

## **From Proficiency to High Accomplishment: Transformative Inquiry and Institutionalization of Mentoring Practices in Teacher Education in South-Western Nigeria**

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**Abstract :** The transition from being a graduate teacher to a highly accomplished teacher has been widely portrayed in literature as challenging. Pre-service teachers are troubled with complex issues such as implementing, assessment, meeting prescribed learning outcomes, taking risks, supporting eco sustainability, etc. This list is not exhaustive as they are further complicated when the concerns extend beyond the classroom into the broader school setting and community. Meanwhile, the pre-service teacher education programme as is currently run in Nigeria, cannot adequately prepare newly trained teachers for the realities of classroom teaching. And there appears to be no formal structure in place for mentoring such teachers by the more seasoned teachers in schools. The central research question of the study, therefore, is which institutional framework can be distinguished for enactment in mentoring practices in teacher education? The study was conducted in five colleges of education in South-West Nigeria, and a sample of 1000 pre-service teachers on their final year practicum was randomly selected from the colleges of education. A pre-service teacher mentorship programme (PTMP) framework was designed and implemented, with a focus on the impact of transformative inquiry on the pre-service teacher support system. The study discovered a significant impact of mentoring on pre-service teacher's professional transformation. The study concluded that institutionalizing mentorship through transformative inquiry is a means to sustainable teacher education, professional growth, and effective classroom practice. The study recommended that the government should enact policies that will promote mentoring in teacher education and establish a framework for the implementation of mentoring practices in the colleges of education in Nigeria.

**Keywords :** institutionalization, mentoring, pre-service teachers teacher education, transformative inquiry

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