

**SUPERVISION AT CROSSROADS: PEDAGOGICAL MENTORS
DEVELOP NEW METHODS****E. Yariv**

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There is an increasing interest worldwide in constructivist teaching and learning methods, including self-regulated learning models (McCaslin et al. 2006). Four years ago, our college initiated an experimental project in 'cooperative self-learning' based on four premises: a) Lecturers discuss and consult with students about the course rationale and instructional methods, b) relative freedom is given to students to choose what and how they would like to study, c) students are encouraged to take personal responsibility for managing and monitoring their own learning progress and d) group study, mentored by the lecturers, is promoted

As a college that prepares the next generation of teachers, we wish to involve our students as equal partners. For this reason, we developed, in collaboration with the pedagogical mentors of the college, a 'client centered' supervision model that would replace the pervasively used 'clinical supervision' model. Over the last two years, we have led 10 bi-monthly workshops that were aimed at developing new pedagogical supervision methods to encourage our 3rd-year students to experience teaching their classes according to cooperative self-learning methods.

In order to understand the social, emotional and 'political' aspects of change, we are currently conducting evaluative research (Cohen, Manion & Morrison, 2011). Our objectives are to identify how the workshops influenced the mentors, how supervisors use this model and how the student teachers benefited by implementing these methods in their classes. We used various research tools: a survey of supervisors and student teachers, observations of 3 supervision meetings in the training classes and 10 interviews with mentors, student teachers and department heads. Preliminary findings show that although most of the supervisors participated in the workshops, only half actually prepared their own programs to teach their student teachers and a relatively small number of student teachers actually used cooperative self-learning methods. The discussion will elaborate on the hidden factors that encourage and hinder instituting change in teaching methods in a college.