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An analysis of mentor and mentee roles in a pre-service teacher education program: a Norwegian perspective on the future mentor role

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ABSTRACT

Globally, pre-service teacher education has experienced a *practice turn* where there is now greater focus on practice in schools and more attention is being paid to mentoring and the role of the school-based mentors. In policy this can be seen through the increased focus on mentoring education, where the intention is to strengthen the mentors' competence. However, there are vague descriptions of how the mentor role should be designed and therefore, research on how this role is practiced is of interest. This paper aims to contribute knowledge on what characterize mentor roles and how they influence the mentee role. The findings indicate that mentors exercise control through an *active, direct, and diverse mentor role*. An active and direct mentor role is related to a reactive mentee role, whereas a more active mentee role is related to a diverse mentor role. Mentoring education is discussed in relation to the mentors' autonomy.

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Introduction

Globally, the intention in teacher education policy is to strengthen the practical training in schools (Organization for Economic Co-operation and Development [OECD], 2019), where the aim is that students spend more time in practice (Cochran-Smith et al., 2020). Therefore, teacher education has undergone a *practice turn* in recent decades where training in schools is now being given more attention (cf. Reid, 2011; Zeichner, 2012). Within this frame of reference, the OECD (2019) and the European Union [EU] (2014) recommend that strong links should be established between theoretical and practical training in teacher education (EU 2014; OECD 2019). In much the same way, Norwegian policy argues for a closer relationship between the university and the practice in schools (cf. Ministry of Education and Research [MER], 2009, 2014). Teaching is a complex profession, and the university cannot encompass the full

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complement of skills and knowledge that is required to be a teacher (Mena, Hennissen, & Loughran, 2017). As a result, mentoring¹ has been given an increasingly prominent role in teacher education (cf. Hobson, Ashby, Malderez, & Tomlinson, 2009) and the mentor role in preparing the mentees for the teaching profession has been accentuated (Clarke, Triggs, & Nielsen, 2014; Ellis, Alonzo, & Nguyen, 2020). Bearing this in mind, policy emphasizes the importance of the mentors' competence in assisting the students' development in practice (cf. MER 2017b), where the students should play an active role in their own learning process (cf. Ministry of Education and Research [MER], 2002, 2017a).

Therefore, several countries in Europe have introduced programs to better prepare mentors for their role (European Commission/EACEA/Eurydice, 2015), and an international advisory panel has recommended that Norway should support the professional development of mentors (Cochran-Smith et al., 2020). Similarly, both national and international research has recommended that mentoring education should be developed for mentors (cf. Capan & Bedin, 2019; Helleve & Ulvik, 2019). However, mentoring education is not an issue that has just recently been brought into play. Already in 1990 the OECD called for an effective and systematic mentoring program (Bjerkholt, 2013). In 1996, the Official Norwegian Report: Teacher Education. Between Ideals and Requirements, mentoring education was addressed and included as a focal point (NOU 1996: 22, 1996: 22). This was followed up in 2000 when several Norwegian universities and university colleges introduced mentoring programs that provide ECTS credits (Lejonberg, 2019). A Norwegian framework for mentoring education was established in 2019 and the title 'qualified mentor' is now awarded to the mentors who complete the studies program (Norwegian Directorate for Education and Training, 2019). Within this framework, qualified mentoring is defined as a mentor role that can create a reciprocal mentoring relationship while also providing feedback that nurtures the student's development (NDET 2019). Thus, this framework describes the mentor role by defining various relations between the mentor and mentee.

In pre-service teacher education, the mentees are mentored during their practical training in schools. Traditionally, mentoring involves a one-way learning relationship where the mentee is assigned the role of learner and the mentor the role of teacher (Mullen & Klimaitis, 2019). In other words, these traditional roles do not take a reciprocal relationship into account, even if research on mentoring points to the importance of a reciprocal relationship between mentor and mentee (cf. Brondyk, Searby, & Kochan, 2013; Tonna, Bjerkholt, & Holland, 2017). However, mentoring is a complex and holistic learning context, and the relationship between mentor and mentee is multi-

¹When I am talking about mentoring, I am referring to mentoring in schools as part of a pre-service teacher education. In the mentoring relationship, a mentor is a cooperative teacher working at the school and a mentee is a pre-service student having practical training in the school.

faceted and dependent on the individuals (Ambrosetti, 2014; Ambrosetti, Dekkers, & Knight, 2017). The role of the mentor in mentoring dialogues has consequences for the mentee's development of knowledge in practice, where multiple roles taken on by the mentor contribute to the development of a holistic understanding of knowledge (Mena, Hennissen, & Loughran, 2017). Nonetheless, the authors argue that the main role assumed by the mentors is a role where the mentors are active and instructive in their feedback. The fact that the mentors take on a role where they introduce themes and use directive skills, such as advice and judgement, has been found in several research studies (cf. Duckworth & Maxwell, 2014; Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2008; Hobson & Malderez, 2013). Research on relationships in mentoring has been focused on the role of the mentor (cf. Ambrosetti, Knight, & Dekkers, 2014; Crutchera & Naseemb, 2016; Kim & Danforth, 2012). In these studies, this role is described through different perspectives and through various designations of it. However, in a literature review (Ambrosetti & Dekkers, 2010) find that research provides little clarity about the mentee role and that no studies have investigated the interdependence between the role of mentor and mentee. Nonetheless, recent research has paid more attention to the relationship between the roles. Hobson and Maxwell (2020) found that clarity and expectations about the roles are important for the effectiveness of the mentoring, and similarly, Kang (2020) has underlined the importance of the mentor's support for the mentees' development of their classroom teaching.

As shown, research has arrived at diverse findings on the mentor roles, and where the mentee role and the relationship between the roles are given less attention. Policy aims to increase the collaboration between university and practice and has shown growing interest in mentoring. Therefore, there is growing policy interest in mentoring, where the aim is to strengthen the mentors' competence through mentoring education. This requires further research into how these roles are practiced. However, there are no clear descriptions of the mentor and mentee roles in the policy. Therefore, it is difficult to foresee how these roles will be practiced in mentoring, which in turn, gives rise to different approaches to interpreting how they are recontextualized into the mentoring dialogue. Thus, the research question raised in this paper is: *What characterizes the mentor role in mentoring dialogues in an integrated teacher education program in Norway and how do the different mentor roles influence the mentee role?* This paper starts with a presentation of the Norwegian context prior to introducing the methodological approach by Basil Bernstein. The analytical process and findings are then presented and discussed, closing with a summary of the main findings.

