Cover Page

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APPENDICES

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Appendix 1. Interview topic list for the task-based interviews

Task-based section

Probes regarding the mentor teachers' approach:
- What where your goals in the mentoring conversation?
- How did you try to achieve these goals?
- Did you achieve your goals? Why/why not?
- Where you satisfied with the conversation? Why/why not?
- What did this conversation confirm for you about this novice teacher?
- What new insights did you gain about this novice teacher?
- How does this conversation compare to conversations you normally have with this novice teacher?
- How does this conversation compare to how you generally carry out mentoring conversations?

Specific probes based on observed mentoring conversation:
- Present observed behavior
- Do you often do that?
- Why do you consider it important to do that?
- What is the effect of doing that?

Probes regarding the mentor teachers' appreciation of the novice teacher:
- What do you think the novice teacher tried to achieve in the conversation?
- How did he/she try to achieve that?
- Did he/she succeed in doing so? Why/why not?
- What do you think is his/her major concern currently?
- What is your current major concern about this novice teacher?
- What have you learned from this novice teacher?

General section
- How do you build up the mentoring process from the beginning, when the novice teacher enters school, to the end when he/she leaves?
- How does the relationship between you and your mentees change in the course of the practicum?
- What does this mean for your role in the relationship?
- Do you recognize common patterns in how novice teachers develop?
- How do you accommodate to these patterns in your mentoring approach?
- Are you involved in assessment for the teacher education institute?
- Are you involved in assessment for school tenure?
- Does mentoring have an impact? In what way?
- How have you changed in your mentoring approach?
- What has been most influential in how you mentor novice teachers?

Appendix 2. Attributes of mentee teachers' learning expressed by mentor teachers.

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
A. Teaching: mentee teacher teaching behaviour		
A.1 Interactions with pupils and classroom management	1a. Selfless	being selfless, considering the needs of others
	1b. Self-centred	being self-centred, preoccupied with oneself, one's own status, needs, feelings.
	2a. Personal	engaging in personal contact with and being close to pupils, having a friendly relationship with pupils and caring for their personal well-being
	2b. Impersonal	remaining distant and impersonal towards pupils, showing little care for pupil's personal well-being, not engaging in personal contact with pupils.
	3a. Pupil influence	providing for pupil autonomy, influence, self-expression, collaboration, interaction.
	3b. Teacher control	being controlling/strict, offering little room for pupil autonomy, influence, self-expression, collaboration, interaction.
	4a. Assertive	having an assertive and authoritative presence in class with few problems in maintaining discipline.
	4b. Unsure	having an unsure, nervous presence in class with regular problems in maintaining discipline.
	5a. Consistent	being clear and consistent towards pupils about expectations, rules and consequences, providing structure.
	5b. Inconsistent	being inconsistent towards pupils about expectations, rules and consequences, being chaotic, unclear, disorganized and not providing structure.

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Appendix 2. (continued).

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
A.2 Knowledge, beliefs and approaches towards learning, instruction and content	6a. Serious	being serious and perfectionist about teaching, setting high standards for oneself.
	6b. Relaxed	being relaxed and playful about teaching, not setting high standards for oneself, being quickly satisfied.
	7a. Flexible	being flexible in executing lesson plans, deviating from lesson plans to adapt lessons to emerging circumstances.
	7b. Inflexible	being inflexible and sticking to the lesson plan regardless of circumstances.
	8a. Knowledgeable	being knowledgeable about content, having a deep/broad understanding/knowledge of content.
	8b. Uneducated	being uneducated, having a superficial/narrow understanding/knowledge of content.
	9a. Excellent teaching/learning	teaching with excellence, achieving deep learning in pupils
	9b. Inferior teaching/learning	providing mediocre/inferior teaching, achieving only superficial learning in pupils.
	10a. Planned teaching	planning for learning outcomes and various teaching strategies to achieve these outcomes.
	10b. Ad hoc teaching	teaching ad hoc without much planning for learning outcomes and appropriate teaching strategies.
	11. Educational values and mission (various)	differences in personal values and beliefs regarding the purpose of teaching, schooling and the role of the teacher.

