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Mentors' Capacity Programme

and its resources

WP 2 – Participatory design of policy instruments

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Contents

WELCOME TO MENTORS' CAPACITY PROGRAMME	7
PRESENTING THE HANDBOOK	10
BACKGROUND	13
CONCEPTS BEHIND THE MCP	14
MCP CURRICULUM	15
MENTORS' CAPACITY PROGRAMME	17
BUILDING BLOCK I: MENTORING IN TEACHERS' INDUCTION PROGRAMME	18
UNIT I - ROLE OF THE MENTOR	19
DURATION, ACTIVITIES AND DYNAMICS	21
Activity 1: Role of the Experienced Teacher 60 Minutes	21
Activity 2: Responsibility in the Mentoring Relation 20 Minutes	22
Activity 3: Ethics and Mentoring: a close relation 40 Minutes	22
UNIT II - THE DIFFERENT TYPES OF MENTORING AND HOW TO USE THEM	23
DURATION, ACTIVITIES AND DYNAMICS	24
Activity 1: Simulation – exploring the types of mentoring 90 Minutes	24
Activity 2: Group debate on “How to use the different types of mentoring in the LOOP induction programme?” 30 minutes	25
UNIT III - MENTORING RELATIONSHIP STAGES	27
DURATION, ACTIVITIES AND DYNAMICS	28
Activity 1: Preparation Checklist 15 Minutes	28
Activity 2: Mentoring goals 40 Minutes	29
Activity 3: Getting acquainted 10 Minutes	30
Activity 4: Enabling Growth 40 Minutes	31
Activity 5: The End is the Beginning 15 Minutes	32
BUILDING BLOCK II: MENTOR'S PROFESSIONAL IDENTITY	34
UNIT IV - SELF-REFLECTION AT THE CORE OF PROFESSIONAL DEVELOPMENT	35
DURATION, ACTIVITIES AND DYNAMICS	37
Activity 1: Self as self-reflective practitioner 15 Minutes	37
Activity 2: My philosophy of professional practice 50 Minutes	38
Activity 3: Reflection on the professional development path so far 35 Minutes	38
Activity 4: Reflection on values in teaching 30 Minutes	39
Activity 5: Reflection on experience 45 Minutes	39
Activity 6: Reflection on critical events 95 Minutes	40
Activity 7: Socratic questions 45 Minutes	41
Activity 8: Gibbs's model of self-reflection 45 Minutes	41
Activity 9: Promoting reflection by the new teacher (experienced teacher) 20 Minutes	42
UNIT V - COMMUNICATION AND INTERPERSONAL SKILLS	43
DURATION, ACTIVITIES AND DYNAMICS	44
Activity 1: Being an active listener 90 Minutes	44
Activity 2: Embracing the feedback mastery 90 Minutes	45
UNIT VI - EMPHATIC LISTENING IN THE CONTEXT OF NONVIOLENT COMMUNICATION	47
DURATION, ACTIVITIES AND DYNAMICS	49
Activity 1: Verbalize just facts, avoid evaluations 30 Minutes	50
Activity 2: Identify and clearly express your emotions 30 Minutes	50
Activity 3: Identify and express your needs 30 Minutes	51



Activity 4: Clearly express your need and your request and listen to another person empathically	52
Activity 5: Reflection on workshop	53
UNIT VII - TEACHING FOR GROWTH MINDSET	54
DURATION, ACTIVITIES AND DYNAMICS	54
Activity 1: Stand up if ... 10 Minutes	55
Activity 2: Mindset quiz 20 Minutes	55
Activity 3: Growth mindset theory 60 Minutes	56
Activity 4: Growth mindset language 60 Minutes	57
UNIT VIII - MANAGING STRESSFUL SITUATIONS	59
DURATION, ACTIVITIES AND DYNAMICS	59
Activity 1: Stress VS Stressor 30 Minutes	60
Activity 2: What I Know/Can Do And What I Need 30 Minutes	61
Activity 3: Balance Wheel 30 Minutes	61
Activity 4: Pyramid of logical levels (DILTS) 30 Minutes	61
Activity 5: Exploratory Style 30 Minutes	62
UNIT IX - DIGITAL SKILLS, TOOLS AND STRATEGIES	63
DURATION, ACTIVITIES AND DYNAMICS	64
Activity 1: Using search engines effectively 10 Minutes	64
Activity 2: Optimizing your video communication 15 Minutes	64
Activity 3: Exploring online possibilities 20 Minutes	65
UNIT X - ME AS A BEGINNING TEACHER: RECALLING MY PATH	66
DURATION, ACTIVITIES AND DYNAMICS	67
Activity 1: My experienced teachers 20 Minutes	67
Activity 2: Mentoring thought metaphorically 50 Minutes	67
Activity 3: Round table around mentoring 20 Minutes	68
UNIT XI - ME AS AN EXPERIENCED TEACHER: MISUNDERSTANDING AND EXPECTATIONS MANAGEMENT	69
DURATION, ACTIVITIES AND DYNAMICS	70
Activity 1: Expectations towards (and for) myself 35 Minutes	70
Activity 2: Expectations towards my environment 20 Minutes	72
Activity 3: Expectations towards my beginning teacher 35 Minutes	72
BUILDING BLOCK III: TEACHERS' INDUCTION PROGRAMME	74
UNIT XII - ESTABLISHING A PROFESSIONAL NETWORK	75
DURATION, ACTIVITIES AND DYNAMICS	76
Activity 1: Creating a network core 30 Minutes	76
Activity 2: Establishing experienced teachers' relationships and creating an agenda 30 Minutes	77
Activity 3: Adopting a Shared Leadership approach 30 Minutes	78
UNIT XIII - WHAT IS THE TEACHER INDUCTION PROGRAMME AND HOW TO USE IT	79
DURATION, ACTIVITIES AND DYNAMICS	80
Activity 1: Best Ideas for a Programme 50 Minutes	80
Activity 2: Presentation of the TIP 30 Minutes	81
Activity 3: Diving in the Deep 170 Minutes	81
REFERENCES	83
ANNEXES	88
Annex 1 - How you act when you trust	89
Annex 2 - Assessing scenarios and expectations (Portner, 2008)	90
Annex 3 - What will it be like?	92
Annex 4 - Mentoring Principles	93



