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## Context Matters: Contextual Factors Informing Mentoring in Art Initial Teacher Education

Abstract: This paper explores the contextual factors that shape mentoring practice in Art Initial Teacher Education. Base on in-depth interviews, non-participant observations and stimulated-recall interviews with participants, we examine how various factors related to the context of mentors' work influence their approaches to subject matter mentoring. Adopting a discursive stance to mentoring, we use critical discourse analysis to expose connections between mentors' language, ideas and beliefs and the broader context of subject matter mentoring. In each mentoring setting studied, the analysis surfaces distinctive contextual factors that are grounded in mentors' interpretations of the roles and functions of their subject matter domains. We show how these factors inform mentors' perceptions of the purposes and processes of mentoring and their enactments in practice. Our findings offer an extended perspective to subject matter mentoring and new directions for thinking about context in mentoring. Implications for mentor preparation and selection are discussed.

情景的重要性：情境因素对初任教师教育实践的影响

内容摘要：初任教师教育，本文探索实践具有塑造作用的情景因素。基于深度采访、非参与观察和参与者的刺激回忆，本文探究与工作情景相关的因素如何影响教师的学科指导方法。采用话语分析的立场，我使用批判性话语分析剖析教师的语言、想法、信念和广泛的学科指导情景之间的关系。情景分析揭示出了与众不同的情景因素。情境因素基于其在所在的学科领域的角色及其作用的理解。我展示了这些因素如何增加教师的指导目标、过程以及实践的知晓。我的研究拓展了学科指导角度；同时也对教师指导的情景因素提供了新的思考方向。我基于本研究对培养和教育的影响。