of two of the teachers and they couldn't relax before they had told us about it. It was very important for them and it was good for us others to learn what might happen for our students at least. So we didn't have time to go into the theoretical stuff I had collected but I mentioned that when we were ending the meeting, and they asked me "Please give us the papers and we read it at home and let's discuss about it next time."*
  - *I think it doesn't happen itself. I have to have some input in. I recall one time when one of our students mentioned something she had been listening during one educational science lectures and that was kind of a surprise input from my point. And it suited well on the topic, but we didn't go very deep. It was kind of like a mentioning.*
  - ***Do the students find connections between theory and practice? You mentioned that there has been like mentioning, but have there been any other times? I have so little experience. No, not at this point no.***
  - *There is relationship and the more experienced you get the more connections you can see with the theory. But I see it like when you are starting your teaching career you have so many things in mind you have to take care of, so you kind of don't have time to think about that theoretically. Perhaps it comes after the school day at home when you reflect what happened today and then you might remember "Oh, this must have something to do with the interaction things." Or something like that.*
-

- 
- *You get to know the whole idea of Verme mentoring, the starting points and the background. If you don't know anything about integrative pedagogy, you should know something about it. And we have a good book of that and that is about theoretical points. And you get good operating methods what to do during your own meetings. And you meet your peer-mentors as well and you can talk about the meetings with them also. So it's kind of formal and informal learning both*
  - *I'm sitting there with them and being part of them. If I have something to say I say it. And all the time thinking about the theoretical.. [laughter] "When it's my time to put it".*
  - *The theory thing again is a bit difficult.*
  - *And if you are a teacher you already know about the interaction. Although we have some lessons of interaction in our mentor training course. So it's necessary to know about being in group and kind of leading the group somehow, or letting it be but just looking at that everything goes on smoothly.*
  - *That's the blind spot on my work. When we met first time in December, I didn't even think about it. And when we had our Verme education training session I realized they were talking about getting feedback and I was so ashamed [laughter]. And again, they gave us some active systems how to get some feedback. "It don't have to be long, just ask them something." But I forgot it in January, again.*
  - *But when we had an assignment for the training to reflect on one session, I wrote that "I think they enjoy it because they couldn't get out, they just hanged around and wanted one more cup of coffee and they wanted to help me cleaning." So I somehow was thinking about it at least. **Do you mentors have***
-

---

*possibility to give feedback about your experience in this?*  
*When you have had all your meetings can you give someone*  
*your feedback as a mentor? I suppose I could, but I think why?*  
*“You were good today?” Why?*

---

## **Příloha 2 - Přepisy rozhovorů s mentory a studenty**

Litterointi, haastattelu 8.3.2016

Haastateltava: Matilde

Haastattelijat: Elina Peltonen (E) ja Anežka Kralova (A)

### **E: Can you tell me about your Paedeia Cafe group, who's in it?**

O6: There are two students and then there's three teachers and then we have our group leader which is really great, she knows what she's doing.

### **E: And she (group leader) is a classroom teachers also?**

O6: Yeah, she's classroom teacher also, so she has a same background so she's equal with us in the meetings. She's the leader but she's talking about the same things and she has to work harder than us. [laughter].

### **A: What she's doing during your meetings?**

O6: Well, first she starts with some questions about our days. She has some tasks we must do, like pick a card where there's some words about your day, like you're happy or something like that. Little task that helps us to tell about our day or week or stuff like that. And then at our first meeting we had a list about the things what we want to talk about. And we are kind of going with the list but sometimes we just talk because things just go like that.

### **A: Which themes do you have on the list?**

O6: We have curriculum, the new one, something about it. We have talked about it a bit at the last meetings but we are going to talk about it. It's a lasting theme for us. Last time we talked about the problem situations in teacher life, about children and about if the work is hard or something like that. Big themes. Something what you need in to become a teacher.

### **E: How did you first become interested in this Paedeia Café program and why did you apply to it?**

O6: Well first I heard about it about two years ago, when I got to the course, the third creative course in teacher studies in master thesis. And then I was thinking about that that would a

great thing to do but I had my own project back then. But in this year they didn't work out, the projects, and I didn't get the course done with my projects because the days sucked. And then my friends told me that they are going to do this Paedeia thing and I was like 'yeah I remember that I've heard of it and read emails about it', and then I was like they are going today and I was like 'okay I'm coming with you'. And then I just came to the first meeting and I was like this is the best choice for doing the course which I'm doing. And it's been really great.

**A: What is Paedeia Café for you? How would you describe it?**

O6: The meetings with the teachers and the student, they have been really nice. The group situations, we have all something to talk about and the group is really good together. Then this project which I'm doing at the school now, it's been really nice too because it's really great way to get the credits which I have to do to the course. So it's a lot of work but it's not as much as my other projects.

**E: What do you understand mentoring to mean, generally speaking?**

O6: I think it's kind of problem-solving together. When we are in the group we have all kinds of things we want to say to others and we are talking about the problems and things together. And then we are trying to solve the issues, and just telling your things to others and others are there for you, kind of like that.

**A: What do you think is the main goal of mentoring?**

O6: To get empowered. To get power to go on with your day.

**E: What kind of expectations did you have before the first meeting with your own group?**

O6: I didn't really have expectations. I went to the meeting with open mind. I didn't know any of the people before I went to the first meeting, because I wasn't in the very, very first grouping, so it was the first time we met as a group, a little group. But we all had to bring our own little special thing, something like you need or something like you wanna tell about, and I brought a picture, it was a craft work and there was a picture of my brother, and I got to tell about it. And it was really nice and the mentor was really good at inventing this idea

about how you can tell about yourself, and I think she was really welcoming so that was a big thing.

**E: What do you feel, what have you gained from the meetings? How many meetings have you had?**

O6: I think we've had about four, three or four.

**E: So what do you think now after those meetings, what have you gained?**

O6: I think we've had a lot of great conversation about the teacher job and about what you need when you are teaching, and if you have problems what you have to do. Really concrete things like who you have to call if you have this kind of problem, and stuff like that from real life.

**E: Have those been the kind of things that haven't come up in your studies?**

O6: Some of them haven't really come up because they are really practical things. Some of those things can come up in the practice and at schools. But then at Norssi, it's really great school and there everything is really in order, kind of. So everything is there so well but if you have other kind of problems and something like a kid is hurting him- or herself or something like that, what you have to do? And that kind of things happens.

**E: How would describe the communication between student teachers and the in-service teachers?**

O6: Sometimes we just listen, we students, but again the mentor is really great; she's asking our opinions too, or what do you think about this. Or if the discussion is going to be too teacher-centric then she's asking us what do we think, have we got this kind of situations or what do we want to know more or something like that. But overall we are equals in the group so we are talking as much.

**E: Can you recall any new ideas or benefits having emerged through these discussions, some positive things?**

O6: Well I think it's really good to have some kind of listing, something like that, from the very first meeting. We had the list but then some of our group members weren't there at the first meeting, so creating the list went on and on and on. So it would be nice to have the

themes ready in the very, very first time we meet and have something like what do you wanna know and what things you wanna discuss about.

**E: And then you would have a structure?**

O6: Yeah, and you don't have to follow the structure all the time but it would be nice that there's this one theme which is bigger this time and next time we have other bigger theme.

**A: It's like more urgent you mean?**

O6: Yeah.

**E: Has there been any challenges or problems in the interaction with students and teachers?**

O6: Not really. At the first time, when all of us were there, which was our second meeting, this one teachers had a lot of stuff going on in her life and we talked about or she talked about her problems for like thirty or forty-five minutes of the beginning of the time. It was okay, she had a lot of to say and stuff, but it felt like we didn't have anything to say and then we had like half an hour to do the really the stuff we had to do. So it was a bit like wasting of time maybe. But the next time the mentor was ready and she had the things that we had to all say something.

**A: So you think she reflected the situation?**

O6: She did definitely. And I was thinking about when I left and when I was coming to the next meeting I was thinking that 'Oh, yeah I should've said something to the mentor that maybe there should've been something at the beginning that we all have to say', but then she had done the preparation for that, so it was really nice.

**E: Do you feel like you have learned something from the teachers or from the other students in the group?**

O6: Yeah, I think I have. Something about the practical situations, if you have problems that you can talk about it with the principle or something like that. Nothing coming to my mind right now.

**A: Do you feel any changes in your behavior or your thinking?**

O6: I think yeah, but I don't know how I would explain it. Like it's always nice to meet new people, and maybe that, that we have these group meetings that have been really nice to have some place where you can talk about things. So I wanna continue this later in the school world with other teachers, like all the teachers in the third grade, or all the teacher...

**A: You mean that you would organize it?**

O6: Yeah, I would like to do something like that in the future.

**E: So that there would be teachers from the same school? And like peer-mentoring?**

O6: Yeah, something like that. That would be really nice. The problem is in schools that you don't have time to talk about your day really because there are short breaks. And also, then you come home and talk about it with your partner and he's exhausted because it's like teachers stuff.

**E: They don't understand.**

O6: Yeah, so people with the same problems. It would be nice to meet altogether like once in month or something like that.

**A: Just to share.**

O6: Yeah, and to get some advice.

**A: Could you describe your recent needs as a teacher student?**

O6: Do you mean like needs as a teacher student, what do I need from my studies or?

**A: Something that Paedeia Café could help you with?**

O6: I told about the practical things about if you have a problem with children hurting themselves or something like that, what should you do.

**A: Can you describe your relationship with your teacher who you are working with?**

O6: It's really good, I would say. We have a lot of in common and working together is really smooth. Today was our first teaching together and it really went smoothly, and I have authority to them (children), which is really great for the first day. We are together equals in teaching the class. So it's been really nice.

**A: Have you been meeting in a different place than Paedeia Café?**

O6: We have. We had yesterday meeting about the project and we had meeting before Christmas about the project and we had meeting before this holiday week, winter break. We had a bigger meeting about the meeting.

**A: So you are talking mostly about the project?**

O6: Yeah, mostly about the project. I think we know each other well already so we can talk about other things. Like I would say something what is happening in my life about some big things 'Oh, we have this trip this summer' and something like that.

**E: Have there been any discussions in your Paedeia Café group where practical issues about teacher's work or education in general have been discussed from any theoretical perspective?**

O6: Yeah, well we had this listing where we had the themes and the mentor said that she's going to gather some theory information for each theme and she have. But I can't remember, I think she had something about law this last time when we talked about problem situations. And then she had something about national curriculum the other time. So she's basically doing a little bit information gathering for us. It's usually at the beginning of our discussions. First we have the something say about our day, or week or something like that and then we have this theory session, kind of.