Annex 5 - No drive-by teachers (Schulman, 2003).....	95
Annex 6 - Type of mentoring - cards	97
Annex 7 - Observation sheet	98
Annex 8 - Characterization of the types of mentoring.....	99
Annex 9 - Combination of types of mentoring.....	103
Annex 10 - Strategies for Preparing the Relationship	104
Annex 11 - Mentoring Goals	105
Annex 12 - Getting Acquainted	106
Annex 13 - Enabling growth	107
Annex 14 - The End is the Beginning.....	108
Annex 15 – Questionnaire about self-reflection ability	109
Annex 16 – My professional values.....	110
Annex 17 – Reflection in groups	112
Annex 18 – Socratic questions	113
Annex 19 – Gibbs model	114
Annex 20 - Hear, think, ask	115
Annex 21 – Role playing on effective conversation Experienced teacher and Beginning teacher	117
Annex 22 – Role playing on effective conversation Observation sheet.....	118
Annex 23 – Be givers and receivers of feedback.....	119
Annex 24 – Mindset quiz.....	122
Annex 25 – Growth mindset language.....	125
Annex 26 - Stress VS Stressor.....	129
Annex 27 -Stressful situations II.....	130
Annex 28 - Balance Wheel	131
Annex 29 - Pyramid of logical levels (Dilts)	132
Annex 30 - Decisive dimensions.....	133
Annex 31 - Tips and Tricks.....	134
Annex 32 - Practical advice	136
Annex 33 - How to create interactive lessons.....	137
Annex 34 - Thinking about my experienced teachers.....	138
Annex 35 - My career path.....	139
Annex 36 - Self-reflection activity	140
Annex 37 - Opposite extremes of a continuum	141
Annex 38 - Environment checklist.....	143
Annex 39 - What practices get in the way of effective mentoring	144
Annex 40 - Discussion of 4 key points	145
Annex 41 – Reflecting on the path for building up relationships.....	146
Annex 42 – Teachers’ induction programme principles	146
Annex 43 – Presentation of the Teachers’ Induction Programme (TIP)	148

**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER - INDUCTION PROGRAMMES**

WELCOME TO MENTORS' CAPACITY PROGRAMME



The Mentors' Capacity Programme Handbook is a document designed in the context of the [LOOP – Empowering experienced teachers' personal, professional and social continuous development through innovative peer-induction programmes](#), to inspire and support the training of teacher mentors by sharing a theoretical background and suggesting a set of activities and dynamics. In this way, the handbook aims for the professional development of the future teacher through the improvement of his/her profile, admitting that mentoring is the main strategy that sustains the LOOP project.

Mentoring is thus a new challenge for future teachers, so the training should be assumed as a response to the different professional situations that may arise, in a problem-solving perspective, establishing relationships between professional and personal development, supervision and the act of supporting the induction of a new professional.

The aim of the mentors' capacity programme (MCP) is to provide a formal training programme for experienced teachers, the intention of which is to train experienced teachers and school leaders who can implement the LOOP Teacher Induction Programme (TIP), which is based on mentoring. In addition, experienced teachers and school leaders are being allowed to diversify their roles, acting as mentors to their peers, which is intended to increase their motivation for the profession and therefore their retention in the system. Experienced teachers can use the MCP to:

- ▶ access a theoretical field that allows the relationship with the objects under study, capable of leading to the desired results;
- ▶ understand the duties, and responsibilities, and manage expectations of the mentoring role;
- ▶ identify priorities and relevant actions to develop mentoring activities;
- ▶ co-develop standards and protocols to guide the mentoring action;
- ▶ develop competences in experienced teachers in different domains for the application of the TIP;
- ▶ access to exercises, activities and material resources.

The MCP comprises 3 sequential blocks (Figure 1), which enjoy precedence among themselves, and are complementary and distinct in their theoretical contents, which in turn are materialized in a proposal of activities and dynamics, whose onus is to ensure excellence in the training of new experienced teachers. The programme is planned for a duration of 35 hours and is based on a face-to-face format, but it will also be available online.

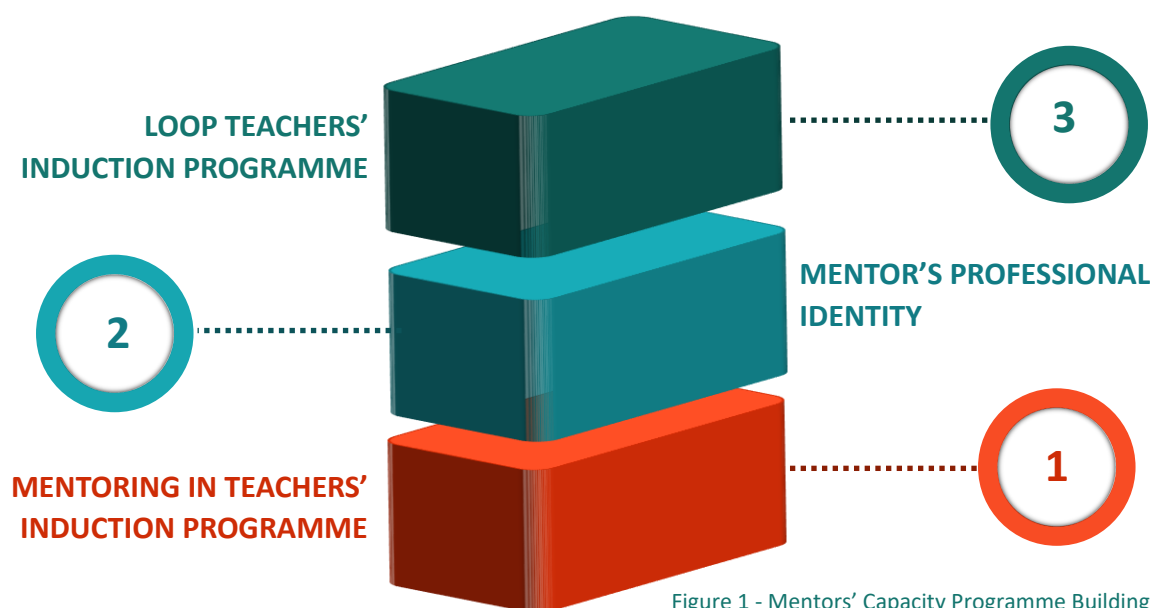


Figure 1 - Mentors' Capacity Programme Building Blocks

PRESENTING THE HANDBOOK



The Mentors' Capacity Programme Handbook is organised into five main sections:

