

## "The Big Sister Model in Educational Training" The Art of Mentoring and fellow Mentoring" (BSM)

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### Abstract

In an ongoing search for new models to streamline college training and mentoring, a different training model was developed called the "Big Sister Model". This model was experienced for five years in the kindergarten-training program at the Kay College of education in Israel. Within this model, two female students are trained in each kindergarten: one in the third college year and the other in the second. Together with kindergarten staff, the two students plan the class curriculum and activities. A third-year student, who possess additional one year experience in practicing (veteran), has the opportunity to mentor a 2<sup>nd</sup> year student who also has the opportunity to observe the training of the third year and get more experience. This process provides a good staff relationship and develops interpersonal relations based on social and psychological elements, which points to a huge positive change in behavior, interpersonal relations and its motivations. In peer mentoring, the mentor accompanies, analyzes, supports, instructs, empowers and provides necessary knowledge in the mentoring process. It undergoes a process of empowerment, leadership, and success (Power et Al, 2011). This study is a continuous action research that aims at examining the effectiveness of the "Big sister" training model. When a third-year student mentors a second-year student, her personality will be accordingly empowered. Moreover, she is exposed to another year of the second year training program, once when she receives guidance in the second year and once more as a 3<sup>rd</sup> year student mentor. The second-year student enjoys continuous training throughout the day with a close colleague in addition to the training teacher and pedagogical mentor. In addition, she reveals the contents and skills of the third year allowing her ongoing internalization over time all third-year program. In the effectiveness of the training, we also sought to deeply examine the areas that this model promotes and strengthens as well as, how much the students perceive it as a training benefactor compared to the regular model in a control group.

**Key words:** Peer mentoring, preservice training program, mentor, mentee, college, leadership

### 1. Introduction

**Kaye College** of education is located in Be'er Sheva in southern Israel, and therefore reflects the population in the region. Approximately 50% of students enrolled are Bedouin (males and females) who attend various specializations. Bedouin<sup>1</sup> society is conservative and controlled by traditional customs and norms, so the existing educational concepts are not always compatible with new educational concepts and sometimes even contradict them. Most of the students are female by time. Bedouin female teacher represents the new educational approach on one hand, and is being fed by the social traditional perception on the other hand. This puts her in a conflict situation and pushes her to preserve the status quo, or to lead to a change in the environment's perceptions (Abu Asbeh, Karakra, A. & Arar, and H. 2007). Empowering her personally and professionally, designs her professional identity to be able to lead and face new challenges and match them to her community needs (Moghadam, 1993; Giddens, 1994; Gilat, 2010).

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<sup>1</sup>Bedouins in Israel are a minority within the Arab minority, part of the population of original Palestinian Arabs who remained in Israel after 1948 war (Abu-Saad, 2001).

**Table 1: Birth and Death Rates among General Population in Israel, Muslims in Israel and Moslems (Bedouins & others) in the Negev, 2008**

Demography characters	Bedouins /Negev	General population /Negev	Moslem population/ Israel	General population/ Israel
Age structure under 14	55.1%	33.8%	41.4%	
Births/1000	43.3	25.9	28.5	21.5
Fertility	6.91	3.68	3.84	2.96
Infant mortality rate/1000	10.6	7.2	7.1	3.9
Gross Mortality Rate	2.2	2.9	2.5	5.4

**Bedouin Female** students usually enroll in college soon after finishing high school. Their ages usually are 18-22. Some of them are already engaged and some got married and have kids. Usually, Bedouin woman education is directed to women's traditional channel of childcare (see Statistical yearbook of Bedouin, 2004, 2013). Thus, most of the Bedouin females study humanities and social sciences in the university and colleges, which allow them to join the teaching field that is perceived as a female profession (Espanyoli et al., 2003). Therefore, Bedouin female students choose this field of specialization at the teacher training colleges, which will prepare them to be teachers in kindergarten or school.

College studies bring the Bedouin female student into a change in personality; enlarging their educational and professional knowledge they require to understand and effectively do their job, they will have an eye and a window to other cultures that affect their social and educational perspectives, and get more qualifications in professional, social and life skills (Sada-Gerges, 2013).