**E: So that there is like theory implemented in the meetings, and then you discuss freely about practical things?**

O6: Yeah, I think the first two times she didn't have anything like that but then when we had the list ready and the themes ready, she has been doing these theory sessions.

**E: What kind of connections do you see between theory and practice in teaching?**

O6: I've been thinking about that a lot because I really haven't had any theory behind my teaching ever. Like I have been thinking about that I don't have anything, of course I have, because I have been thinking about it. Like last year I had my third practice and the teacher asked me what theories you have at the background of your teaching, and I was like 'Yeah, I have nothing, I have no idea'. It's probably because of my bad knowledge about the theories, but now I'm getting to understand that. I think I have. Now I'm seeing that I have theories at the background on my teaching.

**E: Even though you're not consciously thinking about them, you know that there are some theories that affect how you work?**

O6: Truly.

**E: How would you describe your overall experience in Paedeia Café so far?**

O6: It's been quite nice. We have the meetings, they've been great. And then now the beginning of the project it's been really nice to be with the children, something different, not teaching from a book and staring at a book but some project which is about the class magazine and we are doing a lot of stuff with the computer and learning how to use it. Something I can really use at my teaching when I'm going to work. So I think it's been good experience.

**A: How long are you going to have the project?**

O6: About three weeks. I think it might be four weeks but I'm not all the time at the school, I'm just visiting.

**E: Is there anything else you'd like to share?**

O6: I don't think that there is.

Litterointi, haastattelu 19.2.2016

Haastateltava: Otso

Haastattelijat: Elina Peltonen (E) ja Anezka Kralova (A)

**E: How did you become interested in Paedeia Cafe -program?**

O1: They informed us pretty early in autumn that it's one way to do this one course of seven ects and then I just had the mindset that okay now I organize myself and as soon as possible so I go there, so there was this information, info event. And it seemed good and fresh idea and somehow answering my interest in teacher education, like thinking little bit of deeper point of view and not only the practical things. So I found it interesting from beginning.

**A: What were your expectations in the beginning, before the first meeting?**

O1: Well, I didn't really have any. But somehow the atmosphere was really good in the info lecture so I expected that it will be interesting for me and also there's space for me to tell my own opinions.

**E: Generally speaking, what do you understand what mentoring means?**

O1: Well mentor should be someone with experience. And then of course because of the experience one can give his point of view that come from experience and also some tips, but it's not like telling the younger one how to do things. I think it's just the resource of experience that one has and can offer.

**E: Do you think it's in your Paedeia Café group, how does the mentoring occur or how it's executed?**

O1: In our discussions we are, I have a feeling that we are really equal. And of course the mentors, if we mean the teachers the classroom teachers that are in the group, if we mean them by mentors, of course they tell things that come from their experience. But not even once they have told us students that this is how it works and this is you should do it. It's not like that at all.

**E: In your discussions, can you recall any themes where practical issues in teachers' work and education have been discussed from any theoretical perspective?**

O1: The teacher's authority was last time and I think I brought the theoretical point of view into the discussion and then we discussed about it also like that. Well, the other theme so far, was, the main theme was how teaching job will be in the future. I think that's as much practice as it is theory, it's something we don't know so it's like hypothetical always.

**E: Does the mentor bring any theory in your discussions?**

O1: So far not really. It's more they (classroom teachers) have the practical experience.

**A: What is the role of the mentor, not teachers, but the mentor in your group?**

O1: The one person who leads the group?

**A: Yeah, who serves the coffee and thing like that.**

O1: She's the organizer; she reserves the space for us and always really nice food, free coffee and everything. She has the structure, we have together planned the themes, the topics we're gonna discuss but she's the one who has it on paper and tells okay how it will continue and now we do this exercise, so the structure keeper.

**A: Okay, if she's keeping the structure also during the meeting, or what she's doing during the meeting?**

O1: She has an idea at the meeting what are we gonna do. For example, there's a warm up exercise, she tells okay now we do this warm up exercise and she also takes part in those exercises. And then, she has in her head that okay now we are gonna discuss about this theme but if the discussion goes in interesting direction that was not planned, she doesn't stop it. So she leaves space for interesting themes.

**E: And how would you describe the mentor's role compared to the teachers' in the group?**

O1: So by mentor do we mean this coffee maker?

**E: Yeah.**

O1: Yeah, in my earlier answer I meant the classroom teachers as mentors.

**E: Yeah.**

O1: So the coffee maker compared to the classroom teachers? The coffee maker mentor doesn't have experience as classroom teacher, as far as I'm concerned.

**E: Oh, I'm under different impression, I thought the one person who is in charge of making the coffee is also a classroom teacher.**

O1: I think she's a Finnish teacher.

**A: Yeah I think so too, she's a teacher at the university.**

**E: Oh yeah! I'm sorry, my bad.**

O1: So when we discuss about this classroom teacher stuff she doesn't take part so much, so it's more the classroom teachers and us students who discuss. And she's like the structure keeper.

**E: So how about your own perception, what kind of connections do you see between theory and practice in teaching work?**

O1: Well, if it would be all practical, if we didn't know any theory, then we couldn't always tell reasonably why we do things in practice, how we do it. Because people have really thought about them and that's what the theory is. So I think it's really useful and necessary to know theories about teaching, because it's not a simple thing at all. So theory should be in there and it should be visible in the practice. So the dangerous part is if there's like gap between theory and practice, they don't touch at all; theory stays in books and practice is what you really do. But the theory should always be connected to the practice, otherwise it's useless.

**E: How would you describe the communication between pre-service teachers and in-service teachers in your Paedeia Café group?**

O1: It works really fluently and as I told you earlier it's, we are really equal parts of the group. So the classroom teachers really are listening to me and other students when we are telling about our thoughts about teaching. And they comment and seem interested. And it's, yeah we are almost classroom teachers ourselves us students so I think that's why also they see us as equals and just as teachers-to-come who are really different than themselves. We are really different kinds of people in the group and it's really, I like it a lot.

**E: Can you recall any new ideas or benefits having emerged through these discussions. Like some positive things?**

O1: At least in my mind the gap between the student world and then the practical teaching world has become narrower. Now I know that there are teachers who have been working for twenty years for example, who still are into thinking it deeply what they do and not just going to school every day and doing things as they are used to do. So I'm less scared to go to school to work with the experienced teachers.

**A: Have you seen any changes in your behavior or thinking during the process of mentoring? I know that you have just had only two meetings, or three, but which changes, for example?**

O1: It's still in the beginning but maybe a little bit it has increased my self-esteem as a teacher and I feel, it encourages me to feel that I'm good as I am even if I go to school to teach. It's not like world where I wouldn't belong even if I may think differently about some things like other teachers.

**E: Do you have any challenges or problems in your communication with the in-service teachers?**

O1: No not really. It works good.

**E: So do you feel like, have you learned anything from the teachers in your group?**

O1: Yes, a lot. For example what about some parts that belong in a teaching job that I didn't think about. Everything with parents, of course I knew that parents, being contact with parents is a huge thing in teaching job but I didn't know details. Now I know a little bit more detailed how, what kind of things one must do. And then well, I've learned that it's possible to be teacher for twenty years and still be excited about developing yourself as a teacher. And that feels really nice.

**E: And have you learned anything from your fellow students from the group?**

O1: Yeah, especially through the project we do together with these two students and then, well the whole Verme-group except the coffee-maker we are in the same project in the school of these two teachers. And now we have been teaching two times with one fellow student in

the school and of course I see her, who is very different person, personality than I am, different teacher, I can work together with her and it's really, I've learned a lot. Yeah. What have I learned? Can I say it detailed... Well co-operation at least.

**E: And how would you describe your overall experience in the Paedeia Café group?**

O1: To begin with, it's always nice to go there even if the hour is quite late sometimes. Last time it was four o'clock and my days are like minute-scheduled anyway so one could imagine that it's like "Argh I must go there too" but it's never like that. It's nice place to go and not stress at all. And I think the project we do will teach me a lot because we have the responsibility to also to practical organization and right now everything feels little bit like messed up and so but that's how it is when you organize something yourself, by yourself. So it, I think it prepares me to the actual job, the work of the teacher pretty well.

**A: I would like to ask about atmosphere. I would like to explain but it's quite hard to ask. Who do you think is the atmosphere-maker during your meetings?**

O1: The coffee-maker clearly makes effort to build the good atmosphere and she does it well. I think the relaxed atmosphere comes then just when we talk. I don't know how it went like that but for example when we have these warm up exercises I think they play actually quite big role in this atmosphere thing. I feel that I would like to tell about my personal stuff and well, I don't tell them actually so much. I think the good atmosphere comes when everybody really listens when one talks, look in the eyes and not judging. I think that's the biggest thing. So I think everybody make good atmosphere by giving something of themselves, everybody gives something and that's most important.

**A: What do you consider as a priority during the Paedeia Café? What do you think is the most important for you? What you can't imagine Paedeia Café without?**

O1: Well the most important thing for me is that every time I leave the Paedeia Café I think it's cool to be a teacher, or become a teacher. Because, of course I think about it anyway but sometimes I don't but always after these meetings I do.

**A: What do you think is Osaava Verme for you? Or at least Paedeia Café?**

O1: For me it's mostly a space where people from different backgrounds can meet. People with different backgrounds but still something in common either the work they're gonna do

or are doing. It's about sharing, I think yeah that's one important part like if you have a good idea or you are good at something, with Osaava Verme the idea is that you share it with the other people, share your experience or share your ideas. It's not that you keep it with yours, like if you know a good recipe some people don't tell it because it's mine, my secret. That's like the opposite of Osaava Verme for me.

**E: Do you have anything you'd like to share?**

O1: Right now nothing comes to mind.

**A: What do you think or consider your needs right now as a student teacher?**

O1: I think the student teachers need time. For example, I have had time off of these studies for one and a half years and that was the most important time for me as my process of becoming a teacher. So I don't like the idea that we should rush with the studies to become teachers because so much cannot be learned if you don't have time to let the thoughts go and develop yourself. But I think now I have had the time so I don't need it anymore so much [laughter] so what do I need is touch to the practice. And through Verme I can have it, also through the school placements we do.