The Norwegian context

In answer to the international and national intentions to create a teacher education of high quality close to practice, an Integrated Teacher Education

[ITE] program was implemented in Norway in 2013. This is a pre-service teacher education program where the students are awarded a Master's degree and professional competence after completing the program (Regulations for the Framework Plan, 2013). As part of the students' professional competence, the role of mentor and the mentoring dialogue are seen as important features of the mentees' development (Universities Norway [UHR], 2017). In this framework, the mentor role is described according to different modalities referring to the mentor-mentee relationship. The mentor role, specified according to particular activities, is described as 'giving feedback to promote learning' and 'creating a systematic and predictable mentoring context' (UHR 2017, p. 16). In this mentoring relationship, both the mentor and mentee are described as participants in planning and evaluating the mentoring context. The role of the mentee is described through activities that empower the mentee's ability to reflect: 'having the opportunity to reflect over one's own tutoring skills' and 'acquiring professional knowledge through theoretical reflection' (UHR 2017, p. 15). In this way, both the mentors and mentees are described as active participants in the mentoring dialogues.

Nevertheless, research on mentoring in Norway has shown a more diverse picture. Mentoring as a learning context has been influenced by Handal and Lauvås' reflexive model (Skagen, 2000a) which claims that mentoring involves reflection and acting on an activity (Lauvås & Handal, 2014). This suggests that there is a symmetrical relationship between mentor and mentee where the mentor role is to ask questions and empower the mentee's reflection. In this model, the mentor has a passive and reactive role (Skagen, 2013) and an important mentor skill is the ability to learn to supervise reflection (Ulvik & Smith, 2011). This shapes a vision of mentees where they are asking questions, being active and reflecting on their own development, and of a mentoring tradition that is influenced by the mentee's perspective. Similarly, research points to the importance of mentoring that supports the mentee's reflection (Tonna, Bjerkholt, & Holland, 2017; Ulvik, Helleve, & Smith, 2018). However, research on mentoring argues that this tradition often makes the mentors reluctant to share their own opinions or give advice (Lejonberg, Elstad, Sandvik, Solhaug, & Christophersen, 2018; Skagen, 2013). However, other Norwegian research supports findings in international research (see Introduction) claiming that mentors have a high amount of talking time in the dialogues and that they are direct in their feedback (cf. Skagen, 2000b; Solstad, 2013; Sundli, 2007). At the same time, some researchers have called for a mentoring approach where the mentors' perspectives, advice, and opinions are also emphasized (Lejonberg, Elstad, Sandvik, Solhaug, & Christophersen, 2018). They argue for a mentor role that empowers reflection, but which at the same time acknowledges the value of giving direct feedback (Lejonberg & Tiplic, 2016; Lejonberg, 2018, 2019).

Theoretical and methodological approach

As described in the previous sections, the roles and the relationship between mentor and mentee have been accentuated globally both in policy and research. In this accentuation, it has been shown that the roles and relationship between mentor and mentee comprise a complicated process. Rather than investigating fixed roles, the approach in this research is to analyze the dialogue between mentor and mentee using a multifaceted approach. Basil Bernstein's concept of control is useful when taking such an approach as it provides language for analyzing different forms and degrees of control in various aspects of pedagogic practice (Bernstein, 2000). In this paper mentoring is explored as a pedagogic practice through the theoretical lens of Basil Bernstein, where the focus is on how the mentor controls the communication in the mentoring by employing various roles.

Bernstein (2000, p. 12) introduces the analytical concept *framing*, which is useful for investigating how the communication in local, interactional pedagogic relations is controlled between transmitter and acquirer. In this paper, framing describes the mentor and mentee roles in terms of control over communication in mentoring. According to Bernstein (2000), framing will show who is controlling what and it constitutes the internal logic of the pedagogic practice. The distinguishing feature of a pedagogic practice is, according to Bernstein (2000), constituted by *selection, sequencing, pacing, criteria*, and *its social base*, all of which make the transmission possible (p. 12–13). Bernstein (1971/2003, Bernstein, 2000) claims that where framing is strong, the transmitter has control over the communication and when framing is weak, the acquirer *apparently* has control. In this paper, strong framing indicates that the mentor controls the form of communication, whereas weak framing indicates that the mentee *apparently* controls it. Bernstein (2000) points out that the acquirer *apparently* has control, thus stating that control is always present in pedagogic relations and that framing is seen from the perspective of the transmitter. In this paper, the framing value is seen from the perspective of the mentor, where the mentor is the one who creates the space for the mentee to interact and participate in the communication. At the same time, the mentor and mentee relation can also be explored through Bernstein's analytical concept *classification*. Classification can be used to examine the relation *between* categories, for instance between agents (Bernstein, 2000). Furthermore, Bernstein claims that strong classification refers to when the insulation between categories is strong, which creates one's own unique identity and voice, whereas when there is weak classification, the categories have less specified voices and identities. For example, in mentoring, classification could be used to describe the insulation between mentor and mentee and to describe the mentoring relationship, and thus their respective roles.

Table 1. Analytical framework through framing.

