

Accredited Mentors in Chile: Conceptions and Practices of Mentorship

Catherine Ximena Flores Gomez

Universidad de Santiago de Chile, Chile

Abstract:

In 2016, Chile introduced the Teacher Professional Development System (SDPD), which establishes induction and mentorship as a right for all beginner teachers who enter professional practice in state-funded schools. This study is part of a larger project that aims to analyze the perceptions and experiences of the different actors involved in the process of establishing and implementing the Support System for Training, as well as the induction and integration system of teachers covered by Law 20.903. The objective of this study is to analyze the perceptions and mentoring practices declared by the mentor teachers who have been trained under the new law. To this end, semi-structured interviews, lasting between 45 to 60 minutes, were conducted with 10 mentors. The preliminary findings give rise to the concept of Empathetic Leadership, which refers to the essential characteristics that teachers dedicated to mentorship must possess. The second concept is Empathetic Leadership in Action, which addresses the practical application of these characteristics in specific institutional contexts. The implications of the findings will be discussed.

Keywords:

Induction, mentoring, empathetic leadership