BACKGROUND	MCP Curriculum	BUILDING BLOCK I	BUILDING BLOCK II	BUILDING BLOCK III
<ul style="list-style-type: none"> • A section introducing the LOOP approach and the key-concepts behind it. 	<ul style="list-style-type: none"> • Presentation of the aims and objectives of the MCP Curriculum, as well as an overview of its structure (Building block). 	<ul style="list-style-type: none"> • Dedicated to the duties, responsibilities and expectations of the mentor in the mentoring relationship. 	<ul style="list-style-type: none"> • Focused on the different competences that a mentor needs to be effective. 	<ul style="list-style-type: none"> • Mentors have access to the LOOP Teachers Induction Programme and to be informed about its aims, content, and material.

The Background section shares the concept of mentoring and the concept of induction agreed upon and adopted in the LOOP project. This section explains the conceptual scope of MCP and thus safeguards the standardisation of the actions of the different actors in this regard.

The next section of the Manual is the presentation of the MCP Curriculum, where the trainer will have access to the structure of the programme and an overview of all the units of each of the three Building Blocks that constitute the programme and the total freedom to choose between unities and dynamics.

The choice of organizing the curriculum in Building Blocks is since is possible to extrapolate the traditional approach, which often sustains the training programmes, as will see below. This structure allows for a phased development of the experienced teachers' potential, since the Building Blocks, also known as "learning paths", were carefully chosen to allow for progression in learning, in an evolving and successively more challenging trajectory. In short, the three Building Blocks are presented as sub-qualifications, as they are organised by bodies of competence and knowledge in increasing complexity.

The Building Blocks are dedicated to different contexts of experienced teacher training and are therefore organized in different units, with different content and goals. Thus, each Building Block unit proposes, after a brief introduction, a set of activities, with a fixed timeframe, which are materialised in practical dynamics, about the unit in question, and which invite, by their character, exploration and reflection.

In exploring the Programme, it is suggested that the trainer take ownership of the LOOP conceptual field and introduce it to his trainees, before the beginning of any activity.

Thus, in the **Building Block I - Mentoring in the Teachers' Induction Programme**, the new experienced teacher will have the opportunity to experience his/her new role, getting to know the duties and rights and the principles that sustain the different types of mentoring.



Through it experienced teachers will be able to explore the following units:



ROLE OF THE EXPERIENCED TEACHER



DIFFERENT TYPES OF MENTORING AND HOW TO USE THEM



MENTORING IN RELATIONSHIP STAGES

Thus, [Building Block II – Experienced teachers’ Professional Identity](#), focus on the different attributes that a experienced teacher needs to be effective.

Through it experienced teachers will be able to explore the following units:



SELF-REFLECTION AT THE CORE OF PROFESSIONAL DEVELOPMENT



COMMUNICATION AND INTERPERSONAL SKILLS



EMPHATIC LISTENING IN THE CONTEXT OF NON-VIOLENT COMMUNICATION



TEACHING FOR A GROWTH MINDSET



MANAGING STRESSFUL SITUATIONS



DIGITAL SKILLS, TOOLS AND STRATEGIES



ME AS A BEGINNING TEACHER:



ME AS A BEGINNING TEACHER: MISUNDERSTANDINGS AND EXPECTATION
MANAGEMENT

Thus, the [Building Block III – Loop Teachers’ Induction Programme](#), aims to introduce the LOOP Teacher’s Induction Programme to the experienced teachers and to inform them about its aims, content, and material.

Through this section, experienced teachers will be able to:



STABLISHMENT A PROFESSIONAL NETWORK



WHAT IS THE TEACHER INDUCTION PROGRAMME AND HOW TO USE IT

BACKGROUND




CONCEPTS BEHIND THE MCP

Teaching implies the appropriation of a set of competences and qualifications, in which higher education is required, it fits in the context of learning throughout life, includes mobility, and is based on partnerships. The key competences for teaching are the ones that enable working with information, technology and knowledge, people (students, co-workers, and other education partners), and society at a local, regional, national, European, and Global level (Common European Principles for Teacher Competences and Qualifications, 2010).

Over the years, studies have been developed with different scopes, in national contexts and internationally, about the importance of training, the models, and the organisation of training. This overview is going through one of these moments since new demands are placed on the teaching profession that requires more complex and diversified competences to which initial teacher training cannot remain indifferent.

The OECD report (TALIS, 2018), in the analysis of all most evolved educational systems, including the majority of countries that are part of the LOOP consortium, found that a period of teaching practice after the initial training has an induction programme mandatory. The results of the last two TALIS cycles (2013 and 2018) show that this integrated training does not exist or is almost inaccessible.


The term **induction** is used to refer:



... a professional development programme that incorporates mentoring and is designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching job.

To integrate beginning teachers into the school's culture, it is crucial to have experienced teachers who can explain school policies, regulations, and procedures; share methods, materials, and other resources; help to solve problems in teaching and learning; provide personal and professional support, and guide so that improvements can be made.

For LOOP project **mentoring**:



... is most often defined as a professional relationship in which an experienced person (the experienced teacher) assists another (the beginning teacher) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth.

This means that teachers and school principals consider mentoring as a symbiotic relationship in which, new and experienced teachers, would share, learn, grow, and cooperate.

Experienced teachers face the question regarding their capability of mentoring beginning teachers during induction programmes, the majority of the state, that they would need to receive training to do it (LOOP project, 2021).

The mentors' capacity programme is for a group of experienced teachers, professionally committed and recognized by their peers as responsible and competent professionals.