Litterointi, haastattelu 2.3.2016

Haastateltava: Samuel

Haastattelijat: Elina Peltonen (E) ja Anezka Kralova (A)

**E: How did you become interested in Paedeia Café program and why did you apply to it?**

O4: Actually I just read about it in my e-mail and it sounds like a good idea and useful way to... It was part of that course, this independent so you can choose what way you... And I didn't know any other way so it sounded perfect to me.

**A: And do you have your teacher who are you working with on a project?**

O4: Yeah, I've already done the project.

**A: How was it?**

O4: It was really good.

**A: What was it like?**

O4: I kept an ancient Greek history course for the fifth graders. It was eighteen hours and test and valuation.

**A: Wow, so complex stuff from the beginning to the end.**

O4: Yeah, it was really nice class and really nice teacher. It was fun.

**E: Did you get to do it by yourself, like you were the teacher?**

O4: Yeah, I do all the planning. And the teacher's first plan was that she keeps these conversations with parents meanwhile I keep the lessons but the parents... [says in Finnish that the teacher suggested conversation times to be held during the history lessons but those times didn't suit to the parents.]

**A: So the parents wanted to talk to you?**

O4: No, that was not okay for the parents to do the conversations in the same time with the history lessons so part of the time the teacher was with me in those classes.

**E: So he or she didn't have anything else to do.**

O4: Yeah, she was helping and watching the children and me, and helping out.

**E: What do understand what mentoring means? How do you understand it?**

O4: I think in this case it's more like preparing for the work life, basically.

**A: What is the main aim or goal of mentoring for you, or in general? Like you said it's process of preparing, so what should be at the end?**

O4: I think the general idea is to release the stress of the new teachers. Apparently that's a big thing, I've heard. I don't scare to go in the work life but I think it's really common problem.

**E: Do you have one mentor or 'coffee-maker' in your group, or two?**

O4: One of them is like this coffee-maker and pays the bills and is in charge of the conversation.

**A: What he or she is doing during meeting, before meeting?**

O4: Basically, she's one of us but she's keeping all the times and sending e-mails and you know, doing all the practical stuff, but she's not like... We can speak really like freely.

**E: Do you consider her as part of the group or is her role anyhow different than the other teachers'?**

O4: I think it's the same.

**E: Is she a classroom teacher herself?**

O4: Yeah. And actually she's like holiday right now. Not like basic holiday but *koulutusloma*.

**E: Yeah, like a leave from the work.**

O4: She's doing handwork right now.

**A: I see.**

**E: Taking time off teaching.**

**A: So what is she doing during your meeting?**

O4: She basically suggests topics but she's like one of us.

**A: So she's sitting with the group and...?**

O4: Yeah, we are sitting around same table and there's no roles like that so.

**E: How would you describe the communication between student teachers and in-service teachers in your group?**

O4: I think it's good. I don't know for the other teacher-trainee –pair but at least for me and my mentor is really good, and we can talk really freely. Do you mean in those meetings or in general?

**E: In those meetings.**

O4: I think there's like everyone talks more about in general topics that are not so much about these projects. So we have every time different topic what we discuss and there's not so much about the projects.

**A: Did you decide about the topics together?**

O4: Yeah.

**A: At the beginning?**

O4: Yeah, in the first meeting.

**E: What are the positive benefits of the teacher and student teacher conversations? Like have there been any new ideas?**

O4: Yeah, lots of new ideas actually. I'm little bit surprised about that because many of my opinions have changed during those conversations. One of the topics was valuation and I was against the number valuation for the young kids, but there have been really good points about for the numbers so I've little bit changed my mind about that.

**E: Is there then any challenges or problems in your communication with the teachers?**

O4: No. Maybe because we are all teachers; everyone likes to talk much so it's hard to get your turn [laughter], but otherwise no problem.

**A: So is the coffee-maker – or mentor, it depends on your point of view, – but is she like organizing also the conversation if you told us that everyone wants to talk, so it's**

**like natural way of organizing the discussion or the coffee-maker does something for it?**

O4: No, she just basically starts the conversations.

**A: Just starts? Not encouraging?**

O4: No.

**A: What did you expect before you went to the first meeting?**

O4: Maybe at least when I signed up for this course I think I imagined that it's more like those teachers like it starts with their problems more like their everyday problems and then we starting to solving those problems. But now it's more like we are telling what it's on our mind like trainees. I don't know which are the better or more useful way to...

**A: Yeah, it depends.**

**E: So have you learned anything from the other student in the group?**

O4: I don't know anything really concrete things, but yeah of course because she's in a little bit different situation like she has a child and she's a mother and different point of view for the studying so I have learned from her too.

**E: Like new perspective?**

O4: Yeah.

**E: Can you recall any themes in your Paedeia Café group where you have been talking about practical issues about teacher's work or education from any theoretical perspective?**

O4: Maybe not so much about that theoretical perspective. Mainly we have decided the trainees basically what we want talking about and what stuff we are most scared of like working life. We are talking about valuation and parenting and that kind of stuff.

**A: Okay so what is what do you think is beneficial for the teachers? Because you've told us now that it's about your problems more, so what do you it's good for them in Paedeia Café?**

O4: I think they are bringing also like their everyday issues about in that topic so they're like telling their perspective and mostly the teachers are telling and do most of the speaking and we are more like asking.

**A: You mean they like to talk about it, or they like to be advisers?**

O4: I think both. I think they are like especially for the evaluation topic is even real teachers have concerns about the new curriculum, so they have been talking about that, how it's affecting their students.

**E: But you would say that the dynamics in the group is more like you students ask questions about experienced teachers and they talk more?**

O4: Yeah, I think we are asking how they handle different situations and what kind of problems in that or that has been and they're telling and how they handle these situations. So maybe they are speaking a little bit more than we.

**A: What do you think is more valuable for you; the closer relationship with your mentor or the whole Paedeia Café? Or could you compare it somehow?**

O4: Which has been more useful for me?

**A: Yeah. Or if you can't say, compare it somehow.**

O4: In practical way it's been more useful for the project for with that one mentor, co-teacher, because after that history course I have been working in that school doing like these substituting.

**A: Okay, so you are working there?**

O4: Yeah, actually the whole next week.

**E: What kind of connections do you see between practice and theory in teaching work? What is the relationship?**

O4: I think teaching should be based on these theories but I think every teacher seems to have their own theory, so in every case they don't match [laughter].

**E: But it's probably natural, like you said that you have different attitudes and different opinions about certain things, and then of course that affects also.**

O4: Yeah, but I think it should be more based on these studies than opinions.

**E: Yeah, of course [laughter].**

**A: What do you think are your needs or needs of student teachers right now? What do you need in a way that Paedeia Café can help you with?**

O4: Maybe there are some subjects in our studies that haven't come up so much at least yet, so we can choose the topics like we are most concerned of that we don't know so much, enough, so we can talk about those stuff. So I think that's the best part.

**E: Can you give an example? What is the stuff that hasn't [come up]?**

O4: One of the topics was like parenting and that was my idea to talk about. And I do my bachelor's thesis right now about that topic so I wanna know more about that topic.

**E: Do you mean teacher and parent relationship or?**

O4: Yeah, and what kind of parenting styles they have and how they influence the child and that kind of things. And because they are very experienced teachers so I've learned a lot of...

**E: What do you think has changed since you had the first Paedeia Café meeting and compared to now? Like what has it given you?**

O4: One mentor and I work and we have actually been pretty close with my mentor and she's like besides of those meetings also sending me stuff about these educational lectures and that kind of stuff. And if she's sick, she's asking can I replace her for a day, and now for a week.

**A: Are you missing something at Paedeia Café meetings or the whole project?**

O4: Missing some kind of...?

A: I don't know from breaks to ideas?

**E: Do you mean like what would he change about the program?**

**A: Change or add.**

O4: I don't know how to do it better I think it's really good in that form that it is right now, because it's really easy to go and talk in every topic. They are really, everyone has a lot to tell about, they can answer all the our questions pretty well and giving examples from the real teachers' lives. I don't know is there missing anything.

**A: So you are not missing anything?**

O4: Yeah, at least I'm not missing.

**E: So could you imagine that after you graduate, could you go to a that sort of peer-mentoring group where all of you are in-service teachers?**

O4: Meeting with my future colleagues? Do you mean in the same way that there are also [students]?

**E: No not in this way that there are students but when everyone is in working life already?**

O4: Yeah, I can imagine that. At least if it's like easy that there's not lot of travelling or anything like that. But especially with the same school it would be nice.

**A: How would describe the relationship between in-service teachers and teacher students?**

O4: With us in our group?

**A: Yeah.**

O4: I think it's pretty close. We have each other's phone numbers so it's really easy to... I don't have to send e-mails.

**A: And are doing it, are you in contact with them through phone?**

O4: Yeah, with my own mentor not the other teachers so much but I think the other teacher-trainee -pair is also pretty close. At least it seems that way.

**E: So how would you describe your overall experience about Paedeia Café so far?**

O4: It's been a positive surprise little bit, because I didn't expect to get work or that kind of so concrete like...

**E: Benefits?**

O4: Yeah, benefits for that. And I have been able to really influence about the topics. So basically we've been talking about all the things that I've wanted to talk about.

**E: Is there anything else you'd like to share?**

O4: Maybe not. I don't know, nothing coming at my mind right now.

**A: What is Paedeia Café for you in general? What is it about?**

O4: I think it's mostly about like practical mentoring. Like we talked about earlier there's not so much theories, that they are more practical stuff that we have been talking about. And that is something we don't get in our studies in the university so it's been very useful information.

Litterointi, haastattelu 9.2.2016

Haastateltava: Anna

Haastattelijat: Elina Peltonen (E) ja Anezka Kralova (A)

**E: Can you tell me, how did you become interested in mentoring, and why did you apply to mentor education?**

H3: It actually happened more or less so that I ended up in the training. I had heard about it in my studies. You should ask Hannu how he ended up asking me, because he didn't know me but he had talked to some people and then he just called me whether or not I would be interested in doing this Paedeia Café that combines the teacher education and the schools in the field. So I just then had to see if I had some space in all of my work plan and then I had the chance to be part of it. When I read more about it I was really interested in it, because for me as well as a quite a new teacher it's something that I thought might support my well-being as well.

**A: Why did you apply to the mentor training?**

H3: It was kind of like part of the deal. So if I said that yes I could take the group of teacher students and teachers from the field, so I would have to take the training.

**A: So your first contact with mentoring was when Hannu asked you?**

H3: Yeah. He said that the training would start in two weeks or something, can you come? And I was like okay; yes sure I can come and see. And I started scheduling whether I can go to all of the training.