**Table 2: Female Bedouin percentage in Ben-Gurion University and in the Kaye-the Academic College of Education in the years 1998-2002 and 2011**

Year	High studies Institute	Bedouin students	Bedouin female students	% Bedouin female students
1998-2002	Ben-Gurion University	244	54	22.1%
	kaye college	339	216	63.7%
2003	Ben-Gurion University	319	142	44.5%
	Kaye college	430	282	65.58%
2011	Ben-Gurion University	472	311	65.8%
	Kaye college	405	303	74.8%

The curricula in the college are designed to provide adequate and sufficient educational and professional tools to Bedouin female students, which are foreseen to facilitate and support their job as kindergarten and preschool teachers in dealing with the children. However, the curricula do not provide enough personal and social tools needed to promote the necessary changes that female Bedouin students tend to initiate in their conservative community and to stand in front of halts which may be impeded or stop them (Sada-Gerges, 2013).

Training and experiencing the teaching process is a main part of the learning development at the college where the student internalizes the materials and bridges between theoretical learning and experience. So pedagogic training at Kay College is a matter of many challenges. The unique structure of Kaye College and the relationship between the college's visitors requires a constant search for challenges and reforms. However, in order to seek for a new challenge that matched the characteristics of Bedouin society, all the second, third and fourth-year students were recruited in-group interviews in order to hear their opinions and what they thought about what they have had gone through to the college and see on the field. One of the challenges offered was a new training model called the "Big Sister Model, the art of mentoring and peer mentoring" a peer-mentoring program which was suggested to strengthen the training process.

### What is Pedagogic Guidance Program?

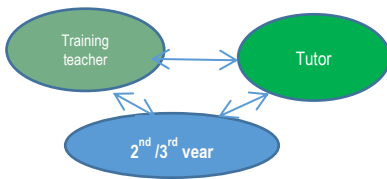


Figure 3 Regular Training Model

According to the Ministry of Education in Israel, College Pedagogic mentoring program is a program in which a college mentor teacher send her / his students to practice the teaching in the field (Walkington, j., et. al., 2001, Hudson, Peter B., 2013). He or she is supposed to provide guidance and feedback to students undergoing teaching in the training classes. In this case, we talk about the kindergarten as a training class. Usually, one or two (mostly) students from the same year (2nd or 3rd-year) do their practicing in training class. Mostly, each student does a separate activity according to the subject and the missions required in the kindergarten. Second-year student usually works in small groups while the 3rd year student is more integrated in managing the circle time activity in addition to the group activities. She is responsible for managing the day's agenda together with the kindergarten staff in several days during the year. The two students work together and separately. At best, a joint work plan is written in cooperation with the teacher and under her supervision. However, it does not always work out. The pedagogical tutor visits the student in the garden, staying for about one to two hours and sometimes more. She watches and follows the student and the children's reactions to the activity she has prepared and performs. Duration of activity is about half an hour. When the student finishes the activity, the counselor asks to sit down with her to give feedback on what she has seen. Sometimes the teacher also joins this feedback session

In the regular training model, the three remaining vertices of the training is a teacher-instructor teacher and a pedagogical instructor (Bates, A.J., Ramirez, L., Dritis, D., 2009). Every student has the mentoring circle shown in (Figure1).

## 2. The Big Sister Model, The Art of Mentoring and fellow Mentoring (BSM):

### 2.1 Developing and Implementing Steps

Relying on the known ancient saying of Roman philosopher Seneca: "while we teach we learn", the peer mentor program was suggested to assimilate what is learned because the best way to understand a concept is to explain it to someone else (Paul, A. 2011). Third-year students will be empowered by the fact that they guide their colleagues, explain to them and building a relationship of teamwork. Thus, long-term exposure further, assimilates the contents, and enables the student to better manage his knowledge. This is what BSM project.

According to CaelaFarren, expertise leading people to mastery and creative management, "Peer mentoring is a form of mentorship that usually occurs between a person who has lived through a specific experience (Peer Mentor) and a person who is new to that experience (the Peer Mentee). "Mentors, who may be older or younger than you, are those who know more about a certain area of expertise than you do. Mentoring is a learning and development partnership between a professional, with in-depth experience and knowledge in a specific area and a protégé seeking learning and coaching in the same area" (Farren, C., 2006). The Peer Mentor may challenge the mentee with new ideas, and encourages the Mentee to move beyond things that are most comfortable. Thus, through peer mentoring, the mentor accompanies, analyzes, supports, instructs, empowers and provides necessary knowledge in the mentoring process. It undergoes a process of empowerment, leadership, and success (Power and Al., 2011; Roberts, A. 2000).