MCP CURRICULUM

The urgency of a complementary and comprehensive approach to the teaching career is highlighted by the Council of the European Union, which warns of the need to view teacher education in induction and mentoring programmes that enhance personal and professional growth.

The experiences in the first years of teaching are decisive for future performance, motivation and permanence in the profession, according to the results of educational research. Hence the crucial importance of training to privilege pedagogical practice in the process of learning to teach, in the socialization and construction of teaching professionalism.

Mentoring, understood as a specialized programme of guidance and reflection on professional practice, between peers, is at the heart of the European LOOP project on the personal and professional growth of teachers and the guidance skills of teacher-mentors.

Therefore, the competences that an experienced teacher should possess to overcome the challenges of being a mentor, enabling and supporting full integration of beginning teachers in the culture of a school, imply the acquisition of knowledge and mastery of a set of skills necessary for a full performance of his/her role.

The MCP recognizes the importance of establishing strong foundations for professional growth since beginning teachers can be most effective when they learn from experienced colleagues in a supportive and motivating educational environment.

Like effective teaching, effective mentoring of beginning teachers should be explicit (not incidental), evidence-based (not circumstantial), and collaborative (not isolated), involving dedicated time for reflection and feedback.

Experienced teachers attending the MCP will:

- ▶ Understand the duties, responsibilities, and expectations associated with the role of experienced teacher;
- ▶ Identify relevant priorities, actions and skills to develop their mentoring capacity;
- ▶ Co-develop standards and protocols to guide the mentoring relationship;
- ▶ Develop competences in the areas of teaching professionalism - scientific/didactic, technical/normative, interpersonal and moral/social;
- ▶ Develop skills for an intervention supported in contexts of professional action

The MCP is systematized in figure 2, below, integrating each of the Building Blocks that comprise it.



- 3 BUILDING BLOCK - LOOP TEACHERS' INDUCTION PROGRAMME
 - 8H
 - 2 UNITS
 - 6 ACTIVITIES
- 2 BUILDING BLOCK - MENTORS' PROFESSIONAL IDENTITY
 - 21H
 - 8 UNITS
 - 34 ACTIVITIES
- 1 BUILDING BLOCK - MENTORING IN TEACHER'S INDUCTION PROGRAMME
 - 6H
 - 3 UNITS
 - 10 ACTIVITIES

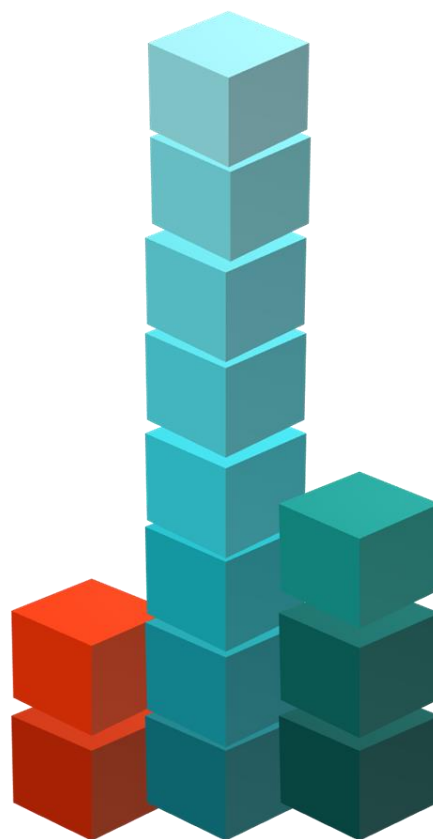


Figure 2 - Mentors' Capacity Programme content

MENTORS' CAPACITY PROGRAMME



BUILDING BLOCK I: MENTORING IN TEACHERS' INDUCTION PROGRAMME

1st

BUILDING BLOCK – MENTORING IN TEACHERS' INDUCTION PROGRAMME

FRAMEWORK

Mentoring, understood as a specialized programme of personal and professional development, including as the main strategy of the TIP, involves the training of experienced teachers, in the different dimensions of induction of the teaching identity - scientific/didactic, technical/normative, interpersonal and moral/social.

Thus, it is important to discuss, throughout this Building Block, the responsibility and the principles on which the mentoring relationship is based, its strategic dimension in what duties and rights should be enshrined in the experienced teacher's action, as a way to manage expectations in the mentoring relationship, supporting the beginning teacher.

By providing a set of activities, on different topics and a set of dynamics, this Building Block provides the necessary ingredients to know and reflect on conceptions of the experienced teacher's professionalism in his or her action of induction of beginning teachers.

OBJECTIVES

- Know the concept of the mentoring relationship in the LOOP project
- Understand the duties, responsibilities, and expectations of all parties in a mentoring relationship
- Develop and maintain a mentoring relationship

CONTENT

- Definition of Mentoring
- The Role of the Experienced teacher
- Mentoring styles
- How to develop a mentoring relationship (managing expectations)
- Identifying the duties and responsibilities of experienced teachers
- Code of ethics for an experienced teacher
- Challenges of mentoring

UNITS

- Role of the experienced teacher
- Different types of mentoring and how to use them
- Mentoring relationship stages

DURATION

- 6H



UNIT I - ROLE OF THE EXPERIENCED TEACHER

INTRODUCTION

The mentoring relationship must be seen with awareness and responsibility because the focus is on people and their training, keeping in mind the goal that they can perform autonomously, in an informed and thoughtful way the roles they propose. The personal involvement of both the experienced teacher and the beginning teacher gives the mentoring relationship a special complexity because many of the skills required for their professional exercise advocate ethical competences.

There is no neutral education, schools, teachers, or classes (Azevedo, 2003), experienced teachers are also people with a moral conscience, autonomous, armed with convictions and beliefs that guide their professional action. The life of the educational professional is often full of ethical conflicts that require thoughtful analysis and reflections, considered moral judgement and great courage in the solution (Cunha, 1996).