	Strong framing	Weak framing
The mentor's criteria	The mentor uses such skills as giving advice, information, and opinions	The mentor uses such skills as listening, questioning, and summarizing
The mentor's pacing	The mentor uses most of the speaking time	The mentor uses less of the speaking time
The mentor's selection	The mentor actively introduces themes	The mentor reacts to themes that are introduced by the mentee
The mentor's sequencing	The mentor actively sequences the order	The mentor reacts to the order that is sequenced by the mentee

In this paper, the framing value has been operationalized through a model that has been inspired by the research of Hennissen and colleagues (Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2008). The *mentor's criteria* are categorized by the mentor's degree of directiveness and how direct the mentor communicates his feedback through different skills. *Strong framing* refers to when the mentor uses such directive skills as giving *advice, opinions, and information* and *weak framing* refers to when the mentor uses such non-directive skills as *listening, questioning, and summarizing*. The *mentor's pacing* is categorized by how much speaking time the mentor has. A *strong framing* value refers to when the mentor uses *most of the speaking time* and a *weak framing* value refers to when the mentor uses *less speaking time*. The *mentor's selection* is categorized by how active the mentor is in introducing the themes that are being discussed. *Strong framing* refers to when the mentor is active and *introduces a theme* and *weak framing* refers to when the mentor *reacts to a theme* that has been introduced. The *mentor's sequencing* is categorized by how active the mentor is in sequencing the order in the dialogue. A *strong framing* value refers to when the mentor is active and *sequences the order* in the dialogue and a *weak framing* value refers to when the mentor *reacts to order* that is sequenced. The analytical framework is outlined in [Table 1](#):

Data material

Brottveit (2018) claims that in qualitative research a *strategic selection* is important for recruiting participants who can contribute knowledge that will help to answer the research question. For this reason, mentors and mentees who were engaged at a university that offered an ITE program were asked to participate. The participants were found through the university's administrative structure for the educational program. This process started with a general e-mail sent to the schools collaborating with the university requesting permission to contact the mentors and mentees. Upon receiving approval, an e-mail was then sent to all the mentors and mentees attending the educational program in the spring 2019 semester. This approach yielded nine mentors and twelve mentees practicing at four upper secondary and two lower secondary schools. The mentees, working in their last practice period, were two males and ten females. The

mentors, two males and seven females, had worked in this role for between five and twenty years. Whether or not they had attended a mentoring education program varied. To preserve participant anonymity, the mentors are labeled by letters and the mentees by numbers. All in all this gave ten mentoring dialogues: A1; B2; C3; D4; D5; E6; F7; G8, 9; H10, 11; I12. One of the mentors, Mentor D, guided two students but had individual sessions, thus D4 and D5. Mentors G and H guided mentees in pairs which gives G8, 9 and H10, 11.

These ten mentoring dialogues are the empirical foundation for this paper. They were recorded on a digital audio-recorder and transcribed by the researcher. The recorded dialogues lasted from 10 to 65 minutes and the data material was collected through a uniform design. First, the dialogues were recorded, where the researcher was passively present in the recording setting, listening, and coordinating the setting. Second, the recorded dialogues were transcribed, first into Norwegian and then translated into English which means that it is especially important to ensure the reliability and validity of the process (Kvale & Brinkmann, 2015). The data material was collected according to the rules and standards established by the Norwegian Centre for Research Data (NSD). The ethical perspective has permeated the entire research process from planning the project to interviewing the participants to analyzing the collected data (Kvale & Brinkmann, 2015). To guarantee transparency, a large number of quotes have been used to visualize the process.

Analysis

This section presents and explains the analytical procedure, giving a detailed account of how the framing value has been used to explore the mentors' use of criteria, pacing, selection, and sequencing. In the analytical process, each mentoring dialogue was analyzed and dealt with separately, and in each dialogue, every statement that the mentor had uttered in the transcribed dialogues was marked. Then, the marked statements were classified according to the analytical framework presented in Table 1. This process was carried out in separate steps for the mentor's use of criteria, pacing, sequencing, and selection. Thus, each part of the analytical process will be presented and explained separately.

In the category, *framing through the mentor's criteria*, the mentors' statements were marked and categorized according to the mentors' degree of directiveness and whether they used directive or non-directive skills. Thus, the statements were sorted into the six categories: giving advice, opinions, information, listening, questioning, and summarizing. After completing this classification process all the mentors' statements, the statements within each category, were counted where the count was made of quotations and not sentences. This was due to the complex process of dividing oral written language into sentences. Thus, the quotations (times they occurred) range in size from one word to a block of text.

In the *framing through the mentor's pacing* category, the mentor's speaking time was counted along with the words in each dialogue. The mentor's speaking talking time was calculated in percentages.

The *framing through the mentor's selection* category was analyzed in much the same way as had been done for framing through the mentor's criteria. The mentors' statements were marked and categorized according to whether the mentors were active and introduced the theme to be discussed or reacted to a theme that was introduced to them. Thus, the mentor's statements were categorized into these two categories.

Similarly, in the *framing through the mentor's sequencing* category the mentors' statements were marked and categorized according to whether the mentors were active and sequenced the order in the dialogue or whether they were reacting to a sequenced order. Thus, the mentor's statements were categorized into these two categories.

All in all, [Table 2](#) shows the results of the counting process for analyzing *framing through the mentor's criteria, pacing, selection, and sequencing*.

Bernstein (2000) argues that control is always present in a pedagogic relation, but also claims that different forms of control are practiced in a pedagogic relation. Thus, to express these different forms of control, the way the framing values are expressed has been inspired by the literature review conducted by Hennissen and colleagues (Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2008), where they found a connection between how active the mentors were in the dialogue and how direct they were in their feedback. Thus, in this paper, the mentor's *criteria* are expressed through how *direct* the mentor is and the mentor's *selection and sequencing* are expressed through how *active* the mentor is. At the same time, Crasborn et al. found that the mentors' speaking time correlated with how direct they were in their feedback (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2011). The reason for this is that using a directive skill in the dialogue may require more speaking time than when using a non-directive skill. Thus, in this paper the mentor's pacing is seen as present and inherent within how direct the mentor is in providing feedback. In other words, the results from [Table 2](#) are summarized into two categories, how *direct* and *active* the mentors are in the dialogues. In these two categories, the percentages were calculated from the results in [Table 2](#), and the results of this calculation are given in [Table 3](#).

In the next step, the percentages that were calculated in [Table 3](#) are combined in [Figure 1](#). This combination is also inspired by Hennissen, Crasborn, Brouwer, Korthagen, and Bergen (2008). In this paper, the framing value is used to visualize the form of control exercised through combining how active and direct the mentor is in the dialogue. This combination visualizes how the mentors exercise control in the dialogue through different dimensions, where we arrive at four dimensions as described in [Figure 1](#): (1) Control through a direct (+F) and active (+F) mentor role, (2) control through a direct (+F) and reactive (−F) mentor role,



Table 2. Results analysis of framing.