### 2.2 Why "Big sister"?

Big sister in the Bedouin or Arab society is a main character in the house after the mother; she helps in cleaning, cooking, and child caring (Al- Hassani. A., 2012). She tries to be a good modeling for her brothers and sisters and take responsibilities that empower her leadership skills. This name of the project was inspired by one of the first year students who described her mentor as a big sister after one year of peer mentoring. Later on, after discussing the project with the college president this name is adopted.

### 2.3 The project avatar:

The very beginning- 1st step:

It began in Fall Semester 2007 with the goal of increasing the internalization of training process during the college studies for the preschool students. It was motivated by two reasons:

During a collective interview, Bedouin female students in the early childhood program students expressed their fears of being sucked into the traditional teaching system when they finish college and join the teaching system in school, as did some of the college-graduated students, who adopted the traditional ways in teaching after finishing their studies in college. This reason led to the question:

Is the college training program and curricula enough for initialization the modern teaching process? How to strengthen the internalization process? It was suggested to adopt a peer-mentoring model. A peer mentor is defined as a resource, a helping hand, a sounding board, a referral service, providing both personal and professional support for students in the early stages of a graduate program. In peer mentoring, the mentor accompanies, analyzes, supports, instructs, empowers and provides necessary knowledge in the mentoring process. It undergoes a process of empowerment, leadership, and success (Power and Al) research (2011). Various studies (Hoban et al., 2009) found that mentoring increases self-confidence, professional growth, self-reflection, and problem-solving abilities among new / novice teachers as well as mentors. It also promotes peer-to-peer collaboration

Moreover, researchers show that mentoring models based on mutual learning are very effective on the process learning, since the mentor, who is a slightly more experienced colleague, and the mentee, together adopt a position of research, engages together in collaborative reflection, and builds new understandings and each one plays an important role in providing personal and professional input in the process Learning (Le Cornu & Ewing, 2008).

Reviewing all the benefits of the mentoring process encourages the director to adopt it accompanying by action research.

At the beginning of the year 2007-2008, the first year grade-training program was stopped according to the new Ministry curriculum. Therefore, there was a need to bridge the courses they study and the practice. This requires assisting the students in preparing and implementing the activities in a real class during the intensive experience week, which takes place twice a year. For this purpose, one 3rd year student (mentor) was recruited to one or two students in the 1st year (mentee). Individual and group meetings were held to discuss the missions. Students (mentor and mentee) organized the individual meetings every two weeks. While the tutor organized the group meetings to reflect the previous steps, goals, and draw the next action map. Part of the students was from the same place so they met more often on different occasions. First-year students (mentee) earned some benefits from this mentoring program:

Getting help in planning and preparing activities in a kindergarten.

Reporting a nice and fast socialization in college.

Meeting and experiencing the educational process in kindergarten.

".. The mentoring process was excellent, it was fun for me, especially when we attended the kindergarten, in which we tried to deal with the children"... (Ahlam)

".. I learn how to make an activity plan". (Ameera)

"...my mentor was responsible and accompanied me in every step I did... she was like a **big sister** (Najat)

"... I recommend this program for any 1st year student..." (Nuha)

"...My socialization process was better in the college. I felt confident" (Hana)

Third-year students (mentors) also earned some benefits from this mentoring program:

They got an extra credit academic point for tutoring.

They earned social and educational skills by guiding the younger students,

They felt leaders and motivated by getting the chance to lead other students.

"... This program made me feel more confident."

".. .Reveal more to my abilities." (Ziqrayat)

"... Acquaint with other (new) people" (Rasha)

“... Feeling I can be a leader...” (Iman)

“... Learn from my mistakes of last year..” (Khadija)

These feedbacks and much more about the program bring the head of the department who was the mentor at the same time to develop it further. The same students in the 1st year asked for additional guidance in the next year. this moves the project to the second stage of intensive mentoring time.

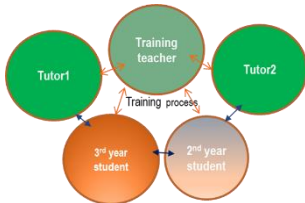


Figure4: Two Tutors Model in BSM

### SecondStage: Two Tutors Model in BSM

Later in the Next year, the 2nd-year student was engaged with a 3rd-year student in the same class with the same teacher but there were two tutors who agreed to be in the program. Tutor1 of the 2nd year students and tutor2 of the 3rd year students. These two tutors have to be in touch with the training teacher, as usual, and visit their student. The two students, mentor, and mentee spend more time together in the same class: wacht each other, help each other and working together in many missions. Tutors' visits occurred mostly at the same days, which adds more visitors to the kindergarten besides. This somewhat hindered the class teachers to be less welcoming. Tutors and students arrange two meeting along the year to reflect the training process improvements and its benefits on students which move the project to the next promotion stage.