**E: How do you understand what mentoring means?**

H3: Well, I think for me important is also the peer-mentoring, so I understand it more as a whole in this sort of action. But mentor would be someone who's guiding and someone who's facilitating the situation or the interaction in a group.

**E: How do you understand your own role as a mentor?**

H3: Again I think that somehow the peer-mentor is important so I feel that I can more or less be a peer in the group. But of course I have a special role in organizing the meeting in a specific way that we have, and structure for a meeting. My main role is to try to get those people to have a nice discussion, and try to help them get a conversation and get an idea about what's the point of the things we're doing and what's the overall picture and then in each session trying to construct it in a way that it is. We have various ways of getting to know each other and getting to discuss on the topics that we have.

**A: What do you think is the main goal or aim of mentoring in general and also Paedeia Café -program?**

H3: Generally, I understand it more in a way that it's someone who has more experience and is helping someone who is less experienced. So that's how I understand mentoring in its traditional meaning.

**A: So the aim is to help the less experienced?**

H3: Yeah mentoring as such. I don't feel that way even possible because in my group there are teachers that have worked for twenty years, so that's not my possession in that way. So I see it more like peer in that sense that I can take part in the conversation but I'd rather not take a big role, I'd more like try to 'feed the conversation' so to say. And I guess the main aim would be to – as it is defined as well in Verme too – support the work well-being and then sharing the knowledge that we have as a group. So that would be my main role, somehow to support those two goals.

**E: How have you experienced your mentor education? Do you think it's necessary or beneficial?**

H3: Yeah, of course. I think it's very necessary to also to get an experience of being in a group like that so we are also sort of like demonstrating in the group on the training that we have Osaava Verme -group inside the training so we are peers in that sense in that group and we can share everything related to having a group of our own. So for me that's the main benefit of it. Quite many of the theoretical background I somehow feel quite familiar with already but there've been many methods that I've learned. And then the main thing is the support that the group gives me.

**A: Which skills or knowledge you need to lead a group or in being a mentor?**

H3: That would be mainly I think interactional skills, how to lead a conversation, how to be in a relation with the other people in the group that I think is somehow the most important. And then knowing different ways of how to create cohesion in a group for example. So somehow it is a challenge that there are teachers that are very experienced and then there are students that don't feel that experienced. So as another Verme group it might be a very different dynamic, so in here it's how to get them somehow really feeling that they're peers because they're not in that sense. So that would be the main skill I think I would need and I don't really feel I'm ready with that yet.

**A: If you feel that you're missing some skills or knowledge that you would still need?**

H3: I think we're getting it through the training as well. There are mentors that have groups that are really peer-groups and then there are us four that have this different Paedeia Café so we also can share ideas about that. So I think that's how I will also gain that knowledge and skills too to deal with it. More or less, let's see how it goes [laughter].

**E: In your Paedeia Café group have there been any situations where practical issues in teachers' work and education were discussed from any theoretical perspective?**

H3: We have only met twice at this point so we're not that far yet. Well, they wanted to discuss about how we as a group see the school in the future. And we talked about the

new curriculum that was one thing that we were reflecting on because students have been reading it as well so that was something. And then I showed them a video that's not theoretical, but something to also feed the conversation with. But that was a video made by students so nothing really theoretical but students' views on the new phenomenon based learning for example. So we discussed the phenomenon based learning and how the teachers in the field see it, and how the students see it, and what they think about it. But when we're going to discuss more about work and well-being at work, I think I would bring some sort of model or something that can help them see the different aspects of well-being. So that would be the theoretical thing.

**E: Have you knowingly led the discussion in such a way that there are connections being formed between theory and practice?**

H3: It's interesting to think where to start with. Whether to start with the experience and then try to make a connection to theory or whether to start with theory or with the background – some kind of knowledge – and then discussion. So that's something I'm still thinking, which way to do this when we are talking about well-being. If maybe we start with their experiences and then try to see “oh, how is this linked to this model that we have here”.

**E: Have there been any situations where the students have been able to form connections between practice and theory?**

H3: At least with the curriculum, that's what we're discussing in many studies here in the department as well, so hopefully they got – at least they said that they got – some new perspective into some questions that for example the phenomenon based teaching arises. That “okay there are these practical issues that the teachers in the field said that you have to take into account nowadays” with all the licenses you have to get for example from the parent and things like that, so somehow they got more practical view on some issues.

**E: How about on your teaching work how do you see the connection between theory and practice?**

H3: Well it should be the essential of my work I would say, because as a university teacher I wish somehow my teaching would link into research-based things. So it would be a conversation between things that have been studied and then how do we see it in the light

of this or that which is more concrete issue that we are looking at in the teaching. So I think it should be essential, not sure if it always is but that's the aim.

**A: What do you think the students and the teachers are expecting at the beginning of the program? Why are they applying for Paedeia Café?**

H3: I think they are expecting to get exactly this. You know, somehow integrating what they have studied to something that is very practical and it's the voice of the teachers in the field somehow. And to get to work together with them in a project and as well as to discuss these issues in a group that is quite different from those that normally they are doing their teacher practice the role is very different with the teacher that is sort of like guiding or instructing. So I think they want to get into different kind of dialogue with the teachers.

**A: Because during the practice there is mostly no time for in-depth conversation.**

H3: Maybe not. Or at least the role is very different so you are somehow being evaluated when you are there, you are practicing and evaluated, and in this group you are supposed to be more like peers. Because it's something that is very practical and they get to really work with authentic issues and teachers.

**A: And teachers?**

H3: To get something new for their everyday work maybe. To get some new ideas from the students that are going to graduate soon so they have the newest ideas. Something like that might be the idea. Those schools where these teachers come they're having already quite many (Verme) groups so maybe they've heard from other teachers how it is and what might be the benefits or the nice things about it, maybe coffee and pulla [laughter]. Maybe it's a break from everything else that's going on in their everyday work.

**E: How would you describe the communication and interaction between pre-service teachers and in-service teachers?**

H3: I would say that as we've only met twice and in the first meeting one of the teachers was absent and couldn't make it so it's really at this point hard so say how it's going to work afterwards. But at this point the teachers are more like experts I think, so the students might be looking to them and say like "Oh, do you find this in the way that I am

understanding this now?” That they might represent, that they are not experts yet and that the teachers are the experts of the group. And some ways there are elements of being peers as well. Somehow hard to say at this point we don’t even know that well as a group.

**E: Even though you have had only two meetings, can you recall any new ideas or benefits having emerged through these discussions with pre-service and in-service teachers?**

H3: Any new ideas for me or for the group?

**E: For the group or for you as well.**

H3: Probably there are some. Well, the only thing that at this point comes to my mind is what I said that the students were really happy to hear some practical issues that they could then find a link to what is being discussed at the department or in their studies so that was something new for them. Probably also the discussing about what themes might be interesting that was something that somehow that came from the group itself so that emerged in the discussion so it wouldn’t have been possible if it was just these people or just that. In that conversation I didn’t take that much part I was just a secretary ‘okay these are the themes that you are interested in’. So already the structure, that what we are going to discuss about, is something that they made.

**A: Can you name any of these themes?**

H3: Sure. One was as large as the well-being in general work and then we had this future school they wanted to discuss. Then they wanted to discuss the teacher’s role also from the perspective of authority. Also, to what extend the teacher cannot know things? Can a teacher be a learner as well? How does that risk the teacher’s authority? Also, to do something that is relaxing. I think we might have a couple of meetings under the big theme of well-being at work. And time management was one that they were interested in as well.

**E: Can you name any challenges or problems in the interaction between student teachers and teachers?**

H3: I don’t see a specific problem at this point. I think the challenge is to work in a way that we could have a nice cohesion in the group. It would be nice to get an atmosphere that would be even a bit more relaxed as it is at this point. But I’m not that worried about it

because it just two times that we've met so I'm not yet at least that worried. But that's something that I'm thinking constantly; 'How could I work in a way that it would be more cohesive?' because there are only five now so it's a small group.

**A: Three students and two teachers?**

H3: Yes. One teacher had to quit because she's in a sick leave. That's also affected the group somehow because she started and she was really eager and quite excited but then she had to quit. And there's this other teacher that wasn't in the first meeting so now she came only to the second one. So it's still something that's a bit challenging.

**A: So this coherence is something like a priority for you during mentoring?**

H3: Somehow I think it's the thing that makes good conversation possible or dialogue possible that everyone feels that they're motivated to be in the group and they feel comfortable in the group. So that's something that I think is essential for the discussions we're going to have.

**A: So do you feel it's the most important thing to have a good environment or good interactions for discussions or what? Because you should lead the group but not a lot and you maybe should bring some theoretical themes etc. It's a lot of things you should do, so what is the most important for you?**

H3: I think it applies to basically my idea of pedagogy as well that it's very important to have an atmosphere where it would be easy to be and to learn and that's like an ideal that I have. So, that there wouldn't be any obstacles for learning or for being in interaction or things like that. So somehow yes, I would say that would be one of the main things but of course it cannot be just that. But also I think the structure is quite important. And what was important was that in the first meeting we really discussed the sort of like the rules and the ways we are going to work, sort of the principles for doing this, why are we doing this, what are our main goals and what kind of rules can we as a group decide. That also affects the cohesion in a way that we are all committed to those rules and to these principles.

**E: Have you learned anything from the student teachers or from the teachers in your group?**

H3: Yes I have learned. I think the students' perspective is important for me as a university teacher. I would always like to get an overall picture of their studies as well so I say to describe like "Oh, now I'm at this point, I'm doing my thesis and I've been doing my last practice, and this is how my life is at this point." Because they are graduating soon, they are thinking about what was good in the training and what they still feel that they miss. So these are really important for me to learn that "Okay this is a link that many of them they say that this is something that they've missed". Like this sort of dialogue and this collaboration with the teachers so they are the things that I might learn from them but I think that's one of the most important from the student teachers. And then of course from the teachers it's for me as well as interesting, I think, as for the student teachers to hear what they think about these issues. There are just two teachers but still they're the voice of the field in that sense. So, how they think about their well-being or their time management as class teachers that's interesting for me.

**E: How do you feel about being a mentor so far?**

H3: I feel quite nice. I feel that it's a good challenge for me. It's a challenge because I'm not as experienced as the other mentors probably are. It's not that long ago that I have graduated myself so it's a challenge for me to be with the very experienced teachers; what is my role? How can I lead a conversation in a way that it's a good conversation? But I feel okay. It's nice but it's a good challenge for me. I think it's something that is still in the same time supporting my well-being, because I can also be a peer in that group.