	Mentor's criteria																			
	Strong framing					Weak framing														
	<i>Directive skills</i>					<i>Non-directive skills</i>														
	Mentor's pacing					Mentor's selection					Mentor's sequencing									
	Strong framing					Weak framing					Strong framing					Weak framing				
	<i>Active</i>					<i>Reactive</i>					<i>Active</i>					<i>Reactive</i>				
	Introducing themes					Reacting to themes					Sequencing order					Reacting to order				
	Speaking time																			
A1	3 times	34 times	1 time	10 times	11 times	1 time	64%	10 times	0 times	19 times	0 times									
B2	17 times	47 times	16 times	13 times	5 times	2 times	68%	8 times	4 times	23 times	20 times									
C3	12 times	43 times	0 times	2 times	3 times	0 times	75%	4 times	2 times	8 times	3 times									
D4	21 times	48 times	40 times	17 times	5 times	3 times	79%	13 times	7 times	32 times	18 times									
D5	13 times	61 times	28 times	30 times	14 times	1 time	77%	11 times	1 time	17 times	2 times									
E6	6 times	35 times	24 times	27 times	0 times	16 times	60%	9 times	5 times	23 times	4 times									
F7	14 times	54 times	14 times	36 times	13 times	10 times	49%	10 times	2 times	36 times	3 times									
G8, 9	2 times	46 times	17 times	21 times	19 times	14 times	43%	9 times	7 times	32 times	32 times									
H10,11	18 times	65 times	14 times	24 times	24 times	11 times	55%	10 times	2 times	26 times	19 times									
I12	7 times	40 times	12 times	13 times	7 times	5 times	44%	9 times	0 times	22 times	7 times									

Table 3. Framing through how active and direct the mentor is.

	How direct the mentor is		How active the mentor is	
	Strong framing. The mentor is direct	Weak framing The mentor is non-direct	Strong framing The mentor is active	Weak framing The mentor is reactive
A1	64%	36%	100%	0%
B2	80%	20%	57%	43%
C3	92%	8%	71%	29%
D4	82%	18%	68%	32%
D5	69%	31%	90%	10%
E6	60%	40%	78%	22%
F7	58%	42%	90%	10%
G8, 9	55%	45%	51%	49%
H10, 11	63%	37%	64%	36%
I12	70%	30%	82%	18%

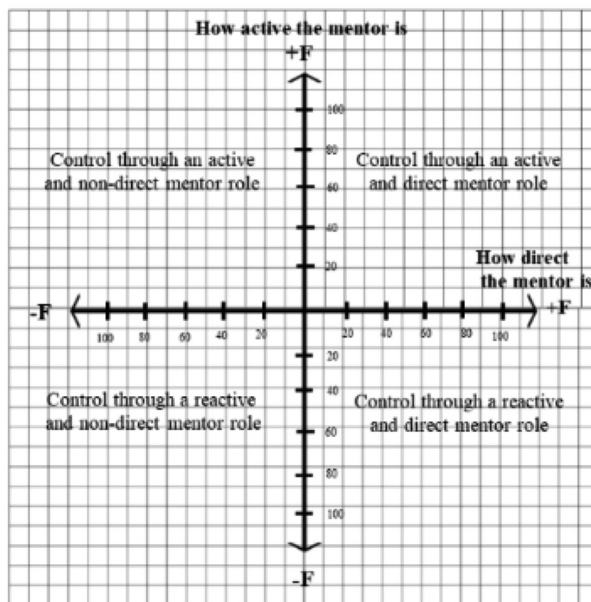


Figure 1. Forms of control through mentor roles.

(3) control through a non-direct (-F) and reactive (-F) mentor role and (4) control through an active (+F) and non-direct (-F) mentor role.

For each of the ten mentoring dialogues, the results of the analysis that are expressed in Table 3 are plotted into Figure 1. For instance, for mentoring dialogue A1, the results in Table 3 point to four results from the framing value referring to how direct and active the mentor is, and these results are plotted in Figure 1. Then, a line is drawn between these four plots, which creates a figure, and this figure visualizes the different forms of control mentor A has exercised in the dialogue. This procedure is followed for each mentoring dialogue and the result of this process is a figure presented in a diagram like the one seen in Figure 1.

Findings

Here, first the different forms of control that the mentors exercise in the ten mentoring dialogues will be presented. The results created three groups of dialogues where the mentors exercised a similar form of control. The three groups are: control through *an active mentor role*, a *direct mentor role* and a *diverse mentor role*. Second, the relation between mentor and mentee in the three mentor roles will be presented.

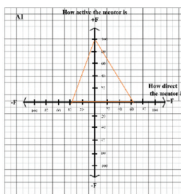
An active mentor role

In mentoring dialogues A1, D5, E6, F7 and I12, the form of control exercised by the mentors creates similar figures, as shown in Figure 2.

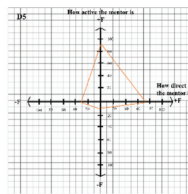
The form of control exercised by the mentors in these five dialogues is characterized by a *strong framing value* through an active mentor role and a *strong and weak framing value* through a variation in how direct the mentor is in his feedback. An example of a strong framing value where the mentor is both active in the dialogue and direct in his feedback can be seen in dialogue D5. In this extract the interlocutors discuss Mentee 5's progression when it comes to how he or she relates to the pupils:

Mentor D: [E]hh., second, I watched the way you relate to the pupils. Walking around in class and giving your specific advice. Satisfying, I noticed that you walked around in the room when they started working, questioning them and strolling around. When you approach a group, what is your strategy [Mentee 5]? You're pausing at a distance of 60 cm from the group, beginning to speak to them, (laughing). We have

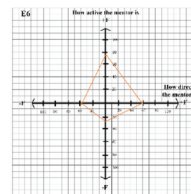
a
Mentoring dialogue A1



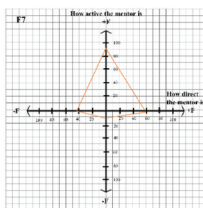
b
Mentoring dialogue D5



c
Mentoring dialogue E6



d
Mentoring dialogue F7



e
Mentoring dialogue I12

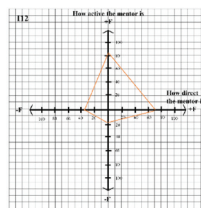


Figure 2. An active mentor role.

to work on that! What are you thinking, pausing so far away from the pupils, what happens then? And, what can we do?