In this sense, and given that mentoring is a permanent challenge, the experienced teacher must respond fully and effectively to the problems he/she faces by reflecting on his/her practices and, in this way, developing personally and professionally. Lieberman (1994) states that these growth opportunities envisage the experienced teacher as a reflective practitioner, constructing knowledge through research on practice, constantly (re)thinking and (re)evaluating their values, principles and actions.

According to Nóvoa (2009), professional development goes through the recognition of the person, understanding that it is impossible to separate the personal and professional dimensions and that in training, special emphasis should be given to the teachers' personalities.

Thus, the proposed activities are intended to create opportunities for reviewing the personalities of future experienced teachers, in the light of a set of principles, the personal meaning assigned to the different experiences and actions developed, as well as the ethical inclination that drives their decision-making. The school is recognised as a space of ethical intervention, a space where the training of people takes place, through the internalisation and experience of values and standards of individual and collective action (Seiça, 2003).

In this case, it is not only the ethics of the subject that is at stake, but also, essentially, the ethical subject, i. e. the notion that actions are based on a moral conscience, which supports the development of the capacity for autonomy and responsibility. It is important, in this sense, that the experienced teachers define a role which guides their action and builds agreements about their conduct, bearing in mind their development profile, in the light of the ethical sense of their principles, even if these agreements are in permanent debate and under a constant critical attitude, as a way of avoiding authoritarianism and dogmatism.

Because of this, the dynamics proposed in this module are based on an autobiography which, for researchers such as Goodson (2001) and Nóvoa (2009), has an important pedagogical value in the construction of professionalism and personality. In an autobiography, there is a reflective retrospective review of past experiences, which occurred in very specific personal, social and cultural contexts and lead to the development of the person and the professional. It is "a journey to one's inner time", since those who speak always speak from a certain place in time and space, assuming a point of view. In the autobiographical process, subjectivity is always present, appearing as a "look back", as a critical reflection on the personal and professional path taken, to understand the present and build the future.

This unit aims to provide a set of useful tools to strengthen the professional identity of the experienced teacher and support the construction of the culture of a new community, by defining the different roles of each of those involved and their rights and duties. It is therefore essential to define a framework that contributes to developing a code of conduct for the various actors involved in the mentoring relationship, also allowing the standardisation of performance criteria to achieve excellence in the relationship.

OBJECTIVES

The mentoring relationship may be faced with some issues or dilemmas, so it is important in this unit to know the actions that may have an impact on this relationship, such as the definition of roles and the identification of the respective responsibilities, based on explicit guiding principles so that it is possible to achieve and maintain the highest levels of professional ethical conduct. Thus, this unit aims to achieve the objectives set out below (see Figure 3).



Figure 3 - Objectives of the unity

- To define the guidelines for action, give security to the experienced teachers and ensure the conditions for a good mentoring relationship
- To empower the experienced teachers with knowledge and techniques to help them fully accomplish their responsibilities, within the framework of their rights and duties
- To guarantee the existence of a transversal action pattern based on the anticipation of solutions for specific issues, thus ensuring a good working environment and the satisfaction of those involved
- To value and dignify professionals and organisations by creating reference standards that contribute to strengthening their professional and organisational identity



CONTENTS

- Role of the experienced teacher
- Responsibility in the mentoring relationship
- Ethics and mentoring: a close relationship

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 120m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Role of the Experienced teacher	1. How you act when you trust	30m	60m
	2. Reviewing scenarios and expectations	30m	
2. Responsibility in the mentoring relationship	1. What will it be like?	20m	20m
3. Ethics and Mentoring: a close relation	1. Mentoring principles	20m	40m
	2. No drive by teachers (Schulman, 2003)	20m	
			120m

Activity 1: Role of the Experienced teacher | 60 Minutes

Mentoring requires interaction, which includes trust, honesty, respect and a willingness to work together. Therefore, it is crucial to have a mutual understanding of what trust means.

Dynamic 1 - How you act when you trust | 30 minutes

- a. Divide the group into small groups and discuss to gather the following questions
 - i. What does trust mean to you?
 - ii. What is it like to be in a relationship where trust exists?
- b. After this task focus on the concept of trust in possible scenarios in the mentoring relationship and your role as a experienced teacher. Go to [annex 1](#) and fill in the exercises.

Dynamic 2 – Reviewing scenarios and expectations (Portner, 2008) | 30 Minutes

The following exercise provides an opportunity to anticipate actions in the face of hypothetical, but very likely, professional scenarios. In [annex 2](#), you will find four categories of scenarios that most commonly challenge beginning teachers are described. In the category, a particular situation is described and an example of a specific need, related to that category, is given. The need predicts what the beginning teacher should do. The task posed is to add an example for each category and an example of a need. You may also suggest a solution as an additional exercise.



Activity 2: Responsibility in the Mentoring Relation | 20 Minutes

Experienced teachers are professionals committed to the personal and professional development of their beginning teachers. Therefore, some elements that can affect the experienced teacher's actions should be considered, including: the context, the content, the process, adjustments, collaboration and contribution.

Dynamic 1 – What will it be like? | 20 minutes

- a. The trainer should ask the experienced teacher to record the main activities he/she believe is responsible for in the mentoring relationship and also the actions to trigger so that they can effectively develop the activities (see [Annex 3](#)).

Activity 3: Ethics and Mentoring: a close relation | 40 Minutes

The mentoring action should also benefit from the debate on the experienced teacher's roles, rights, values and ethical principles since the desirable increase in their awareness contributes to improving teaching satisfaction and enhancing the prestige and self-esteem of those involved.

Time demands, more than ever, more creative and innovative professionals with a strong ethical dimension. Therefore, it is urgent that training allows for the construction of the "I", which integrates personal commitment, the willingness to learn how to teach, the values, beliefs and knowledge of what is taught and how it is taught, past experiences and professional and personal vulnerability.

Dynamic 1 – Mentoring Principles | 20 minutes

Any mentoring programme is conducted according to certain principles that respect the values of the action and enhance the achievement of the programme's objectives. These principles, based on ethics, bind experienced teachers and beginning teachers and guide their actions in the course of the relationship.

- a. With the support of [annex 4](#), record the main activities you believe you are responsible for in the mentoring relationship and also the actions to trigger so that you can effectively develop the activities.