**E: How would you describe your overall experience of Paedeia Café –program?**

H3: My overall experience is that it would be important to have these sort of collaborative courses even maybe more if it's possible, or to get this kind of authentic projects for the students to be working with while they're studying. My overall experience has by far been very positive.

**A: Have you got any feedback from the participants yet or are you going to collect their thoughts?**

H3: We just discussed this in our last training, actually. So we discussed and shared ways in which we can collect feedback as well. I wasn't really thinking it very consciously

the first time. I think I myself gave them feedback that it was nice to get started with and I'm happy to be mentor and so on. But then one student teacher afterwards came and said that "It was a really nice start, I think it's a nice thing" and something like kind of positive feedback. The others said thanks and they seemed to be somehow satisfied with the start. Last time either I didn't collect so in the training as we discussed that we could collect just briefly or in a very simple ways of feedback. I think that that's something that I will do next time. So otherwise it's just going be my observations or my interpretations so it's better to maybe collect it, I don't know yet which way.

**E: How do you see your role as mentor differing from the others' in the group?**

H3: I think, as I said, my role is to create a structure for the meetings, to also help to create the overall structure as we did with the principles and with the themes that we collected and that would be my responsibility. If we need to go back to the principles and say what we've discussed already and what we've all agreed to. I don't think that's going to be necessary. At some point we can also come back and see what were the main aims and the principles but that's one of my main roles. And then the structure of each meeting; that I start and I finish, and we have maybe something like an activity first and then we have another time for conversation. So I am sort of like the organizer. They might have an idea that "maybe we can do this in this way" but I'm not expecting them to suggest those kinds of things. Like "Can we go to pairs and discuss this?" or that kind of organizational things, I feel that's my responsibility.

**E: And if there's a discussion going on are you talking as much as other members or are on the background?**

H3: Mainly I try to be more on the background and give more space to the members but if there's something I feel like add to it or ask another question related to what someone has said that 'how about this', 'how do you feel about this'. Or engage someone who hasn't said anything I might do that. But mainly I try not to speak much but then again maybe if some of the discussions are interesting I might add even a comment on that.

**E: Is there anything else you'd like to share?**

H3: It's important to have a group of other mentors to be able to discuss the issues I think that's the main things that has helped.

**A: How often do you have meetings with other mentors?**

H3: With the mentors we've already met four times. So the fifth is the last training and it's only in March or something. So now we are going to have a big break so we're not going to meet in a quite a long time. Until now we've met almost once a month in the training. So now we are going to have a bigger gap between the meetings.

**A: And are all the mentors who have Paedeia group in training now?**

H3: No, there are some that have already been doing that for couple of years I think.

**A: So you don't have meetings of mentors of Paedeia groups?**

H3: No, we don't actually. We had the first start with all of them, with all the teachers and student teachers and the teachers from the field as well. And we are going to have like a closing seminar for all the mentors, and all the students and the teachers. So that's where we're going to meet. Otherwise we don't really see each other that much. I have one colleague that works here in the department but we don't even see here. If we saw each other more here we might discuss "Oh, how did it go and do you think it was good?" but now we don't run into each other so it's only sometimes that we meet and discuss. It might be good if we could meet a bit more often to discuss.

## **Mentorka**

Litterointi, haastattelu 5.2.2016

Haastateltava: Tuula

Haastattelijat: Elina Peltonen (E) ja Anezka Kralova (A)

### **E: How long have you been a mentor?**

H1: Actually, this is my first year and this is kind of part of my Verme mentor education. If you know that when you are doing this education program you are supposed to read and write and that stuff but also to have a group of your own. Quite like rehearsing your methods and ideas.

### **E: How did you become interested in mentoring and why did you apply to the mentor education?**

H1: I was working on teaching practice and in that training course, you have to mentor the student teacher as well, and that is how I came into this. And other point is that my students who were in the practice – they were not in the university school which is more common – but they were in ordinary schools in the town. And so I met those “normal” teachers and realized how important this might be. And one point still, we had an international program and we invented this model of peer mentoring in groups that contain teachers and students in the same groups.

### **A: How long have been working for university?**

H1: From the year 1991.

### **E: How do you understand the meaning of mentoring? Like, what it means to you?**

H1: What it means to me? If we think the word ‘mentoring’, I can imagine that you use mentoring also in in-service education but mentoring like in Verme is a bit different. Mentoring in Verme is like being more equal and trying to diminish the meaning that you are the educator and you are the student.

**E: How do you understand your role as a mentor? Is it like you said that you are equals?**

H1: Equals yes, but in a way I'm all the time thinking about the idea that I should be the one who kind of offers also theoretical input in our discussions. And that's a bit complicated. So if you are responsible for doing that, you are kind of a teacher. But perhaps it's just one role in being a mentor.

**A: And how are you trying to solve this situation? Which methods do you use for putting the theoretical stuff in?**

H1: I have had only a couple of meetings, but sometimes when we come into a topic inside our overall discussion, I might remember something I have been reading. And when we first met, we decided what the topics will be during the different various meetings. So I prepare myself on that topic somehow, beforehand.

**A: Is it possible to change these topics because of the situation?**

H1: Oh yes, it happened last time. There were some meaningful affairs going on in the schools of two of the teachers and they couldn't relax before they had told us about it. It was very important for them and it was good for us others to learn what might happen for our students at least. So we didn't have time to go into the theoretical stuff I had collected but I mentioned that when we were ending the meeting, and they asked me "Please give us the papers and we read it at home and let's discuss about it next time."

**E: About the theory and its relationship with practice, do you think it happens in your meetings that there are practical issues about teachers' work and education that are talked about in theoretical perspective? Does it happen often or do you have to put it in motion and spark the discussion?**

H1: I think it doesn't happen itself. I have to have some input in. I recall one time when one of our students mentioned something she had been listening during one educational science lectures and that was kind of a surprise input from my point. And it suited well on the topic, but we didn't go very deep. It was kind of like a mentioning.

**E: Do the students find connections between theory and practice? You mentioned that there has been like mentioning, but have there been any other times?**

H1: I have so little experience. No, not at this point no.

**E: How do you see the theory and practice's relationship in teaching? What's the relationship?**

H1: There is relationship and the more experienced you get the more connections you can see with the theory. But I see it like when you are starting your teaching career you have so many things in mind you have to take care of, so you kind of don't have time to think about that theoretically. Perhaps it comes after the school day at home when you reflect what happened today and then you might remember "Oh, this must have something to do with the interaction things." or something like that.

**E: Your mentor education, how have you experienced it and what kind of emphasis you put on it? Is it necessary, beneficial?**

H1: It is necessary and beneficial. You get to know the whole idea of Verme mentoring, the starting points and the background. If you don't know anything about integrative pedagogy, you should know something about it. And we have a good book of that and that is about theoretical points. And you get good operating methods what to do during your own meetings. And you meet your peer-mentors as well and you can talk about the meetings with them also. So it's kind of formal and informal learning both.

**E: How would you describe the communication between pre-service teachers and in-service teachers?**

H1: They are like peers. They are equals, no differences. They find it easy to talk about it, or talk about the teams and being a teacher. And the teachers don't want to teach something to the students especially. Somehow I might have noticed that the students were a bit careful in the start. They were listening, not so eager to say what they think, but when we get more familiar with each other it's helpful.

**A: At the beginning, are you helping them to know each other?**

H1: Yes, with some nice methods I have learned during the Verme education. And I need it too to get to know them.

**A: How long time did you spend to get to know them with these kind of tasks?**

H1: All our meetings are about two hours. The first meeting was mostly getting to know each other, scheduling the meetings and deciding on the topics what we are going to handle. For example, now for this far we have quite introduced ourselves. Then we have tried to open up what kind of human beings we are with a game where you write down your name and then you try to figure out from each letter one adjective what are you like, and then opening it up to the others. Last time we still continued the getting to know each other and our theme was ‘Who are we as teachers and who are we as individuals’. So I had the map of Finland and everyone told where they started and how they ended (up to) this point.

**A: How many meetings have you had with this group?**

H1: I have had only two; one in December and one in January. We had a meeting with all of the mentors, and all of the students and all of the teachers in November, perhaps.

**E: I know you have had only two meetings, but can you say have you learned anything from the students or from the teachers?**

H1: Yes, sure. From the point of the teachers, I get to know the things of today, what is going on in schools. We are here a bit far from everyday life. Mentoring the practice is the other way to get to know what is happening in schools. And from the last meeting I understood how difficult in a way it is to be a teacher. They have all kinds of problems and children with special needs. And they have contacts with social workers, police, and parents – it’s usual – but they have bad relationships with families, and not because of themselves but because of the situation at the families. That’s what I’ve learned.

**E: Are the students kind of afraid of that since they know how difficult it can be?**

H1: I think they know more than I do because they have been substitute short periods in schools. And in our group - perhaps you at least know - they are going to do a school project in the school of the teacher and they have visited that place and they have been with the teacher. So actually they know each other in pairs quite well already. And that is how they know much more about the school life than I do.

**A: What do you think it’s the goal or aim of the mentoring program? What are you trying to do, what should be at the end of the program?**

H1: Do you mean for me or the teachers?

**A: Both.**

H1: In this special program for the students it is to help them to start their careers. For the teachers I think it's good to meet other teachers, they are from different schools mostly. And they meet young teachers.

**A: It's like refreshment for them?**

H1: Yes. A place where to speak about, not only the professional things, but also some nice things. And what is it for me? It's a very educative part of my work. Some lessons are counted for my work load as teaching. It's nice work for me.

**A: So you will be satisfied if at the end of the program will be what?**

H1: I will be satisfied if my students kind of like feel ready for the work. And for the teachers if they feel well and if they want to somehow continue in this Verme thing. I know that they are not going to educate more Verme mentors next academic year, but somehow if they find nice things to do professionally.

**A: Do you feel prepared enough for the work of mentor from the mentor education or do you feel that you are missing some knowledge, skills or something?**

H1: No. As you counted my working years [laughter] I have been teacher so long so I don't panic on that. And I have rather wide background from special education to teacher education, art and handcraft. So I can find always something from my background.

