'The theories make you pay more attention to how things happen.': the impact of theory on the preparation of pre-service teachers
Mentoring in Educational Contexts

Objectives:
- Supports first year students in transition to university through structured workshops
- Provides ‘classroom-like’ experiences to pre-service teacher mentors
- Integrates theory and practice

The Practice
- Work as team
- Pedagogical knowledge
- Content knowledge
- Lesson plans
- Facilitate workshops
- Evaluate
- Classroom management
Theory

Ideas about the nature of educational theory are ideas about educational practice and always incorporate concepts of how theory should be used.
(Carr, 1986)

Phenomenology (Schutz)

Phenomenology as a framework through which individual lived experience can be examined using key concepts, such as, ‘life-world’, ‘definition of the situation’, ‘ideal types’ and ‘stocks of knowledge’. 
Risk Sociology (Beck, Giddens)

**Beck** - ‘risk societies’ - societies of unprecedented risk concerned with the distribution, prevention and minimalisation of risk.

**Giddens** - risks *perceived* as greater.

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**Why?**

- Non-technicist
- Broad view of education
- Particularity of the classroom
- Generality of societal context
Phenomenology

‘Phenomenology I love it, because I got it. It was an eye-opener letting you know where things are coming from. When I’m talking to my friends in the programme, we can actually just bring it up in normal conversation.’

Phenomenology

‘Phenomenology is about thinking really closely about little things that most people really do miss. Most people don’t fully know what they’re bringing to a situation. It’s your whole historiography of yourself … what you bring to that day really depends on what has happened to you until that moment.’
‘Teachers always make generalisations about where the class is from … that is so damaging, because you have this view where you don’t really see the kids who are different from your ideas, because you don’t really expect to see them.’

‘Schutz’s interested in exactly what happens and why, and I think that’s going to be useful to me as a teacher. It’s seeing the workings of the situation. Schutz is so interested in the fine details.’
Risk

- University as risk
- The sense behind behaviour
- Risk as general
- Individualisation of risk
- A negative concept

‘Risk makes you pay more attention to how things happen and why high school students are taking the risks they’re taking.’
Risk

‘Coming to university is hard because you feel that there’s nowhere to go back to. Regardless of whether you’ve been wanting to go to uni your entire life, when you get there, it’s normally pretty different to what you think. You’re at risk.’

Risk

‘We do have a huge desire to control risks…one thing in the literature is that risk is always perceived as being negative. There are very few examples of risk as a positive thing, as opportunity. It’s always risk as threat, as harm, as danger, as heartbreak.’