Mentee 5: Well, you gave me some advice last lesson, indicating that, ehh, it's allowed to shorten the distance to 20 cm, 10 cm.

Mentor D: Sit until, sit down next to them!

Mentee 5: Yes.

Mentor D: So, why do you choose to pause there? I would like to know, because we're obliged to get rid of it, the idea you have, thinking this is functional.

In this case, Mentor D is active as he or she sequences the order and introduces the topic. Mentor D selects that they should discuss how Mentee 5 relates to the pupils and is actively striving to move the dialogue further. This indicates a strong framing value through an active mentor role that controls both the selection and sequencing in this dialogue. Similarly, this dialogue has a strong framing value through Mentor D being direct in this feedback. Mentor D uses directive skills in his feedback by giving concrete advice relating to how to create good relations with the pupils. Mentor D tells Mentee 5 to sit down next to the pupils and claims that his approach to the pupils is not functional. In this way Mentor D uses a directive skill by giving concrete advice about what Mentee 5 should do.

Another example of how the mentors in this category maintain a strong framing value through direct feedback can be seen in dialogue A1. In this extract, Mentor A is direct as he or she shares his opinion when they discuss how Mentee 1 performed an activity during the last lesson. Mentor A says: 'Yes, but, I think it was great, that you, as well, shared your opinion about the case, because then they were interested, and started thinking outside the box ...'. Mentor A uses a directive skill, sharing his opinion about how Mentee 1 had performed an activity during the last lesson. Another way of being direct, can be seen in the following, where Mentor A gives information and says:

That you don't, kind of let the unmotivated one's control, ehh, the tutoring. They're in their last year at upper secondary school and we [teachers] have tried for three years to get them[pupils] to be engaged and the fact that you can't manage that, you shouldn't not take it personally because
(Mentor A)

In this extract Mentor A gives information about the class context to support Mentee 1 when the mentee feels that he or she did not engage the pupils enough in his last lesson. Both Mentors D and A exemplify how the mentors in this category sometimes have a strong framing value through controlling the criteria by using directive skills in their feedback.

However, in this category, there is a weakening in the framing value because the mentors also use non-directive skills in their feedback. An example of how the mentors in this category have a strong framing value by employing an active

mentor role, but at the same time, a weak framing value because they are non-direct in their feedback, can be seen in dialogue I12. In this extract, Mentor I and Mentee 12 discuss how this mentee started the lesson:

Mentor I: I'm thinking about how you started the lesson, because you presented clear aims and had a lucid plan for the lesson, but, when you presented your plan, did you notice what happened then?

Mentee 12: There were some pupils talking and I told them loud and clear, that I wanted their attention.

Mentor I: Yes, I thought you were really good today, you used their names and got their attention, but why do you think they started talking?

Mentee 12: Ehh, could it be, that some of them were using their phones?

Mentor I: It could be, I didn't see anyone but

Mentee 12: Because if someone was using their phone, even if I had told them not to.

Mentor I: Yes, you did

First, as also exemplified by Mentor D, in this extract we see that mentor I is active and introduces the theme that is to be discussed. Mentor I wants to talk about how Mentee 12 started the lesson and at the same time, Mentor I is active and sequences the order. Both Mentors D and I show how the mentors in this category are active by controlling the selection of themes to be discussed and through sequencing the order in the dialogues. However, unlike the extracts from Mentors D and A, Mentor I exemplifies how the mentors in this category can also use non-directive skills in their feedback. Here, Mentor I asks such questions as 'did you notice what happened?' and 'why do you think that happened?'. This indicates a weakening in the framing value where the mentor controls the criteria by using such non-directive skills as questioning in his feedback.

Another example of how the mentors in this category weaken the framing value through using non-directive skills can be seen in dialogue E6. In this extract, Mentor E sums up how skilled Mentee 6 has become at ending his lessons:

Your ending of a lesson has become much better. You can see it, they listen, they just, that we in fact are, that we are not supposed to just run out of the classroom and, we should inspect the classroom and have real closure . . . *(Mentor E)*

In this discussion, Mentor E summarizes how skilled Mentee 6 has become and uses a non-directive skill to do this. This also indicates a weakening in the framing value where mentors in this category sometimes use a non-directive skill, such as summarizing, to communicate their feedback.

In sum, as shown in these extracts, the mentors in this category are active in the dialogues as they select the themes that are to be discussed and they

sequence the order of the dialogue. This indicates that these dialogues hold a *strong framing value* where the mentors have control over the communication. However, the mentors in this category vary in how they communicate their feedback, using both directive and non-directive skills, which is a weakening of the framing value, indicating that the negotiation of control is sometimes less prominent in these dialogues.

A direct mentor role

In mentoring dialogues B2, C3 and D4, the form of control exercised by the mentors creates similar figures as shown in Figure 3.

The forms of control exercised by the mentors in these three dialogues are characterized by a *strong framing value* as in this category they control the criteria by using directive skills in their feedback. At the same time, there is a *strong and weak framing value* in these dialogues, where the mentors control the selection and sequencing by being both active and reactive in the dialogues. An example of how the mentors in this category exercise a direct mentor role through a strong framing value can be seen in dialogue B2 when they discuss Mentee 2's professional development:

Mentee 2: Yes, do you consider the lesson to be varied enough?

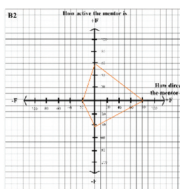
Mentor B: Yes, certainly, ehh . . . yes, and it worked. This was a short lesson, if it had been a double lesson,

Mentee 2: Yes, then we would have had to take a break
[They discuss this a little bit further, the student asking again:]

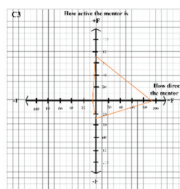
Mentee 2: How do you consider my academic level for the subject knowledge? Because this is my first time teaching at the secondary level, I have only been teaching at the primary level. However, this class does not have a high level.