**E: In your meetings, if discussion is going on are you talking as much as the students and teachers or are you more on the background? How is your role?**

H1: I prepare the situation, I make the coffee and buy the things, and I welcome them. And then I perhaps say "What is our topic today? Oh yes, it was that!" and then they start. They don't actually need me. But I'm not going away. I'm sitting there with them and being part of them. If I have something to say I say it. And all the time thinking about the theoretical.. [laughter] "When it's my time to put it".

**E: So the discussion just goes on itself?**

H1: Yes.

**E: Like you don't have to give turns "now you speak"?**

H1: The first meeting was slightly nervous. Two of them were talking a bit too much and I was seriously thinking what might be my role. Should I give the speeches and the time? And I know from the mentor education that there are some operations, you can have one minute talk. That you look at one minute and it's your turn and then your turn. But I'm not like that, I can't do it. And I didn't have to do it. It was okay when we last time met. But I kind of check it all the time and perhaps if you're not saying anything I might somehow ask you something.

**E: How would you describe your feelings about being a mentor so far? It hasn't been long, but are you eager? Or has it been what you expected?**

H1: It kind of has been what I expected. The theory thing again is a bit difficult. I'm not personally enjoying social things that is one point. But I feel being there quite comfortable. I'm not a director but actually I have noticed I don't have to be like that either. They are teachers or they are going to be teachers. Somehow they are leaders. They can very well handle the situation, they give space for each other, but they have their own voice as well. If they have something to say they say it. It's kind of being a professional in speaking of profession. And students are alike. So as I told you they don't necessary need me at all.

**A: What are the most useful skills and knowledge you are using during your work as a mentor?**

H1: I have to be aware and prepared in a way to think and speak about the professional development. I have to know, and I know the teaching profession. I know about the situation and research about being a new teacher. What it is like when you start working.

**A: So you think it's better to be older to be mentor or more experienced?**

H1: In a way more experienced. The age doesn't mean so much. But when you are older you most usually have more experience. And if you are a teacher you already know about the interaction. Although we have some lessons of interaction in our mentor training course. So it's necessary to know about being in group and kind of leading the group somehow, or letting it be but just looking at that everything goes on smoothly.

**A: Which priorities do you have during your meetings? As you said, maybe you had to prepare some topic but the topic is not the most important thing for you? So what is the most important thing for you?**

H1: It's the same as it is in your own lessons. If there are some problems or some special things going on you have to take care of that first or it's no use to go into the specified, beforehand decided topic. But you have to have the situation in the group calm and receivable so that they can concentrate on some real topics if there are fights and arguing going on [laughter].

**E: You said that this mentoring has been like what you expected. Do you have any other things you would like to say about the whole Paedeia Café experience?**

H1: I have heard from my students that they appreciate it quite a lot. So I would like to offer it to several students, more students as well. And I hope that the teachers enjoy it and get something out of it so that from their part this could go on as well.

**A: Do you have any feedback at the end?**

H1: That's the blind spot on my work. When we met first time in December, I didn't even think about it. And when we had our Verme education training session I realized they were talking about getting feedback and I was so ashamed [laughter]. And again, they gave us some active systems how to get some feedback. "It don't have to be long, just ask them something." But I forgot it in January, again.

**A: So it's not compulsory?**

H1: No, we can do whatever we want during the meetings. But when we had an assignment for the training to reflect on one session, I wrote that "I think they enjoy it because they couldn't get out, they just hanged around and wanted one more cup of coffee and they wanted to help me cleaning." So I somehow was thinking about it at least.

**E: Do you mentors have possibility to give feedback about your experience in this? When you have had all your meetings can you give someone your feedback as a mentor?**

H1: I suppose I could, but I think why? "You were good today?" Why?

**E: No, I mean can you give your perspective like when you have had all the sessions – not feedback to the students or teachers – more like to who’s in charge of this Paedeia Café?**

H1: Oh yes, I think so.

**E: So you can give your insight of how you would develop it?**

H1: Yes I think I can, and we have the last session all together again.

**A: What has been or is your role in Osaava Verme? And maybe something about you?**

H1: I have been working with Hannu Heikkinen and Päivi Tynjälä more closely about seven-eight years. And we have been making research together and writing some articles.

**A: About mentoring?**

H1: Actually not mentoring. We started teaching practice mentoring in the schools of the municipalities and we have been writing on that. And then we went into one international program that lasted three years and this is how this Verme thing came in, through that international project. And then we invented this combining teachers and students. And one of our students, or an assistant of Hannu, she wrote her master’s thesis on this program, especially on the students’ points. And we were writing it together with her.

**A: It is in Finnish, isn’t it?**

H1: No. Or is it? It is in English. Part of it is in English. So after these things we decided that to get this thing to go on it might be wise that I could join the Verme mentoring program and take one group as a part of my work. So we are trying to get it in to the teacher education curricula. But don’t tell anyone.

**E: Is there anything else you’d like to share? Anything you haven’t said yet?**

H1: No.

### Příloha 3 - Přepisy rozhovoru s profesorem Hannu Heikkinenem

Anežka: So mentors in the Paedeia Café are autonomous. What do you think is the best balance between their individual effort and settled structure and principals of Paedeia Café? (It's quite hard question)

Hannu: Could you please explain a little bit more what you are interested about? I don't probably get the point.

A: In this question?

H: Yes, in this question.

A: Okay. That Paedeia Café has goals, has kind of structure. Which you think is the best because you are producing it like this. But every mentor is different and today, they can organise it mostly on their own during meetings. So what do you think is the best balance between their effort, the way they are doing the meetings, and the structure. How important is this?

H: Yeah, but I think once again this is a question about autonomy of teachers and I think this is very high as we discussed before. I think this is something very typical for Finnish education system, that teachers are trusted. And **we also trust that mentors, who are actually teachers, who are been educated as mentors, they know what to do and how to do and what is the goal. Than of course we have checked a couple of things. They have the mentor education** which is very...I think it's very good education indeed and it gives the mentors very good tools for the world, let's say. And that brings some singularity I think and in this mentor education we have a lot of emphasis in methods which activate the participants to speak. But also we take care of equality the group so if there is somebody, who's very talkative, that they are not stealing the time from others so that we try to divide the time not exactly the same time to everybody but so there's not a feeling that somebody is occupying the whole space by her or his ego and all things. And that's something we have to take care of. One more important element is the what we call an **agreement about their group work** and there are especially...one more important thing is that **all the people agree that it worth beginning that it's worth for meeting that**

**everything is confidential.** You can't speak and feel about their issues which we deal with the group outside the group.

A: I read this.

H: And this is very important. Let's say borrowed the frame work of the group. I'm not quite sure if I answered to your question.

A: Not really, but I'm thinking if...well I think the answer about trust of teachers and mentors is the thing, you are giving them education, like the teacher mentoring programme, mentor education. Than based on that you think they are doing their work well.

A: How is Paedeia Café going to look like in the future? What are your plans?

H: This is very exciting question. I feel like being profit.

A: It's also like the continuing, it's also a plan.

H: I hope that this Paedeia Café will develop further. And actually it is already a **part of the study programme, of the teacher education department** here. So it is very clearly formalised in the study credits for the students and we also have it in university teachers teaching programme so that they know their role what to do. And than we also have these teachers outside of the university which are just working in schools as teachers, while they are the mentors here. And I really hope that this kind of structure will go on and develop also in the future. So that this one waiting bridge, teacher education in the schools and the teachers work in the schools. But what exactly happens I don't know because we have challenges to combine the funding especially because we have the separated funding for of course the teacher education in the university and then the continuing teacher education has different funding. And then we are trying to put these together and then we find hard that sometimes it's very complicated to chanel (switch) the money. So that because we need the funding from both sources and then we need an agreement from both. But this is important, it's worth doing. And sometimes really I had to fight a little bit to get the funding and to get both parties to understand and it's useful, it's worth doing. But at least at this point I think all people who have been there are listen and know something about this they are committed to this.

A: Which challenges except of the funding are you facing right now in Paedeia Café?

H: Yeah, one challenge is that let's say it's about **the formalisation of participation of the teachers in the groups** because they feel that it's their leisure time and they are not paid for that. And then I think that has to be somehow recognised better as a profession development. The student teachers they get the study credits, mentors get paid, they get money. But what about the teachers what they do get? That's a problem. And that is something we have to systematize better.

A: What was the most challenging on the beginning of the project? You told me that Paedeia was included in an international project first. What was the most beginning of this form - peer-group mentoring. If you remember.

H: Yes, well, I think challenge was to make all these necessary contacts to all possible directions, to teacher education department, to teacher educators really, then to principalities to school heads, to school principals and teachers so that everybody can understand what this is about and what is added value. I think this was, let's say, doing the network was challenge. But I think we succeeded at this point.

A: question maybe similar to that one before: What can be challenging in the future for you? And again expect of the founding.

H: I think the position of the teachers in the group, which I've already mentioned, that's one of the challenges. And then, let's say, sharing the responsibility between the schools, the principalities and teacher education still, it's a challenge.

A: Which institution cooperation is necessary for the project? I mean like the mentor training or the cooperation with the groups you've mentioned.

H: I think we were already discussing about this, so that now understanding about the building that way between the schools, teachers and principalities and education administrators, both an the regional level, the state level. That's really...It's all about cooperation and the, let's say, enabling cooperation between these parties, I think that's really the key.

A: What would you recomend to people who would like to implement similar system and is it the possible to impement concept similar to Paedeia Café without mentors' previous experience with the peer-group mentoring? Was it essencial or really important that you

started with peer-group mentoring and you had experienced that or you had experiences with that and then you moved to Paedeia Café?

H: By the way do you have the book?

A: Which do one you mean?

H: The peer-group mentoring for teacher development.

A: Karolina borrowed me but I don't have it. But I read a part of it.

H: Okay. But anyway this is very important question and very interesting question. And I think in the last chapter written by myself we are reflecting this issue, because we are reflecting the theories of ecology of practises. **So that means that if we try to implement the practise to somewhere else you have to take into account the whole, let's say the ecosystem of practises.** So if you imagine you have a tree that grows well somewhere in Africa and then you try to plant it in Finland, it doesn't grow. You have to know about the ecosystem what will work, what's possible. And at the same time try to imagine plant a tree called Paedeia Café try to take it from Finland to Czech and then you plant it there. Do you have the nutrition under ground? Do you have the right temperature? Do you have the light enough?

A: That's exactly what I'm thinking about.