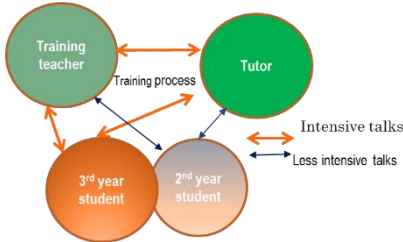


Figure 5: big sister peer- mentoring model

### Third Stage: One Tutor for both students (Mentor and Mentee)

Later in the following year, the same tutor took two college year groups: 2nd-year students and 3rd-year students. She guides both groups in their curricula that is needed for each college year and bridges the issues. Meetings were conducted in separate groups and for the two groups together according to the subjects, plans and new issues arise during the training time on the field.

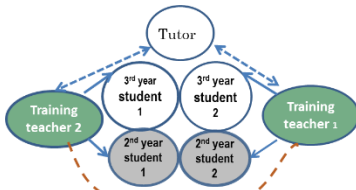


Figure 4: Working unit in two adjacent gardens

#### Fourthstage: Working unit in two adjacent kindergarten

This stage was promoted when field feedback meetings with one class feedback unit: tutor, training teacher mentor, mentee, was taking place and the other class unit join them and share them with their experience which make the two units to have more expanded feedback meeting and the cooperation between the students is expanded to create mentoring team who works together as one unite aiming to contribute to the mentee's training development, the kindergarten curricula, and teamwork. There was a meeting during the day when the teacher assistant takes the class in an activity giving the team to work together once a week to build the final program activities to the next week.

Students usually make contacts with the teachers prior to these meetings to know the upcoming events and issues in the

kinder and plan the ideas to the teachers. This plan of ideas strengthens the relation between all class staff and students. It gave another meaning to the training program

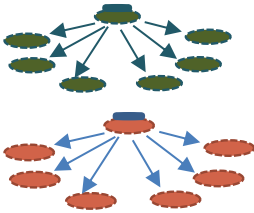


Figure 5: one group member mentoe her group

FifthStage: Creating a networking A In this stage the peer mentoring get another meaning. Every student felt the responsibility to check strengths and weaknesses in his training process. Additionally, all students in the two groups have to fill an anonymous questionnaire about every one in the group as they see them from time to time.

After sorting the points in categories, students take responsibility to work together to strengthen their points by helping each other, everyone with her strong points support others. It can be also showing special activities like telling a story, creative handmade jobs or any different thing she wants her fellows in the group to know. Both groups group members work together to support each other each make easier for everyone (Figure 5).

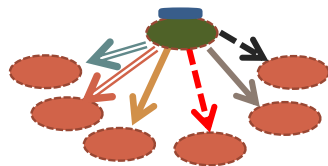


Figure 6:One group member mentors other roup

Later every group can choose one or more from its members to present an issue that she is expert in it to the other group (Figure 6)

These activities rise up during the discussions and add another meaning to the training and teaching process.

This model runs for seven years (it stopped in 2011 and 2016 when its director was in his sabbatical year. During every year two digital questionnaires were delivered to the students. All information discussed with the students that make the entire atmosphere nice and supportive.

### **3. Type of study, purpose, and participants,**

This study is a qualitative action research study that follows the training process while implementing “the Big Sister Model (BSM). Since “Action research” requires ongoing collaboration between researcher and students during the training time. The participants were female Bedouin students in the Bedouin department of early childhood program; it starts with 1st-year students at “mentee position” while third-year students were the “Mentor”. During the process, it was moved to the 2nd-year student (mentee), while 3rd-year student keeps their position as mentors. The study Hypothesis leans on the theory that peer mentoring is very efficient in promoting students skills (Power and Al research, 2011). By collaborating students in the research process and involving them in its purpose, which is to promote the training, and mentoring process. This brings them to be more active in reflecting their steps during their training to bring a promotion and skills enhancement that rise from their needs according to their experience. The tutor or college director get the students involved in reconsideration the type of subjects and decision-making. The range of cooperation varies greatly, from sharing all the considerations related to the research subjects to a more limited level of cooperation. The guiding principle is that the practical people are important partners in the process, whether or not they are major partners, and therefore must be included in decisions concerning their fate and the future. Moreover, providing the feedback is a necessary cognitive need, almost the motivation to understand the field of action and to give meaning to their actions. Moreover, the practice of the practical people mobilizes the level of motivation to cooperate in achieving the goals of the project and intervention feed it (Bridges, D. 2001; Gaventa, J. & Cornwall, A. (2001).