Appendix 2. (continued).

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
B. Learning to teach: mentee teacher learning to teach and development as a teacher.		
B1. Generic attributes of mentee teacher learning to teach	12a. Quick proficiency	quickly being proficient at teaching, already having or quickly developing critical skills/qualities.
	12b. Hard learning	having to work hard to become proficient at teaching and develop critical skills/qualities, having little/few of them to start with.
	13a. Good outcomes	finishing teacher training with good outcomes, well up to standards.
	13b. Poor outcomes	finishing teacher training with poor outcomes, not or barely up to standards.
	14a. Easy to mentor	being easy to mentor, requiring little mentor effort to achieve desired interactions and outcomes.
	14b. Difficult to mentor	being difficult to mentor, requiring much mentor effort to achieve desired interactions and outcomes.

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Appendix 2. (continued).

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
B2. Mentee teacher professional commitment and identity	15a. Identification	identifying with the tasks, responsibilities and role boundaries of being a teacher, knowing and performing these.
	15b. Non-identification	not identifying with the tasks, responsibilities and role boundaries of being a teacher or having much difficulty doing so, not knowing or not performing these.
	16a. Enterprising	being enterprising, taking initiative, risk, exploring teaching and widening one's experience.
	16b. Passive	being passive, avoiding risk, not exploring teaching, restricting one's experience.
	17a. Staying	staying on as a teacher and pursuing a teaching career.
	17b. Leaving	leaving the profession, not pursuing a teaching career.
	18a. Classroom	focusing on classroom work, not on the wider school organization.
	18b. School	focusing on and pro-actively participating in and being a member of the school organization.

Appendix 2. (continued).

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
B3. Mentee teacher dealing with emotions in the learning process	19a. Persevering	persevering, maintaining effort to learn and improve despite adversity.
	19b. Giving up	lowering effort, giving up, walking out, and acting helpless.
	20a. Self-confident	being confident, assured and secure about one's own capabilities, having a high expectation of success.
	20b. Doubting	doubting and being unsure, insecure about one's own capabilities, having a low expectation of success.
	21a. Rational	reacting rationally to teaching experiences, focused on the teaching/learning process, not taking experiences very personally.
	21b. Emotional	reacting more emotionally to teaching experiences, focused on feelings about teaching, taking experiences very personally.
B4. Mentee teacher role in guided problem solving	22a. Open	being open/willing to being mentored and to consider feedback and advice.
	22b. Closed	being closed/unwilling to be mentored and to consider feedback and advice.
	23a. Aware/ accepting	being aware of and accepting responsibility for one's influence on pupils and lessons, attributing internally.
	23b. Unaware/ denying	being unaware of and denying responsibility for one's influence on pupils and lessons, attributing externally.
	24a. Trying out	trying out devised solutions and changing one's teaching.
	24b. Not trying	not trying out devised solutions and not realizing changes in teaching.

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Appendix 2. (continued).

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
C. Person: personal attributes of mentee teachers		
	25a. Independent	showing independent thought to find and solve problems in teaching.
	25b. Dependent	depending on the mentor to find and solve problems in teaching.
	26a. Female	being female.
	26b. Male	being male.
	27a. Younger	being younger.
	27b. Older	being older.
	28a. Regular route	following regular teacher training.
	28b. Alternative route	following an alternative route to teacher certification.
	29a. Original	having a unique, remarkable, individual personality.
	29b. Common	having a common, unremarkable personality.
	30a. Agreeable	having a positive, agreeable, sociable disposition.
	30b. Disagreeable	having a negative, disagreeable, unsociable disposition.
	31a. Mature	being mature, having a well-formed sense of self, personal purpose and society, being capable of independent choice in personal life and accepting consequences of personal choices.
	31b. Immature	being immature, having limited knowledge of society, seeking a sense of self and purpose, being incapable of independent choice and/or accepting consequences of choices.