H: All this is needed. And we were also discussing about let's say the culture differences or the different traditions between these countries. And let's say, the mind set, how still teacher relationships are built how they are maintained. I think it's much more let's say high rocky cal in the Czech society, that the elder people must be appreciated and the younger people have to be silent and if they say something they have to respect the elder people. And this is something if thinking about this, it is very equal I mean the Paedeia Café and the peer-group mentoring are very equal as social practises, so they probably can say what they think and they are not only allowed but they are asked to say what they really think. And also a critical issues, critical questions. I mean, it should be really honest and open and authentic what to say. And if the society around you doesn't support this kind of practise, I think it will die away. But also in the opposite way, if you start, if you plant this small tree, probably you can change the world somehow. If you are lucky to see it growing

and surviving. And actually it starts to shape the environment. And this is also mentioned in the last chapter where we referred the ecosystem of practises. That also sometimes happens that the whole ecosystem is changed by a new plant or a new animal. And then it starts to take the ground and then the whole thing is different. And of course we hope that it's different in terms of better life or enabling a better life for people. But sometimes it is also in the opposite way. We have new practises which then colonise the ecosystem and it's not becoming better, it's becoming worse. And well, what's worse, what's better, it's always an issue of discussion or compilation but anyway, it is both ways.

A: I think it's a great metaphor for it.

H: But I really recommend you the last chapter of the book. It's about the theory of ecology of practises and also about the theory of practise architectures, but today here I referred it especially to the ecology.

A: I read the chapters about how does it work but not so many about this, it is really great. And useful for me. Okay.

H: I will be happy to give you a copy of this book but I'm afraid that I don't have any extra copies.

A: It's okay, I'll ask Karolína, she borrowed me one, so I think she will do it again.

H: I think especially the last chapter is very important. Especially, it's a direct answer to that question.

A: Okay. What do you think are the advantages and disadvantages of an individual and a group mentoring? You told me about the advantages that's group and so but maybe some disadvantages or advantages of individual.

H: I almost started from there, because first we started the traditional dyadic one-one mentoring and then ended up with the group mentoring it was kind of almost an accident. Because one guy asked if we can put more teachers under one experienced teacher. Then we tried and we found out that it's even better than the one-to-one mentoring. But then of course the danger can be that if somebody is very individual, very special problems or personal problems if it's possible to share really his problems with so many people. It can be easier

to share these things with one person only if you have trust to that person, but if you don't then of course it's still impossible but that might be one problem.

A: Any other disadvantages of group or advantages of individual mentoring?

H: Well, one of the advantages of the traditional one-to-one mentoring is that the whole tradition of mentoring is supporting this kind of mentoring. All kinds of literature are about the tradition of one-to-one mentoring and when people are talking about mentoring they will really talk about this one-to-one mentoring. So it's been supported by so many researches and the literature and the tradition.

A: Is there anything else you would like to add or highlight from this topic?

H: I'm grateful for you asking these questions and then for being trusted and letting me to think aloud. And I'm really glad that it is useful for you and that your thesis will receive many many readers.

A: At least two. Thank you, thank you very much for sharing with me a lot of your ideas, because it's important for me. Thank you very much for your time, I know you are busy man.

## **Příloha 4 – Záznamy z pozorování setkání mentorských skupin**

### **17. března 2016**

1. úvodní aktivita – prohlídka po univerzitním kampusu s průvodkyní (tou byla jedna z učitelek účastnicích se peer-group mentoringu)
2. příchod do budovy
3. úvod od mentorky Ully + aktivita na začátek (online test Jaké je tvé indiánské jméno)
  - a. účastnice se baví mezi sebou, mentorka do toho občas vstupuje, také nalévá kávu
  - b. mentorka utváří atmosféru setkání
    - i. servíruje jídlo
    - ii. ptá se na otázky
    - iii. začíná setkání
    - iv. řídí ho
    - v. také se zapojuje do online testu
4. svačina + další aktivita (test Jaké jsi zvíře podle svého data narození, tentokrát tištěný)
  - a. nevázaný rozhovor, mentorka doplňuje různé vtipné průpovídky, podněcuje rozhovor
  - b. je vidět, že má u nich mentorka respekt, ale všichni jsou k sobě otevření (jako všude tady ve Finsku ve škole)
5. Pozvolné povídání o školních projektech, přechází do angličtiny, zapojují mě do rozhovoru, ptají se na české školství, povídají o finském školství
6. Mentorka začíná nové téma komunikace s rodiči, vždy jen tak „nahazuje“ otázku
  - a. baví se o době mateřské dovolené, období nejistoty
  - b. rodiče – komunikace s nimi
    - i. obava budoucích učitelů z rodičů
    - ii. jedna z uč. přidává svou aktuální zkušenost
      1. negativní sms od jedné matky
    - iii. druhá uč. přidává historku o komunikaci s rodiči
    - iv. rady: vidět se s rodiči na začátku, mluvit s nimi

- c. myšlenka: vždy nás to zasáhne když slyšíme o osudu nějakého dítěte, když se snažíte s ním pracovat
  - d. mentorka po celou dobu mlčí a poslouchá
7. mentorka mluví o výzkumu (problémy učitelů, jejich obavy) – učitelé na to reagují přikývnutím nebo verbálním souhlasem
  8. Mentorka se ptá učitelky, která zatím nemluvila, proč nemluvila
    - a. učitelka vyjadřuje, že v MŠ je to jiné, než ve škole (plánují společně, řeší problémy společně)
      - i. reakce ostatních: to by tak mělo být i na ZŠ
      - ii. „Nejsi špatný učitel, pokud potřebuješ podporu, to je normální.“
      - iii. „ Když jsme začínaly, bylo skvělé, že jsme měly někoho, na koho jsme se mohly obrátit.“
  9. Studentka povídá o tom, že posílá JobApp a jak je těžké o sobě něco krátce a výstižně napsat
  10. Nabídka návštěvy škol pro mne
  11. Není čas na školách se bavit o pocitech, problémech, sdílet. Společně přemýšlí nad velkou pauzou – 30 minut během dne
  12. Zakončení setkání mentorkou

### Group Meeting Observation Sheet

Meeting Topic: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Member Name	Predominant role(s) played by member in this meeting	How many times member spoke at this meeting	Ways in which this member contributed to group at this meeting	Ways member was not as helpful to the group at this meeting	Other comments or observations
Teacher 1	Posluchač, zapojuje se pouze, pokud má, co říct	9	Spíše souhlasí s ostatními, nepřináší žádné nové ideje, zapojovala se ale i bez vyzvání		Sdílela svůj příběh o nedůvěře ve své schopnosti při návratu z mateřské Mluvila málo, ale věcně
Teacher 2	Velmi aktivní, přirozený lídr skupiny, mluví hodně o sobě i jiných	18 (a dlouho)	Vnášela nová témata, reagovala na témata ostatních, působila velmi sebevědomě	svou aktivitou bránila ostatním v zapojení do debaty	Chce sdílet své zkušenosti, ponořena do učitelství, vnáší zajímavé podněty
Student 3	Spíše posluchač, reaguje na ostatní, glosuje	5 (ale jen málo, třeba pomocí citoslovce)	Poslouchala, glosovala	Nevnášela nové myšlenky (mentorka ji zapojila na začátku)	Byla na setkání cca 45minut, pak musela odejít
Student 4	Posluchač, její nejistota mohla být způsobena konverzací v AJ	4	Mluvila převážně na vyzvání mentorky, ale vnášela svůj pohled	Odházela dříve, často se dívala na hodinky, do konverzace se moc nezapojovala	Její nezapojování mohlo být způsobeno konverzací v AJ nebo tím, že má jinou zkušenost než ostatní (pracuje ve školce)
Teacher 5	Přirozený extravert, dominantní pozice (hodně mluví, sdílí, vyjadřuje své pocity)	16 (hlavně ze začátku, pak už méně)	Vnášela nové myšlenky, sdílela zkušenosti, dávala tipy, občas přidala vtip nebo emoce do konverzace		Provedla nás kampašem, sdílela svou zkušenost s jedním z rodičů
Student 6	Spíše extravertní, posluchač, sdílí své problémy	9	Vnesla téma, které je pro ni aktuální, odstartovala diskuzi na toto téma		Ostatní se jí snažili podpořit (slovy i zkušenostmi), myslím, že to pro ni bylo přínosné

## Form to Observe the Mentoring Group Leader In Action

**Group Leader: Tuula Observer: Anežka Králová Date of observation:**

**18.2.2016**

<b>Observation</b>	<b>Notes</b>
<p><b>Room Setup:</b></p> <p>§ Does the setup encourage sharing by participants?</p> <p>§ Is the seating arrangement conducive to equal participation or are some members more influential as a result of where they sit?</p> <p>§ Do you notice any other issues that seem to impact the group's interaction or effectiveness as a result of the arrangement?</p>	<p>Ano, rozesazení podporovalo sdílení. Hranatý stůl, na každé straně dvě židle, rovnocennost, nikdo není v čele stolu. Také úvodní procházka pro kampusu, využití znalostí jedné z učitelek.</p> <p>Rozesazení si volily účastnice samy, většinou si sedla studentka vedle učitelky, se kterou spolupracuje na projektu. Myslím, že jinak významně neovlivňovalo jejich interakce.</p>
<p><b>MGL at start of meeting:</b></p> <p>§ Was how the MGL opened today's meeting effective?</p> <p>§ Was the agenda for the meeting made clear?</p> <p>§ Were issues from the previous meeting brought up at the beginning and were these addressed effectively?</p> <p>§ Any other points that was particularly effective or could be suggested to</p>	<p>Mentorka začala setkání rozcvičovací aktivitou – online dotazníkem. To napomohlo k uvolněné atmosféře, rozprávání členů skupiny.</p> <p>Myslím, že nebylo jasně sděleno, co se bude dnes na setkání dělat (nebo alespoň tp nebylo řečeno v angličtině)</p> <p>Neznala jsem téma minulého setkání, takže nemohu posoudit, zda na něj nějak navazovaly. Bavily se nejprve o projektech ve škole, které mají dvojice, učitel a student, na starosti, poté o komunikaci s rodiči.</p> <p>Na setkání byla uvolněná atmosféra,</p>

