

Abstract: A comparative study to mentor new teachers in China ,Estonia and the Arab Republic of Egypt

Preparation of

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The study problem is determined by answering the following question: What is the suggested Proposal for the mentoring of the new teachers in Egypt in the light of the experiences of China and Estonia in accordance with the conditions of Egyptian society?

The study deals with the mentoring of new teachers in China ,Estonia and Egypt in terms of: professional development of teachers, induction and mentoring and the role of the principal in the process of mentoring.

The study seeks to develop a suggested Proposal for the mentoring of new teachers in Egypt in the light of the experiences of China and Estonia in accordance with the conditions of Egyptian society.

To achieve this objective, the study applies the comparative approach according to the following steps:

The first step presenting a general framework of the study, includes the introduction of the study, the problem, the importance of the study, its objectives, methodology, limits, terminology, previous Arab and foreign studies, and finally the study steps

Step 2: Providing a theoretical framework on the mentoring of new teachers

Step 3: The reality of the mentoring of new teachers in China, Estonia and Egypt (professional development of teachers, induction and mentoring and the role of the (principal in the process of mentoring).

Step 4: Interpreting the similarities and differences between mentoring new teachers in China, Estonia and Egypt.

Step 5: Presenting a suggested Proposal for the mentoring of the new teachers in Egypt benefiting from the experiences of China and Estonia.

key words:

induction , mentoring , New teachers , Estonia , China ,Egypt