Appendix 2. (continued).

Domain of mentee teacher functioning	Attribute of mentee teacher learning	Content of the attribute
D. Context: the mentoring or school context of mentee teachers		
	32a. Match	a good match between the mentee teacher and the school system, local school or educational culture/profession.
	32b. Mismatch	a mismatch between the mentee teacher and the school system, local school or educational culture/profession.
	33. Mentor (various)	differences in mentor knowledge and experience impacting on the mentoring relationship with the mentee teacher.

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Appendix 3. Attributes of mentee teacher learning and indicators of association with mentoring activities.

Attribute of mentee teachers' learning	1 Range of mentoring activities[1]	2 Total associations[2]	I Maximum agreement[3]	II Proportional agreement[4]	III Ratio (1/2)[5]
A. Teaching					
A1.1a. Selfless	1	1	0	0,00	1,0
A1.1b. Self-centred	7	7	0	0,00	1,0
A1.2a. Personal	7	10	2	0,01	0,7
A1.2b. Impersonal*	16	25	**4**	**0,06**	**0,6**
A1.3a. Pupil influence	2	3	1	0,00	0,7
A1.3b. Teacher control	9	11	2	0,01	0,8
A1.4a. Assertive	8	9	2	0,01	0,9
A1.4b. Unsure*	12	19	**3**	**0,03**	**0,6**
A1.5a. Consistent	1	1	1	0,00	1,0
A1.5b. Inconsistent	1	1	1	0,00	1,0
A2.6a. Serious	9	10	1	0,00	0,9
A2.6b. Relaxed*	9	15	**4**	**0,08**	**0,6**
A2.7a. Flexible	2	2	1	0,00	1,0
A2.7b. Inflexible	2	2	1	0,00	1,0
A2.8a. Knowledgeable	4	4	1	0,00	1,0
A2.8b. Uneducated*	6	10	**3**	**0,04**	**0,6**
A2.9a. Excellent teaching	1	1	1	0,00	1,0
A2.9b. Inferior teaching	2	3	2	**0,03**	0,7
A2.10a. Planned teaching	5	6	2	0,01	0,8
A2.10b. Ad hoc teaching	5	7	2	0,02	0,7
A2.11. Educational values*	5	10	**3**	**0,04**	**0,5**
B. Learning to teach					
B1.12a. Quick proficiency	4	4	1	0,00	1,0
B1.12b. Hard learning	8	9	2	0,01	0,9
B1.13a. Good outcomes	2	2	1	0,00	1,0
B1.13b. Poor outcomes	5	7	2	0,01	0,7
B1.14a. Easy to mentor	1	1	1	0,00	1,0
B1.14b. Difficult to mentor	7	8	2	0,01	0,9
B2.15a. Identification	3	3	1	0,00	1,0
B2.15b. Non-identification	5	7	2	0,02	0,7
B2.16a. Enterprising	2	2	1	0,00	1,0
B2.16b. Passive	10	11	2	0,01	0,9
B2.17a. Staying	1	1	1	0,00	1,0
B2.17b. Leaving	2	2	1	0,00	1,0
B2.18a. Classroom	1	1	1	0,00	1,0
B2.18b. School	1	1	1	0,00	1,0
B3.19a. Persevering	1	1	1	0,00	1,0
B3.19b. Giving up	4	4	1	0,00	1,0
B3.20a. Self-confident*	11	17	2	**0,03**	**0,6**
B3.20b. Doubting*	16	31	**4**	**0,07**	**0,5**
B3.21a. Rational	2	2	1	0,00	1,0
B3.21b. Emotional*	2	4	2	**0,04**	**0,5**
B4.22a. Open	4	4	1	0,00	1,0
B4.22b. Closed*	9	15	**3**	0,02	**0,6**

Appendix 3. (continued).