The entire number of participants in the project is 6. of the continuing steps. All the group (students and tutor) make their own group laws and group life, based on the principles of collective decision-making: stages and anchored in the principles of change, (when to meet, what to discuss, How to take decisions, where to implement and how..., through compromise, movement, and freezing (Lieberman, 1980; Forsyth, 1990). According to Fisher, (2003), in peer mentorship, different values and conflicts must be constantly explored and sought to settle them democratically. This action should be taken up to clarify the issues and questions, to their hearts, to decide them and to take decisions that take into account the interests of all those involved in the process (Fisher, K., 2003). The group is the main tool by which changes are made among the participants in the research, and it is used as a decision-making framework. The decision-making process is cooperative and subject to the rules of discussion. Starting from the first steps and continuing forward through evaluating and improving it according to the results and needs. Director, students and evaluating department are involved in getting the results of the new model training process.

### **4. Study questions**

Since peer-mentoring program is a good way to empower students as described before, this study aims to answer the following questions:

Is it possible to put two students from different years in the same training kindergarten in order to improve their experience and empower them?

Is it possible to streamline training by using the “Big Sister Model” (BSM)?

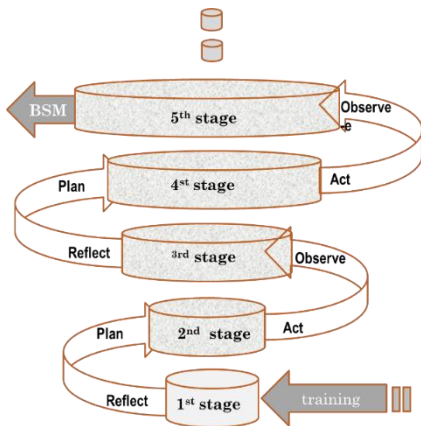


Figure 7: Spiral Promotion, step-by-step BSM

## 5. Research tool

The main research tools used for this study were the collective interviews group discussion. Besides the results of the monthly student training skills evaluating questionnaires and semester project questionnaire. This questionnaire was created during the implementing of the project to reflect the changes done during the project implementing and its impacts. The research strategy

This research has a spiral strategy that starts from the current situation, which was “the regular training system”. By reflecting all answers of the students and as a result of suggestion it was decided to do to “peer mentorship” as a first stage which was promoted according to the student’s backgrounds. Then every step comes after a previous step. As was described in chapter ( 2.3 ), it starts from the needs of the students who become the participants and co-researcher.

First stage: interviewing to reflect issues regarding the training system. The main conclusion from these interviews relying on another case study research done in the same place and time (Sada-gerges, 2017); this research has a spiral strategy, which starts from the current situation (The regular training system). Because of the reflection, peer mentorship was suggested at the first stage that was promoted according to the student’s backgrounds. Then every step comes after a previous step. As was described in chapter (2.2), it starts from the needs of the students who become the participants and co-researcher (Maynard & Furlong, 1993).

After one year in action and training taking into account all the notes, ideas reflected by the meetings of all the involved participants the program promote to another plan which led to Stage 2 Acting according to the plan and observing reflecting stage 3 and so on (figure7).

## 6. Results and discussion

### 6. I: BSM definition

Using a final questionnaire at the end of the every year to get a holistic description about the BSM was obligatory. Students give their opinion after being in the BSM for one year (as mentee) and for two years (as mentors). Nearly 14 students fill in an evaluating questionnaire every year for the last four years. Of course, this questionnaire will have more changes in the future since this program is dynamic and in a constant promotion. The participant Number in the last four years are 14 per year; 7mentors and 7 mentees (total=56). These phrases were repeated during meetings or previous open questionnaires.

“... My colleague in other training program was full of fears. I was relax..I felt more confident to go to a new class because I know that a big sister will wait for me their second year student speaking about the first day in the field...”: Second year student (mentee).



My mentor help me to find out my skills and to use it in the training activities...she is really leader.. I follow her and feel confident regarding the next year activities and context.): Second year student (mentee).