Dynamic 2 – No drive by teachers (Schulman, 2003) | 20 minutes

- a. Read the text of Shulman (see [Annex 5](#)) and reflect on the ethical principles that must guide an experienced teacher in his/her role. The trainer may promote a discussion in small groups to share their thoughts.

UNIT II - THE DIFFERENT TYPES OF MENTORING AND HOW TO USE THEM

INTRODUCTION

Commonly, whenever we think of “mentoring” it comes to our minds the image of having a more experienced individual providing guidance, support and encouragement to a less experienced professional fostering his/her personal and professional development.



This image corresponds to the traditional type or model of mentoring, identified as **one-on-one mentoring**. This type of mentoring is the most common in education, in which usually a more experienced teacher assumes the role of experienced teacher of a new or less experienced teacher to support his/her integration in the context, procedures and profession.

Nevertheless, there are other five types of mentoring with different characteristics, benefits and advantages, that can be also beneficial and relevant to the educational context and in teachers’ mentoring (see Figure 4).

Group mentoring: One or several experienced teachers guiding and supporting a group of multiple beginning teachers.

Peer mentoring: Mentoring between individuals with similar qualifications and/or experience in personal or professional contexts.

Distance or e-mentoring: Mentoring relationship established and maintained online using digital technology and programmes.

Reverse mentoring: A new or less experienced professional guiding and supporting a more experienced professional.

Speed mentoring: A very short moment of mentoring, focused on a specific issue, problem or challenge.

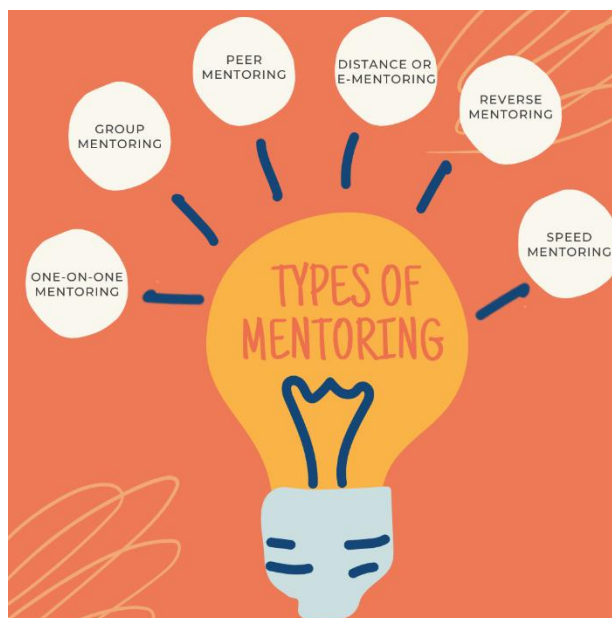


Figure 4 - Identification of the 6 types of mentoring

These are short descriptions of the different types of mentoring, which are the basis of the activity that is introduced below.



OBJECTIVES

- To know and identify the different types of mentoring
- To recognise the characteristics, benefits and disadvantages of the different types of mentoring
- To select and adopt the adequate type of mentoring by the context and objectives of the mentoring relationship

CONTENTS

- Preparation and presentation of simulations exemplifying different types of mentoring
- Joint analysis and debate on the benefits and disadvantages of each type of mentoring in education
- Discussion in a large group on how experienced teachers can benefit from the different types of mentoring in the induction programme

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 90m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Simulation – exploring the types of mentoring	1. Preparation of the simulation	40m	90m
	2. Presentation, analysis and discussion of the simulations	50m	
2. Group debate on “how to use the different types of mentoring in the loop induction programme?”	1. Debating and planning the use of types of mentoring	30m	30
			120m

Activity 1: Simulation – exploring the types of mentoring | 90 Minutes

Simulation is understood as a methodology that allows a deep understanding of professional and educational situations. This “deep understanding” is achieved through practical experience (practice in real context or simulated) and vicarious analysis (observation and discussion of the practice).

In this activity, experienced teachers will prepare and present a simulation to exemplify different types of mentoring.

Dynamic 1 - Preparation of the simulation | 40 minutes

- a. Depending on the number of experienced teachers in the capacity programme, experienced teachers should be split as follows:
 - 4 groups of 2-3 elements – these groups will work on the types of peer mentoring, distance or e-mentoring, reverse mentoring and speed mentoring
 - 2 groups of 6 to 8 elements – these groups will work on group mentoring
- b. After splitting the experienced teachers into groups, ask each group to select a card related to the types of mentoring (see [Annex 6](#)) without showing them. The groups of 6 to 8 elements should choose between the cards “multiple beginning teachers” and “multiple experienced teachers”. The other groups from the other four cards.
- c. Each group will need to discuss, prepare and present a simulation representing the type of mentoring assigned, by:

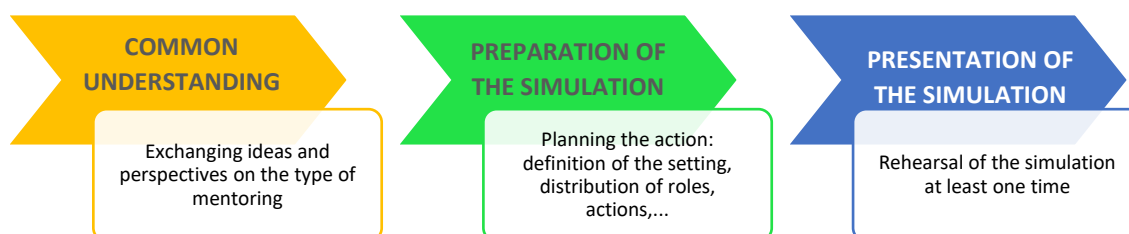


Figure 5 – Steps to be followed by the groups to prepare the simulation.