Attribute of mentee teachers' learning	1 Range of mentoring activities[1]	2 Total associations[2]	I Maximum agreement[3]	II Proportional agreement[4]	III Ratio (1/2)[5]
B4.23a. Aware/accepting	5	5	1	0,00	1,0
B4.23b. Unaware/ denying*	7	11	**3**	**0,03**	**0,6**
B4.24a. Trying out	2	2	1	0,00	1,0
B4.24b. Not trying	6	9	2	0,01	0,7
B4.25a. Independent	4	4	1	0,00	1,0
B4.25b. Dependent	9	12	2	0,01	0,8
C. Person					
C.26a. Female	4	5	2	0,02	0,8
C.26b. Male	3	3	1	0,00	1,0
C.27a. Younger	4	4	1	0,00	1,0
C.27b. Older	7	8	2	0,01	0,9
C.28a. Regular route	1	1	1	0,00	1,0
C.28b. Alternative route	1	1	1	0,00	1,0
C.29a. Original	2	2	1	0,00	1,0
C.29b. Common	0	0	0	n/a	n/a
C.30a. Agreeable	2	2	0	0,00	1,0
C.30b. Disagreeable	6	7	2	0,01	0,9
C.31a. Mature	7	9	**3**	0,02	0,8
C.31b. Immature	7	8	2	0,01	0,9
D. Context					
D.32a. Match	0	0	0	n/a	n/a
D.32b. Mismatch	2	2	1	0,00	1,0
D.33. Mentor (various)	0	0	0	n/a	n/a

Note: * Indicates attributes for which at least two indicators meet criteria for shared attribute-activity associations.

Numbers **in bold** indicate scores on indicators that meet criteria for shared attribute-activity associations.

[1] Range: number of different mentoring activities that mentors expressed in association with the attribute of mentee learning.

[2] Total associations: number of times the attribute of mentee learning was mentioned in association with a mentoring activity.

[3] Indicator I: Agreement at activity level - highest number of mentors that mention the same mentoring activity for the attribute of mentee learning.

[4] Indicator II: Agreement at pattern level - average proportional agreement between mentors across all mentoring activities expressed in association with the attribute of mentee learning.

[5] Indicator III: Discrimination at pattern level - ratio of Range (1) over Total associations (2), calculated as (1) / (2).

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PUBLICATIONS

Published articles

Van Ginkel, G., Oolbekkink, H., Meijer, P.C., & Verloop, N. (2016). Adapting mentoring to individual differences in novice teacher learning; the mentor's viewpoint. *Teachers and Teaching: Theory and Practice, 22*(2), 198-218. https://doi.org/10.1080/13540602.2015.105543

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CURRICULUM VITAE

Gisbert van Ginkel was born in Utrecht, the Netherlands on December 7, 1970. He completed his secondary education at the Christelijk Lyceum in Zeist, graduating in 1989. Afterwards he studied Tropical Land Use at Wageningen University. He graduated in 1997 as a Master of Science in Tropical Land Use. His master's thesis was titled 'Getting organized; a comparative study on standards of organizational practice in two villages cooperating with social forestry projects in Senegal'. From 1998 to 2000, Gisbert was employed as a math teacher at Scholengemeeschap de Goudse Waarden in Gouda, and subsequently at Olympus College in Arnhem. In 2000, Gisbert enrolled as a PhD candidate at ICLON, Leiden University Graduate School of Teaching. His research project focused on mentor teachers' practical knowledge of adaptive mentoring. From 2007 to 2009, he combined this with a part-time appointment as an education development assistant at the Instituut voor Leraar en School, Radboud Universiteit Nijmegen and the Expertisegroep Opleiden in the Dieptepilot De Professionele Opleidingsschool, Alliantie VO Nijmegen. Since 2009, Gisbert is employed as a teacher educator at Radboud Teachers Academy, Radboud Universiteit Nijmegen. He works as instituutsopleider for the aspirant Opleidingsschool Noord Limburg and as schoolbegeleider for the project Begeleiding Startende Leraren.

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