Mentor B: No right, it's a mixed-level class, from top to bottom, so, no . . . What you did today was spot on, I think most of them followed you, you could ask, for instance, you can start the lesson on Wednesday by asking if they remember the terms, or you can

a
Mentoring dialogue B2



b
Mentoring dialogue C3



c
Mentoring dialogue D4

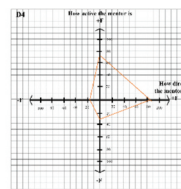


Figure 3. A direct mentor role.

put the terms up [on the board] and ask them if they can explain them to you. It could be good for them to repeat and perceive what they remember, like, pick up the thread.

In this extract, Mentor B gives concrete advice about what Mentee 2 could do during the next lesson to ensure that the pupils have been able to follow the teaching. Mentor B uses the directive skill advice to communicate his feedback, and this indicates a strong framing value. This also shows how the mentors in this category control the criteria by giving direct feedback in the dialogues. At the same time, in this extract, Mentor B is reactive when it comes to talking about the themes that are introduced by Mentee 2, where the order is also sequenced by asking questions. This shows how the mentors in this category are sometimes reactive in the dialogues, which illustrates a weakening in the framing value.

Another example of how the mentors in this category have a strong framing value through a direct mentor role can be seen in dialogue C3, where the interlocutors discuss how to end a lesson:

Mentor C: Yes, your ending on Friday, do you remember it? No? You were supposed to say something and there were some who didn't get the message.

Mentee 3: Yes

Mentor C: [Pupil] just stood there. And,

Mentee 3: People had started to stand up.

Mentor C: And then I would have: Leave the bags! Be kind of strict – Mentee 3- and then give them the message, and then you're finished.

Mentee 3: Mmm.

Mentor C: Because it takes longer to repeat yourself and, chaos, you use more of their time then, than saying; Okay, now I'm going to give you a message ... Everybody sit down!

Mentee 3: And then you don't feel that this was a good ending, everything has to be clear. Goodbye! Instead of, like, okay, right.

Moreover, in this extract, and similar to Mentor B, Mentor C gives concrete advice and shares his opinion on how Mentee 3 should handle a situation in the classroom. Mentor C is direct in his feedback and tells Mentee 3 how he or she would have ended the lesson. This illustrates how the mentors in this category have a strong framing value through a direct mentor role. However, unlike Mentor B, in this extract, Mentor C shows how the mentors in this group vary in how active they are in the dialogues. Mentor C is active and introduces the theme 'ending a lesson' and selects the order in which it is discussed in the dialogue. This illustrates how the mentors in this category are both active and reactive in the dialogues and thus, weakens the framing value.

In sum, these three dialogues are characterized by a strong framing value through a direct mentor role. The mentors exercise control through a role that manages the criteria for the feedback. But, at the same time, the mentors weaken the framing value through varying how active they are in the dialogues. Just as with control through an active mentor role, with control through a direct mentor role the weakening in the framing value indicates that the negotiation of control is sometimes less prominent in these dialogues.

A diverse mentor role

Mentoring dialogues G8 and 9 but also dialogues H10 and 11, especially have a contrasting position compared to the other mentoring dialogues. These two dialogues create similar figures that are illustrated in Figure 4(a,b).

These two dialogues are the only ones that are characterized by an *equally strong and weak framing value*. The mentors in this category vary in both how active they are in the dialogues and how direct they are in their feedback. An example of how the mentors in this category control the communication through a diverse mentor role can be seen in mentoring dialogues G8, 9. In this extract, the interlocutors are discussing a planned assignment that will cover integration and refugee issues:

Mentor G: [M]mm, but what if very, negative points of view are raised, then, what is your duty or responsibility? Hypothetically thinking.

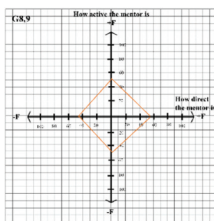
Mentee 9: It must be, being able to make a viable argument, because in the Norwegian lessons, we have stopped a few at that point, like the competition we had, almost like they said what they said to provoke, but it's not certain we'll get it from, except [pupil 1].

Mentee 8: And perhaps [pupil 2].

Mentee 9: It's kind of, I think this is difficult.

Mentee G: Yes, I'm asking this question without having the answer . . . (. . .) . . . I once had a class; recently graduated, and I encountered these perspectives. I didn't know how to

a
Mentoring dialogue G8, 9



b
Mentoring dialogue H10, 11

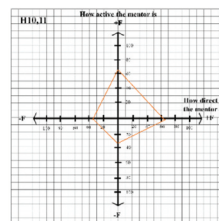


Figure 4. A diverse mentor role.

handle, how to work with, like, I chose to, you can choose to refuse it; you can disagree and argue or, or what choices are there?

Mentee 8: I kind of think it's important, that they have the right to proclaim their point of view and mean it.

Mentor G: Yes, right, there's a transparent limit.

Mentee 8: Yes, there's a transparent limit, thus I don't believe you should deny it.

Mentee 9: Not political statements, because you should not, right.

Mentee 8: Don't oblige something, because you have the right to think and believe what you want, and you are a product of your origins and experiences, I think, you can try to reduce the expressive thought about, for instance not to receive anyone [refugees] then or help anyone, but if somebody means that, no, not receiving anyone but help them where they live, then, that is not a . . .

Mentee 9: Unacceptable.

Mentee 8: No, not a kind of an unacceptable idea.

Mentor G: No, like that is a political point of view.

Mentee 8: Don't think we should argue against all point of views, we can't label things as politically correct.

Mentor G: No, I think it's an . . . important perspective to have with you.