<p>make the beginning more effective?</p>	<p>občerstvení.</p> <p>Vycházelo se ze zkušeností učitelů a studentů, také probíraly aktuální témata.</p>
<p><b>MGL as Facilitator during meeting:</b></p> <p>§ In what ways was the MGL attentive to members' needs during the meeting?</p>	<p>Mentorka sledovala konverzaci, připojovala další otázky, servírovala kávu, jednou vyzvala studentku, která se moc neprojevovala k reakci na téma (otázky směřující na její zkušenost).</p>
<p>If there was a guest speaker, did the MGL effectively encourage members to ask questions and/or participate in discussions?</p> <p>If the MGL was the content expert for this meeting, did s/he balance the sharing of information with inviting members to actively participate?</p> <p>How effectively did MGL control how often people spoke and for how long?</p>	<p>Setkání se neúčastnil žádný host, pokud bych se za něj nepovažovala já sama.</p> <p>Nikdo je povzbuzovat nemusel, samy se ptaly, mentorka jen zavedla téma (rovnost žáků a učitelů).</p> <p>Myslím, že ano. Ke sdílení docházelo ve velké míře, účastnice se přirozeně zapojovaly (možná to prostě jen nebylo potřeba, přijde mi, že vytvářela prostředí otevřené, debatě, takže pak bylo přirozené sdílet a poslouchat).</p> <p>Mentorka příliš nekontrolovala, jak moc někteří účastníky mluví. Jedna z nich moc nemluvila a některé naopak mluvily hodně. Nicméně jsem to nevnímala jako extrémní rozdíly, které by potřebovaly zásahy.</p>
<p>Did the MGL draw out members who were too laid back or seemed reticent to speak?</p> <p>Did the MGL allow for disagreement and was this resolved satisfactorily?</p> <p>Did the MGL get buy-in for decisions</p>	<p>. Přílišnou zdrženlivost jsem zaznamenala pouze jednou u jedné ze studentek.</p> <p>Žádný nesouhlas nenastal.</p> <p>Nemám pocit, že by nějak výrazně mentorka vyjadřovala své názory, ani že by vlastně došlo</p>

made?	k nějakému závěrečnému rozhodnutí.
<p><b>MGL concluding the meeting:</b></p> <p>§ Did the MGL provide a summary of key learnings/points and was this effective?</p> <p>§ Did the MGL solicit feedback from members and did they provide useful feedback?</p> <p>§ Did the MGL address all issues needing to be addressed by the end of the meeting?</p> <p>§ Did the MGL remind everyone of the next meeting and any special issues needing attention prior to that meeting?</p>	<p>Ne.</p> <p>Ne.</p> <p>Ne.</p> <p>Ano, mentorka všem připomněla další setkání a ještě dodala, že pošle email s informacemi.</p>
<p><b>Overall Comments:</b></p> <p>Provide any other summary points, ideas and/or suggestions as a result of your observing this MGL in action.</p>	<p>Myslím, že setkání nemělo žádné zastřešující téma, nicméně se zde probírala užitečná a pro (téměř) všechny zajímavá a přínosná témata (př. reflexe svého zážitku či rada do budoucna. Mentorka dokonce doplnila povídání o výzkum, který popisoval téma a na jeho základě se ptala na zkušenosti, souhlas/nesouhlas.</p>

Setkání mentorské skupiny (Mentorka Tuula) – 17.3.2016

Účastníci: 7 osob (3 studentky, 3 učitelky, 1 mentorka)

1. Setkání začíná v Old Tavoila Yard („skanzenu“ města Jyväskylä) – krátké povídání o místě, poté přesun do místní kavárny
2. Mentorka zahajuje setkání, otázkou, jak se kdo ten den má. Všichni se postupně vyjádří, ostatní aktivně naslouchají (přikyvují, podporující citoslovce). Jedna

studentka mluví o tom, že bude nahrazovat spolupracující učitelku po dva týdny ve škole).

3. Mentorka mluví o aktuálních tématech pro učitele (konec školního roku, vzdělávací reforma) a rozdává vytištěný článek o s informacemi o obavách a výzvách v učitelství.
4. Jedna z učitelek začne mluvit o své třídě
5. Mentorka se ptá ostatních, co na ty problémy říkají oni. Začnou se o problémech bavit a doplňují se navzájem, poslouchají se. Jedna učitelka vůbec nemluví.
6. Mentorka dává další článek o novém kurikulu a popisuje, co je v něm.
7. Učitelka Sirpa povídá svojí historku o chlapci ze své třídy, jiná učitelka reaguje a povídá o svých začátcích. Debata se stále týká výzev a kurikula.
8. Příběh učitelky Ully o přijímání nové třídy, zmiňuje důvěru, dostatek času na třídu a jednotlivce. Podle ní je potřeba, aby si třída povídala a měla společné zážitky.
9. Mentorka se ptá, co chtějí sdělit ostatní, nicméně minimálně dvě účastnice nesdělily jejich pocity, zkušenosti, nicméně naslouchaly.

Poté hovor pokračuje ve finštině a dvě účastnice se více zapojují, možná jim tedy bránila ve sdílení jazykové bariéra.

10. Mentorka zakončuje setkání a připomíná závěrečný ceremoniál celého projektu Paedeia Café, který se koná po Velikonocích.

**Setkání mentorské skupiny (Mentorka Anna) – 11.4.2016 (převážně ve finštině)  
– zastřešující téma Cesta, poslední setkání skupiny**

Účastníci: 6 osob (3 studenti, 2 učitelé, 1 mentor; 1 učitel a student jsou muži)

1. Začátek setkání u TeeHouse, náplní první části setkání byla procházka po okolí, chráněnou krajinnou oblastí
2. Mentorka vítá všechny přítomné, udržuje „small talk“
3. Zastavení – na naučné stezce u každé z cedulí nebo u zajímavého místa mentorka položila účastníkům otázku o kariéře, studiu či učitelství. Oni vyjádřili svůj názor,

pak mohli krátce okomentovat i názory ostatních. (Mentorka mi vždy poté přeložila, jakou otázku skupině pokládala a shrnula jejich odpovědi)

a. Otázky:

- i. Jak jste se rozhodli stát se učitelem? Co je vaší inspirací?
- ii. Jaké byly zlomové okamžiky vašeho života?
- iii. Zvažovali jste někdy změnu povolání? Kdy a proč?
- iv. Jaké byly nejdůležitější okamžiky vašeho profesního života?
- v. Jaké dovednosti či zkušenosti získané z prostředí mimo školu nebo učitelskou přípravu pro vás jako učitele byly nejpřínosnější?

b. Ne na všechny otázky odpověděli všichni, ale nebylo to způsobeno tím, že by nedostali prostor, ale spíše proto, že k tomu neměli co říct (př. studenti k otázce týkající se profesních zkušeností)

4. V průběhu cesty a také na zpáteční cestě (při ní již mentorka žádné otázky nepokládala) byl také prostor na neformální rozhovory

a. Při těchto rozhovorech se bavili všichni se všemi, někdy studenti se studenty, někdy učitelé se studenty, někdy učitelé s mentorkou

2. část setkání probíhala v kavárně

5. Každý si objednal pití a jídlo, vše bylo placeno z fondu Peadeia Café, během objednávání stále probíhaly neformální rozhovory.

6. Mentorka uvedla novou aktivitu, účastníci si měli vzájemně napsat přání do budoucna či jiné vzkazy. Každý z účastníků měl papír se svým jménem, tento papír koloval mezi ostatními, tzn. všichni účastníci mohli vidět vzkazy ostatních.

7. Hovor o budoucnosti – co nás čeká v budoucnu, cca za 5 let

8. Neformální rozhovor, všichni si vzájemně naslouchají, probírají různá témata (učitelství, svátky, atd.)

9. Mentorka zakončila setkání, poděkovala za aktivní účast a spolupráci a připomněla závěrečný ceremoniál projektu Paidea Café.

Celou dobu setkání byla uvolněná atmosféra, účastníci si vzájemně naslouchali, není to tak, že by někdo dominoval konverzaci (i když více mluví učitelé, není ten rozdíl markantní a navíc na nikom ze zúčastněných není vidět, že by mu tento fakt vadil).

Mentorka určuje směr komunikace, klade otázky, komentuje, ale nedominuje konverzaci. Přináší i svoje příběhy, ale pokud je otázka určena studentům a učitelům, svoji odpověď neuvádí.

Anna – další postřehy (rozhovor s mentorkou po setkání)

- na začátku meetingu se rozhodli, zda chtějí téma ponechat nebo zda je něco aktuálnějšího
- na začátku chtěla mentorka, aby si sdělovali odpovědi na otázky „z cesty“ pouze ve dvojicích, ale všichni chtěli všichni všechny, takže se pak o tématu bavili dohromady jako celá skupina
- chtěla se ptát i na učitelskou filozofii jednotlivých účastníků, ale to pak zhodnotila, že je to příliš těžká otázka
- žádná z odpovědí ji příliš nepřekvapila, možná jen trochu to, že učitelé sdělovali, že na začátku neměli úplně vášeň pro učitelství
- přišla jí přiměřená neformální atmosféra na procházce pro diskutování takových témat
- V knize o Verme programu je napsáno, že se vždy snaží pro setkání skupiny najít místo, které je něčím inspirující a může být podnětné pro diskuzi. Mentorka se snažila také o inspirující místa (většinou v prostorách univerzity), př. starý dům zahradníka, který je stále vybaven jako běžný byt, bylo tedy možné navodit opravdu neformální až domáckou atmosféru, jeden student zde hrál na píano a ostatní se k němu přidávali tím, že mačkali některé z kláves („Black ones, they always sound good.“), byl to pěkný moment souznění skupiny. Důkaz, že není potřeba pořád jen mluvit o své práci.
- Kafe a čaj jsou nedílnou součástí setkání, je to pěkný způsob, jak tato setkání zahájit.
- Mentorčina pozice byla složitá, snažila se vyvážit to, že jako mentor má držet strukturu a vést setkání, zároveň si být s ostatními účastníky rovnocenná, navíc měla ve skupině učitele z dvacetiletou praxí. Snažila se diskuzi nedominovat, ale také sdílet své zkušenosti a pocity.

- Vztahy ve skupině hodnotí jako velmi dobré, učitelé se studenty se poznali díky setkáním a také projektům.
- Zajímalo by jí, jaké benefity si ze setkání odnáší učitelé, nestačila se jich zeptat. Myslí si, že získali hlavně nové náměty pro svou práci, mohli sdílet své zkušenosti. Ona sama vnímá jako benefit především mentorský trénink.
- Podle mentorky bylo prospěšné, že setkání nemělo nějaký výstup, nebylo přesně zadáno, čeho mají dosáhnout, měli proto dost času na diskuze a pozvolnou tvorbu koheze skupiny. Pokud někdo třeba nechtěl mluvit, tak nemusel, mohl se jen setkání účastnit.