"...To help a peer is nice and gave me more confidence...I started to reveal more to my abilities...To know more about myself, to empower social skills... felt a leader": Third year student (mentor)

".. To be exposed another year to the same context was very good... I review with my mentee the same materials....."Third year student (mentor)

"...we have good team work. Everyone knows what part of the puzzle to put in the comprehensive picture/plan..." Third year student (mentor)

"My other colleague in other training programs works good but not relaxed, planned and well-structured like our team in the Big Sister Model": Third year student (mentor).

These phrases emphasize the contribution of the BSM. They were repeated almost in all interviews and questionnaires.

### 6. I.1-Definission the "big sister model (BSM):

About 44 (20 mentors and 24 mentees) of 56 (78.6%) choose to define the model as it literally sounds and as it was suggested from the beginning (a). It can be explained that participants are still influenced by the Bedouin culture in defining the elder sister role at home and choose to use the expression to express the similarities between the two roles. This means how much the participants see the importance of this role and it implies that the relation between them is very close like sisters. They share emotional moments together as well:

"... We bring breakfast to eat together..." "I was in her marriage the spite that it is away from my home..." she makes me a happy birthday surprise sharing the kindergarten staff..", "I took her opinion about choosing my fiancée..."  
2.Cooperation between the two sisters. Also phrases in 6.II.b (*I was with here in many things. Helped her to use books in the library, how to arrange hair cover, how to use excel to make charts*)

### 6. I.2 The cooperation between the two sisters.

The big majority of the participant seems to agree that the cooperation between the two sisters takes place with all the activities as shown in the previous table (PartI.2). A full acceptance(100%),i.e. all students (28) of mentors and 28 of mentees, was to the phrase "planning activities together" because it seems that being together in the field and close to the training teacher encourage them to use their time and prepare the activities. All plans should be involving the peers together because there is a comprehensive weekly plan leaning in every peer duties in the kindergarten so they have to match activities together. This also leads to the other phrase "mutual support" (PartI.2.g). Being together and planning one plan obligate them to support each other so their plan will succeed.

Other phrases also for major acceptance. The small differences might be because of everyone opinion about how much the activity is perfect.

### 6. I.3. The contribution to the model

Sharing "decision-making" and "designing the future steps" (6.I.3 I,j) were unexpected issues. All the participants seem to feel contributing to the Model and like that. They were 6.of the discussions about improving the model or improving the tutor way of training the trainers and how to manage the relations between all partners. Sharing and being involved give satisfactory to the peers and make them responsible and committed to the program.

**Table 4: BSMdefinetion**

6.I	Defining the model:	Mentor (28)	Mentee (28)
1. Point out how you define the "big sister model (BSM)".	a. An older sister supporting a younger sister, or	20 (71.4%)	24 (85.71%)
	b. Two sisters: one experienced person and one less experienced person who help one another.	8%	4%

6. II:	2. How much you agree with these phrases about the cooperation between the two sisters.	c. Planning activities together	28 (100%)	28 (100%)
		d. Consultation	22(79%)	25 (89 %)
		e. Performing activities and supplementary activities	25 (89 %)	27(95 %)
		f. Mutual feedback	24 (86%)	28(100%)
		g. Mutual support	27(95%)	27(95%)
		h. Experience reflection	26(92.%)	26(92 %)
3. point out what is your contribution to the model	i. Sharing in making decision	28 (100%)	28 (100%)	
	j. Designing the future steps	25 (89 %)	22(79%)	

**Mentor evaluation:**

6. II.a. BSM Contribution to the Mentee / professional skills

Mentors evaluate their contribution to professional skills of the mentee (Daloz, L. A. 1990) in Table 5 6II.a. Half of them give score 5 (very strong) and 32% give score 4 (strong) to the phrase “*Development of self-confidence of the mentee in the kindergarten*” (II.a.1). This means that these mentors really think that they are a help to the mentee by supporting them to be more confident. Since, we speaking about training and teaching, this, of course, related to the other phrase (II.a.6): “*How to implement an activity*”. Knowing what to do and how, in the training field, means to be confident. Thus, mentors understand they are supporting to the self-confidence. The same but fewer mentors seem to give the strong voting is what they give to the phrase (II.a.2): “*How to develop a conversation with the children in the group*”. Talking and managing a conversation is very important to the mentee’s professional skills especially when they work with a small group and introducing the activity to the children. Since the mentor was in this position in the previous year this is a strong point for her in knowing how to evaluate her support. Not all mentors have the ability and not all of them feel very good to support this skill or to train this skill. They know that the mentee has one more year of training before going out to the field. The phrases (6.II.a.) (7. *How to treat children*; 8. *How to deal with learning problems*; 9. *How to deal with behavioral problems*) are skills in which mentors cannot give full support on them because they are also still training these skills. However questionnaire answers show high scores, no. 4 (strong) and 5 (very strong). Most mentors (more than60%) think they nicely supports the mentee. It is certainly very good and of course, it helps the tutor (the college mentor) to strengthening these skills better.