Dynamic 2 - Presentation, analysis and discussion of the simulations | 50 minutes

- a. Each group will start presenting the simulation prepared, having up to 5 minutes to do it.
- b. While groups are doing the simulations, other experienced teachers will need to observe and register the type of mentoring focused, main characteristics, benefits and disadvantages, using the observation sheet (see [Annex 7](#)). This needs to be mentioned to all experienced teachers.
- c. At the end of each presentation, all experienced teachers will debate the type of mentoring, main characteristics, benefits and disadvantages of each simulation, registering the main ideas on a flipchart or whiteboard.
- d. The trainer will close the topic by presenting some of the characteristics, benefits and disadvantages of the types of mentoring (see [Annex 8](#)).

Activity 2: Group debate on “How to use the different types of mentoring in the LOOP induction programme?” | 30 minutes

In this 2nd activity, experienced teachers will have the opportunity to jointly debate the relevance of the types of mentoring to the induction programme and if and how they can be combined in this context. At the same time, experienced teachers will be challenged to think about how they can plan to benefit from the different types of mentoring while implementing the LOOP induction programme.



Dynamic 1 – Debating and planning the use of types of mentoring | 30 minutes

Is important that the trainer introduces this activity by mentioning that the LOOP induction programme is designed as a one-on-one mentoring relationship. Nevertheless, it is possible to combine it with other typologies of mentoring in the case both parties consider it useful.

To start the debate the trainer can launch the following questions:

- a. From your perspective, which type of mentoring is possible to use in the induction programme, besides the one-on-one mentoring and why?
- b. Is there a more suitable combination of multiple types of mentoring you would like to test or experiment with in this process?
- c. At this moment, which type of mentoring do you plan to use while mentoring new/less experienced teachers in this school year?

The trainer can add other questions considered relevant to promote the discussion and some reflection on how experienced teachers can use the multiple types of mentoring. To close the activity is important to present some ideas on how experienced teachers can use these types of mentoring at the same time (see [Annex 9](#)).



UNIT III - MENTORING RELATIONSHIP STAGES

INTRODUCTION

There are four sequential mentoring stages built on each other: initiation stage, cultivation stage, separation stage and redefinition stage. In each phase, some specific steps and strategies lead to mentoring excellence.

1. INITIATION STAGE: the preparation phase and the establishment of the mentoring relationship between two teachers (negotiation). In informal mentoring, potential experienced teachers and beginning teachers are matched through social or professional interactions. Potential beginning teachers look for experienced, accomplished individuals that they like and consider positive role models. Both common professional specialities and hobbies as well as demographic factors should be taken into consideration during the matching process. Principals and/or topic leaders may pair experienced teachers and beginning teachers, or experienced teachers may choose their beginning teachers. Regardless of the approach, a successful mentoring relationship would include mutual exploration of the relationship and assessment of the suitability of the experienced teacher-beginning teacher match.

2. CULTIVATION STAGE: is the primary stage of learning and development (enabling growth). If the initiation stage is successful, the beginning teacher gains knowledge from the experienced teacher throughout the cultivation stage. At this period, the two main mentorship functions are at their maximum. When the experienced teacher observes and gives the beginning teacher advice on how to perform more successfully and efficiently, the career-related role frequently comes into play first. After the experienced teacher and beginning teacher create an interpersonal bond, the psychosocial function takes shape. Within this role, the experienced teacher affirms and accepts the beginning teacher's professional identity, and the connection develops into a solid, productive working friendship. Both the experienced teacher and the beginning teacher often enjoy the cultivation stage. The experienced teacher provides the beginning teacher with important knowledge and skills acquired through experience and specialization. The experienced teacher may learn priceless lessons from the beginning teacher about cutting-edge tools, fresh approaches, and developing problems in the field.

3. SEPARATION STAGE: describes a mentoring relationship's conclusion in general. There are numerous reasons why a relationship might end. There may be nothing left to learn, the beginning teacher might want to forge a separate identity, or the experienced teacher might decide to send the beginning teacher off on their own. This stage can be stressful if the end of the relationship is not accepted by both parties. Beginning teachers may feel abandoned, cheated, or unprepared if they believe the breakup was fast, and experienced teachers may feel misled or used if the beginning teacher no longer seeks their advice or support.

4. REDEFINITION STAGE: both the experienced teacher and the beginning teacher understand at this point that while their relationship can still exist, it will no longer be the same as their mentoring relationship. The connection may develop into a social friendship or a professional



collaboration. The connection is no longer centred on the beginning teacher's professional progress, in contrast to the cultivation stage. With new beginning teachers, the former experienced teacher may forge mentoring connections. The former beginning teacher may also act as a experienced teacher to other people.

OBJECTIVES

- To identify the different stages of a mentoring relationship and the specific steps that lead to mentoring excellence
- To promote strategies to get to know the beginning teacher(s) and establish a professional relationship
- To challenge the experienced teacher to think in new ways...
- To get to know strategies to come to a closure of the mentoring relationship.

CONTENTS

- The four phases of a teacher's mentoring relationship
- Strategies, checklists and tips to help guide experienced teachers' progress in each phase of the mentoring relationship.

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 90m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Preparation Checklist	1. Preparation Checklist	15m	15m
2. Mentoring Goals	1. Interview questions to get to know your goals as a experienced teacher	20m	40m
	2. Smart approach	20m	
3. Getting Acquainted	1. Checklist for the completion of the first meeting	10m	10m
4. Enabling Growth	1. Self-awareness reflection	20m	40m
	2. Encourage & Empower	20m	
5. The End is the Beginning	1. The End is the Beginning	15m	15m
			120m

Activity 1: Preparation Checklist | 15 Minutes

The relationship should be defined from the beginning as mutually beneficial. The experienced teacher and the beginning teacher should share their goals for the relationship and work collaboratively to help achieve them. To prepare for the relationship it is important to take time to get to know each other (see [Annex 10](#)).



Dynamic 1 – Preparation checklist | 10 Minutes

The preparation checklist is an activity for the experienced teacher to have at the beginning, a list with some items that need to be taken into consideration when preparing the first contact:

- a. I have a sincere interest in helping this person or being helped by this person.
- b. We have mutual interest and compatibility.
- c. I am clear about my role. I can commit adequate time to the mentoring relationship.
- d. I am willing to use my network of contacts to help in the progress.
- e. I have access to opportunities and resources to support learning.
- f. I am committed to developing my mentoring skills.