In this extract, Mentor G chooses to have a discussion on the teacher's responsibility in an assignment given by Mentees 8 and 9. But, at the same time, Mentees 8 and 9 contribute to sequencing the dialogue further through sharing their opinions and discussing further what they think the teacher's responsibility is. Thus, in this extract, Mentor G is active and introduces the theme, but at the same time, Mentor G reacts to the order that is sequenced by Mentees 8 and 9. This indicates a strong and weak framing value where the mentor controls the selection and sequencing by being both active and reactive in the dialogue. At the same time, Mentor G asks such questions as 'what choices are there?' and uses such non-directive skills as questioning in his feedback. But, at the end of the discussion, Mentor G argues for the importance of discussing this as an issue in a teacher's professional work. In this way Mentor G uses the directive skill of sharing his opinion in his feedback. Mentor G illustrates in this extract how the mentors in this category control the criteria by being both direct and non-direct in their feedback. This indicates, as well, that the mentors in this category have an equally strong and weak framing value.

The equal framing value that the mentors have in these dialogues can also be seen in dialogues H10, 11. In this extract, Mentor H and Mentees 10 and 11 discuss how to give feedback on a given assessment:

Mentee 10: Do you write feedback on the assessments?

Mentor H: Hmm, it varies. I'm kind of a fan of them [pupils] evaluating themselves, or that they write something themselves.

Mentee 11: During the lesson?

Mentor H: For instance, during the lesson, mm . . . What did you have in mind? Because you had intended to go through the test, I know that, but how do we do it?

Mentee 10: Actually, we intended to write on the blackboard, the repeated mistakes, because no one has everything correct and there is something that is often repeated, this was what we had intended.

Mentee 10: But it's difficult to go through a dialogue for instance, but like, inflection of verbs.

Mentor H: Remember to inflect verbs, very important, mm . . . because that's, I believe that it's good, to go through the mistakes that are repeated

In this dialogue, Mentor H reacts to a theme that has been selected by Mentee 10. At the same time, Mentor H sequences the order in collaboration with Mentees 10 and 11, where all three are active and ask questions to move the conversation further. In this way Mentor H illustrates how the mentors in this category are both active and reactive in the dialogues. Moreover, this extract shows how Mentor H uses a non-directive skill such as questioning, asking questions to get the mentees to reflect more on how they want to proceed. At the same time, at the end of the discussion Mentor H shares his opinion and agrees with the mentees' plan to address the repeated mistakes the pupils have made on the test. In this way Mentor H illustrates how the mentors in this category are both direct and non-direct in their feedback.

This also indicates a strong and weak framing value, where the mentors in this category state their opinion, but at the same time are open for input from the mentees.

In sum, these two dialogues are characterized by a strong and weak framing value where the mentors exercise control through a diverse mentor role. These two dialogues have a weaker framing value than the other dialogues and are characterized by the mentors exercising control through their use of various skills in their feedback and through being both active and reactive in the dialogues.

The relation between mentor and mentee roles

This section will use the framing and classification value to examine how these different mentor roles influence the mentee role. The classification value establishes what counts as legitimate communication (Bernstein, 1990) and the

framing value reveals the form of the communication used in the pedagogic relation and the expectations for the acquirer's conduct, character, and manner (Bernstein, 2000). This means that through the different mentor roles, the classification and framing values not only express the relation between the mentor and mentee roles, but also the expectations for the mentee role.

In the first role, the mentors exercise control through *an active mentor role* which, all in all, is characterized by a strong framing value. Bernstein (2000) argues that where the framing is strong, the candidates for labelling will be such terms as conscientious, attentive, industrious, careful, receptive (p. 13). Through an active mentor role, the mentor controls the communication by sequencing the order and selecting the themes in the dialogues. This indicates a more reactive mentee role, where the mentee receives and more passively follows the input provided by the mentor. These roles can create a hierarchical relation between the mentor and mentee and a strong classification where the mentor sets the rules for the communication between them. But, at the same time, there is a weakening in the framing value through this mentor role because the mentors vary in how they communicate the criteria in their feedback. This mentor role weakens the framing value by asking questions, summarizing, and listening. In this way the mentors create a space for the mentees to interact and invite the mentees to play a more active part in the dialogue. This could weaken the classification between the mentor and mentee and create a more reciprocal relationship where the mentee also can set premises for the communication between them. However, in this role, the mentors are still the ones who mainly set the premises for the communication through the strong framing value.

In the second role, the mentors exercise control through *a direct mentor role*, which is characterized by a strong framing value where the mentors use such directive skills as giving concrete advice, sharing their opinion, and providing information in the mentoring dialogue. Here there is a more reactive mentee role where the mentees conscientiously and attentively receive directions supplied by the mentor through direct feedback. These roles can also express a hierarchical relation between mentor and mentee and a strong classification where the mentor sets premises for the communication between them. However, this mentor role weakens the framing value by being both active and reactive in the dialogues. In this way the mentors create a space for the mentees to interact in the dialogues, which can create a more active mentee role where they can introduce themes and sequence the order in the dialogue. This could weaken the classification between the mentee and mentor roles and create a more reciprocal relation between them where the mentee is also given the opportunity to set premises for the communication. Nonetheless, as in the active mentor role, the mentors are still the ones who mainly set the premises for the communication through the strong framing value.

In the third and final role, the mentors exercise control through a *diverse mentor role*. This role is characterized by an equally strong and weak framing value where the mentors exercise control through being both active and reactive, and direct and non-direct. This mentor role has a weaker framing value than the other two, which indicates that the different forms of control exercised by the mentors in this role lead to variations in the relation between mentor and mentee. The weakened framing value gives the mentee a space to interact and the potential to contribute to defining the pedagogic relation. This indicates a more active role on the part of the mentees where they can more actively intervene in the discussion and are given more opportunities to interact. Thus, this mentor role gives the mentee the opportunity to play a more active part in setting the premises for the criteria, selecting the themes, and sequencing the order in the dialogues. This expanded space gives the mentees the possibility to actively ask questions and reflect on their own teaching skills and not just passively follow directions from the mentor. In this way the classification value is weakened and could change the outer limits of what is seen as legitimate communication in the dialogue. However, Bernstein (2000) argues that when the framing is *apparently weak*, the conditions for candidature for labels will become equally trying for the acquirer as he struggles to be creative, interactive, and attempts to make his or her own mark (p. 13). This points out the complicated process of illuminating how the different mentor roles influence the mentee role. When the framing is weak, the mentees might still be trying to follow the directions and activities they think the mentor wants them to follow. This suggests that through both a strong and weak framing value the mentor is still the one in control of the pedagogic relation; it is the form of control that varies.