Phrase (6.II.a.10), (*Give constructive criticism and make a reflection*), Most mentors (64%), give high score or degree to the reflection they could give to mentee. Making a reflection to any activity put the reflector in a thoughtful and evaluating position that also enhance his way in making these activities. The phrase (6.II.a.11) (*Be a modeling person*), give the full picture about the responsibility that mentor feel commitment towards the mentee and the BSM by being a model person and try to give the good picture about the

**Table 5: Mentor evaluation**

6. II. Mentor evaluation		28				
II.a	BSM Contribution to the Mentee / professional skills Point out the following statements that you think you influenced on the mentee. Please rate from 1 (very weak) to 5 (very strong)	1 weak	2	3	4 strong	5 very strong
	1. Development of self-confidence of the mentee in the kindergarten	0	0	5 (18%)	9 (32%)	14 (50%)
	2. How to develop a conversation with the children in the group	0	0	4 14%	8 (29%)	14 (50%)
	3. Planning activities in the kindergarten	0	0	0	20 (71%)	8 (29%)
	4. Adapting activities to the subject, age and level of children	0	0	5 (18%)	9 (32%)	14 (50%)
	5. Preparing and creating ideas for activities,					
	6. How to implement an activity	0	0	0	14	14

					(50%)	(50%)
	7. How to treat children	0	0	9 (32%)	9 (32%)	10 (36%)
	8. How to deal with learning problems	0		8 (29%)	7 (25%)	13 (46%)
	9. How to deal with behavioral problems	0	0	9 (32%)	14 (50%)	5 (18%)
	10. Give constructive criticism and make a reflection	0	0	9 (32%)	9 (32%)	10 (36%)
	11. Be a modeling person	0	0	0	10 (36%)	18 (64%)
II.b	Are there other things that you think you influenced the mentee during the BSM? ...I was with here in many things. Helped her to use books in the library, how to arrange hair cover, how to use excel to make charts.....					
II.c	BSM Contribution to Mentor: Evaluate how BSM influenced on you Rate from 1 (very weak) to 5 (very strong)	1	2	3	4	5
	1. Self-confidence	0	0	0	4 14%	24 (86%)
	2. Development of training or mentoring skills	0	0	0	14 (50%)	14 (50%)
	3. Sense of leadership	0	0	0	13 (46%)	15 (52%)
	4. Feeling more responsible towards the kindergarten	0	0	0	14 (50%)	14 (50%)
	5. Improving observation skills	0	0	0	4 14%	24 (86%)
	6. Accept constructive criticism from the little sister	0	0	0	6 (21%)	22 (79%)
	7. Less stress created with the class partner comparing with the same level partner	0	0	0	3 (10%)	25 (89.28%)
	8. Assimilation of various topics and content	0	0	0	0	28 (100%)
II.d	Are there any more other things that you think you got or developed from your participation in the BSM? It was important to us to see the activities, which we work on it last year from another point of view again and evaluate it ... amazing					
II.e	Do you regret being in this program? If you come back one year, will you choose this program or the other program? In the beginning, I thought it will be very hard, but I want to be because I appreciated my mentor and I want to be good mentor as well. This is the best thing ever happened to me in college.					

## 6. II.c BSM Contribution to Mentor

Like mentees, mentors speak about improving personal and social skills. Being “*self-confidence*” can come true by being responsible to show her knowledge to the mentee. This is different from the regular program when the two peers or students from the same college year (grade). In most situation even if they are best students and best friends sometimes competition rise in front of the training teacher and the tutor which makes one of them in most cases looks “bright” who is capable and know everything and the other less capable. In the BSM program, any mentor whatever she is bright or not, will be superior to her mentee by knowledge. First, she was in the second year and know its materials; second, she was exposed to the third year materials by being watching and working with her mentor in the same program and the same class, which make her more, relax and confident. She is experienced with one more year and knows what is she going to do in the current year, all this make her feel able to lead and develop mentoring skills (phrases II.c.1-3). Being confident allow also her to

“accept constructive criticism” from her mentee because she has been their last year and understand what her mentee can get from the observing her (phrase II.c.6).

