

Enhancing Mentoring Quality: The Tri-spheric Ecological Approach to Mentor Selection (TEAMS)

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Abstract

The central role of mentoring in developing and preparing prospective teachers during the clinical experience has been consistently documented in the literature. Screening candidates and selecting the fittest to serve as mentors is an essential process to the successful provision of the necessary professional and personal assistance to the new entrants to the profession. Based on this premise, the present conceptual paper aims to provide a new perspective to the selection process of mentor teachers to support pre-service English as a Foreign Language (EFL) teachers in the Moroccan context. At the current time, the only formal requirements for becoming a mentor are based on a simple expression of interest and a consideration of the academic qualifications the candidate has. This method of selection proved to be problematic in light of new empirical evidence that showed its inherent limitedness and how it created unnecessary difficulties for trainee teachers during practice teaching. The Tri-spheric Ecological Approach to Mentor Selection (TEAMS) framework this paper tries to put forward adds more layers to the screening process of mentor teachers and places it in a wider context with more important factors and players to consider. This approach is then hoped to enhance the quality of mentoring during the practicum and circumvent numerous reported problems that pre-service teachers, unnecessarily, have to endure under the current mentor selection process.

Keywords: collaboration, mentoring, mentoring quality, mentor selection, pre-service training

Cite as: Moussaid, R., & Zerhouni, B. (2018). Enhancing Mentoring Quality: The Tri-spheric Ecological Approach to Mentor Selection (TEAMS). *Arab World English Journal*, 9 (2). DOI: <https://dx.doi.org/10.24093/awej/vol9no2.27>