Discussion

This paper has explored what characterizes the mentor roles as seen in ten mentoring dialogues. The findings reveal that the form of control that is exercised by the mentors can be classified into three groups: control through an active, direct, and diverse mentor role. How these mentor roles influence the mentee role has also been examined. Here the discussion will first be on the mentoring relationship and, second, on the role of the mentor in terms of mentoring education and implications for the future mentor role.

The strong framing value identified through an active and direct mentor role indicates that the mentor exercises a form of control in the dialogues that is in line with research conducted by Duckworth and Maxwell (2014), Mena, Hennissen, and Loughran (2017), Sundli (2007), and Solstad (2013), all claiming that the mentor is active in the dialogues and occupies much of the talking time. At the same time, the strong framing value indicates a more hierarchical relationship between mentor and mentee in these dialogues (Bernstein, 2000).

Therefore, it contradicts the reciprocal relationship between mentor and mentee advocated in research, in Norwegian strategy documents and the framework for the ITE program (Brondyk, Searby, & Kochan, 2013; MER, 2017b; Tonna, Bjerkholt, & Holland, 2017; UHR, 2017), where the mentee role is preferably an active and reflective participant. In a similar manner, the strong framing value indicates a more reactive mentee role which is not in accordance with the reflective model that has characterized Norwegian mentoring tradition, and where focus in research has been on the mentee's reflective practice (cf. Ulvik, Helleve, & Smith, 2018).

The weakening in the framing value through the diverse mentor role indicates a form of control that creates a more reciprocal relationship between mentor and mentee. This role is in accordance with a role that emphasizes both reflection *and* direct feedback (Lejonberg & Tiplic, 2016; Lejonberg, 2018, 2019; Mena, Hennissen, & Loughran, 2017) and, at the same time, a more active mentee role that focuses on the mentee's reflective competence (cf. Ulvik, Helleve, & Smith, 2018). In a similar manner, the weakening in the framing value indicates a mentor role that focuses on the balance between expectations and support in the relationship (Hobson & Maxwell, 2020; Kang, 2020). The national guidelines for the ITE program establish that the mentor should give feedback that promotes learning and creates a systematic and predictable mentoring context for the mentee (UHR, 2017). This then argues for a more active and direct mentor role in which the premises for the outer limits of the mentoring context are set, and where a more reflective approach is assumed through a diverse mentor role.

Bearing this in mind, through the framing value, the findings in this paper indicate that the mentors have strong autonomy to create their role, while they are also given the space to control the pedagogic communication in the mentoring. Consequently, this implies that the policy field has weak control over the mentor and mentee roles. At the same time, both internationally and in Norway, the aim is to increase the mentor's competence through mentoring education (cf. Cochran-Smith et al., 2020; European Commission/EACEA/Eurydice, 2015; MER 2017a; UHR 2017). Bernstein (2000) argues that the external framing value could give indications of whether the pedagogic communication in a pedagogic practice is controlled by external relations. Following Bernstein's thinking, it could be asked whether implementation of mentoring education might be a way of strengthening the external framing value and a way of controlling the pedagogic communication in mentoring.

In the Norwegian context, research on mentoring education points out that a mentoring education program can contribute new perspectives that the mentors can use in the mentoring dialogue (cf. Helleve, Danielsen, & Smith, 2015; Ulvik & Sunde, 2013). As part of such a perspective, the mentors would be autonomous agents who use the theoretical perspectives provided through mentoring education to create their own role as mentor (Ball, 2007). Mentoring education would

then not be concerned with controlling the pedagogic communication in mentoring and would imply maintaining a weak external framing value.

At the same time, some research points out that mentors find that they have changed their perspectives on mentoring after completing mentoring education, where they state that they see to a lesser degree that their job is to convey their own opinions and judgements (Lejonberg, Elstad, & Christophersen, 2015; Rambøll, 2016). This could imply a preference for a role where the mentor voice is more uniform, and the mentors are then more aligned with a role as technicians performing a predefined role (Ball, 2007). Mentoring education would then be concerned with controlling the pedagogic communication in mentoring, which would imply a strengthening of the external framing value. This then accentuates the importance of not only exploring forms of control that are within the mentoring dialogues but also exploring how external relations such as implementation of mentoring education might influence the pedagogic communication in mentoring.

It is also crucial to point out the importance of mentoring education and the need to educate more qualified mentors. The value of the goal to educate more qualified mentors in teacher education through mentoring education is unquestionable. However, what is questionable is the role mentoring education should play in teacher education and whether there is an intention to control the pedagogic communication in mentoring. Mentoring education that strengthens the external framing value could delimit the mentors' space to control the communication and thus, undermine their autonomy, whereas mentoring education that maintains the weak external framing value would support the mentors' autonomy. Therefore, the fact that mentoring education and the mentors' competence have gained political interest shows how, in the future, it could influence the pedagogic communication in mentoring. Consequently, the question is not whether teacher education should educate qualified mentors, but who is going to set the premises for the mentor role and the pedagogic communication in mentoring.

Conclusion

This paper has examined what characterizes the mentor roles employed in ten mentoring dialogues, where the findings indicate that the mentors exercise control through an *active, direct* and *diverse mentor role* which in turn has given indications of the mentee role. As part of these findings, the role of mentoring education in teacher education and how it can influence the future mentor role and the mentoring context has been discussed. However, these research findings do not arrive at any general conclusions about the mentor and mentee roles in mentoring. The research has been focused on the fact that the mentor controls the communication in mentoring and has paid less attention in the analysis to the mentee role and how

the roles mutually influence each other. This can be seen in the fact that Mentor D mentored two mentees in separate dialogues (D4 and D5) and that he or she exercised control through an active role in dialogue D5 and through a direct role in D4. Moreover, both dialogues where the mentors exercised control through a diverse mentor role were dialogues where the mentees were mentored in couples (G8, 9 and H10, 11). Whether this is an implication in relation to how the role of the mentee influences the mentor role cannot be ascertained in this research; more studies are required. Further research should therefore explore whether different forms of control exercised by the mentors are influenced by the different roles assumed by the mentee.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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