## 6. III Mentee Evaluation

### BSM Contribution to the Mentee / professional skills

Looking at table 6 allowing having a comprehensive idea about the contribution of mentoring process on mentee in the BSM from the Mentee point of view. The majority of students (mentees) give high score to the “phrases III.1-12” which expressing the goals of the BSM. These goals are known to the mentees as something to be reached during the program to enhance the training process and its impacts. Which means they think that they achieved the BSM goals. All mentees think that this program built self-confidence regarding the professional skills (89% scores 5, 11% scores 4). The same in developing activities in the training class (89% scores 5, 11% scores 4). Almost the same while talking about “Preparing and creating ideas for activities”. Being with someone supporting and more experienced improve the personality and the professional skills (Power and Al., 2011; Roberts, A. 2000).

The lowest scores that the Mentees give in evaluating what they got from the BSM where moderate scores to the phrases (3: not high not weak):

“How to develop a conversation with the children in the group” (21%), “How to treat children” (18%), How to deal with didactical problems” (18%), “How to deal with behavioral problems” (21%). All of these phrases talk about the relation preserve student- child. These skills come from the experience and being more time with children to assimilate the way to treat the various characters of children.

These mentees have only one-year experience with children working mostly in a small group. These skills need more experience to be improved them. Other students who are the majority, think that they got good skills.

An impressed impact of the BSM on mentees is the reflection skills. Reflection aims to explore how improvement can come from collecting evidence training. Being part of the weekly reflection meetings: with the tutor, the mentor, the training teacher, give them the modeling reflection,

**Table 6: Impact from the peer mentoring (BSM)**

6.III: Impact from the peer mentor (Second year responses)	Strong 5	4	3	2	weak 1
1. Development of self-confidence	25 (89 %)	3 (11%)	0	0	0
2. How to develop a conversation with the children in the group	8 (29%)	14(50%)	6 (21%)	0	0
3. Planning activities in the kindergarten	25 (89 %)	3(11%)	0	0	0
4. Acclimating activities to the subject, age and level of children	14 (50%)	6 (21%)	8 (29%)	0	0
5. Preparing and creating ideas for activities,	6 (21%)	22(79%)	0	0	0
6. How to implement an activity	22 (79%)	5 (18%)	1 (3%)	0	0
7. How to treat children	6 (21%)	17(60%)	5(18%)	0	0
8. How to deal with didactical problems	6 (21%)	17(60%)	5(18%)	0	0
9. How to deal with behavioral problems	14(50%)	8 (29%)	6 (21%)	0	0

10. Give constructive criticism and make a reflection	26(92. %)	7 (2%)	0	0	0
11. Be a personal example and modeling	26(92. %)	7 (2%)	0	0	0
12. be exposed to the next year curricula by watching the mentor activities	28 (100%)	0	0	0	0

All of answers show how much the students are satisfied from their mutual contribution. Most answers are strong to very strong which emphasize the sayings or the phrases as a stable statement with a "prove" regarding the BSM contribution.

## 7. Conclusions

Peer mentoring in the BSM adds another level in the social relation between students who practice teaching in the same class. There was less stress between the couple (the two preservice student), because they behave as a one learning-unit and they working as a team group to promote a shared project. The well-constructed professional development programme on BSM-mentoring promotes the quality of mentoring for enhancing preservice teachers' (Hudson, P.; Spooner-Lane, R.; Murray, M., 2013). Both of the students felt more self-confident in behaving during the training process; promote many skills: constructive reflection, team working preparing activities. They were exposed to another year training curricula, the second-year students learn about the next year curricula by watching the 3<sup>rd</sup> year training activities during the training day. The 3<sup>rd</sup> year students examine the second year-program curricula by mentoring and watching their mentees, which add assimilation and internalisation to the learning process. third year mentors add leading skills to what they promote during BSM (Grierson A. L.; Cantalini-Williams, M., Wideman-Johnston, T.; Tedesco, S. 2011). Besides the nice and supportive atmosphere of the team working and feeling relax and motivated to work together.

## 8. Recommendations

To continue in this program adding evaluation points or stations for participants skills with contrasting to other students from other training programs.

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