Activity 2: Mentoring goals | 40 Minutes

The experienced teacher in the initiation stage should define his/her own goals as **an** experienced teacher to reach excellence in mentoring. This activity requires trust in his/her competences to outline goals for the relationship and the year ahead.

Before defining your goals, reflect on some ideas following the tips available in [annex 11](#).

Dynamic 1- Interview Questions to get to know your goals as an experienced teacher | 20 Minutes

- a. What are you looking forward to in this mentoring relationship?
- b. What do you see are your strengths?
- c. What do you perceive are areas for improvement?
- d. What areas would you like to see worked on in this mentoring relationship?
- e. Are you able to prioritize those things to work on so that areas most important to you are addressed early in the relationship?
- f. Are you familiar with your learning style?
- g. What are the best ways for you to learn new information?
- h. Are you comfortable with approaching situations that may be out of your current comfort zone to build confidence in areas of improvement? How do you feel about this?
- i. Tell me about your current teaching activities and responsibilities.
- j. What are the most challenging things about teaching?
- k. What are the most exciting things about teaching?
- l. Where do you see yourself in 5 years? 10 years?
- m. What motivates you? What stresses you?
- n. How do you relax?
- o. What else do you want to tell me?

Dynamic 2 - SMART approach | 20 Minutes

To make sure the goals are clear and reachable, each one should be specific, measurable, achievable/attainable and timely.



- **Specific:** state the goal in simple but specific terms.
- **Measurable:** how will we measure progress?
- **Attainable:** the goals need to be appropriate and achievable.
- **Realistic/Relevant:** the goals need to be realistic, often we reach too far when setting goals. It is better to do things in smaller steps than to be disappointed when expectations are not realistic.
- **Timely:** what is the time frame of the goal's success? What are the checkpoints? Assign a time, even if only a guess, to each goal to check progress.

Following this explanation, please define your goals to work on in mentoring partnership.

Activity 3: Getting acquainted | 10 Minutes

The experienced teacher and the beginning teacher become acquainted and informally clarify their common interests, shared values, and future goals and dreams. It takes time to become acquainted with one another's interests, values, and goals. The purpose of this activity is for the experienced teacher to prepare himself for the first meeting and also receive strategies about how to engage with the beginning teacher.

Dynamic 1 – Getting acquainted | 10 Minutes

Maintaining an environment of confidentiality is a critical component in building trust between the experienced teacher and the beginning teacher. Without a mutual understanding and ability to speak freely as the situation warrants, the relationship is unlikely to reach its full potential. In the mentoring relationship, frank feedback is crucial in all monitoring meetings. The first meeting has a big impact since it is the first time they get to know each other. In [annex 12](#) you will find tips to follow during this meeting. After is important to go through the checklist below to check if you filled all the items.

CHECKLIST FOR THE COMPLETION OF THE FIRST MEETING

Did I...	
Introduce myself and let the beginning teacher know how to address me.	
Learn how to pronounce the beginning teacher's name.	
Tell the beginning teacher how I will notify him or her if I cannot make the meeting.	
Use the icebreaker activity effectively.	
Accept the beginning teacher as he or she is and not be judgmental.	
Use positive reinforcement.	
End on a positive note.	



Table 1 – Checklist that can be used in the first meeting.

Activity 4: Enabling Growth | 40 Minutes

The following dynamics allow the experienced teacher to encourage and empower the beginning teacher through reflection and sharing thoughts of the expectations, achieved goals, tasks and activities performed.

Dynamic 1 - Self-awareness reflection | 20 Minutes

As a mentor you should be able to reflect on your competences, actions and performance. Following this idea, this activity allows you to reflect on your role in the relationship. Take some time and write your thoughts (use [Annex 13](#) as support).

- How do I perceive myself in the many roles a experienced teacher plays?
- How well do I understand the beginning teacher's overall expectations for our mentoring relationship?
- In general, is my communication with him/her effective, including my nonverbal and verbal communication?
- What is my objective in this conversation?
- Am I too formal or informal?



- f. What assumptions have I made in this conversation?
- g. What kind of response do I expect from the beginning teacher?
- h. Am I prepared for a very different kind of response?
- i. Do I give him/her enough time to respond or ask questions?
- j. If I think I have been misunderstood, can I clarify and paraphrase?
- k. Am I willing to set aside my agenda to listen to his/hers at any time?

Dynamic 2: Encourage & Empower | 20 Minutes

The experienced teacher and the beginning teacher begin to accomplish the actual purposes of mentoring. Gradually, needs become fulfilled, objectives are met, and intrinsic growth takes place. New challenges are presented and achieved. The cultivation stage is the stage of acceptance, but it is also a stage of change, where a beginning teacher is more likely to exercise self-discipline. This activity presents empowering questions for the experienced teacher to work with the beginning teacher in a monitoring meeting:

- a. What outcome are you looking for?
- b. What will you do first?
- c. What must you do to make that happen?
- d. How will you begin?
- e. How will you know when you have it?
- f. Who else needs to know this?
- g. What resources do you have/need?
- h. What is the risk of doing this? Not doing it?
- i. How might you get in your way?

Activity 5: The End is the Beginning | 15 Minutes

Often you have gained a lifelong professional colleague with whom you can continue to share experiences and seek advice. Even though you have met goals and had personal growth through the mentoring experience, the formality may end, but a new type of relationship begins. In this activity, there are some questions to trigger reflection and sharing of ideas about the all-mentoring process, to give them a closure sensation.

To have a satisfactory redefinition of the relationship at the end of the agreed term, the beginning teacher must experience a sense of closure. The beginning teacher should feel a sense of accomplishment, knowing that he/she is headed in the right direction toward achieving his/her goals. For this reason, they must know that the relationship is changing not because it was unsuccessful, but because they have succeeded, and it is time for them to pursue goals differently. In the final meeting launch, two or three questions for both of you reflect together on the mentoring process.

Dynamic 1 – The end is the beginning | 15 Minutes

Individually think about the following questions (use [Annex 14](#) as support):



- a. Were our goals reached?
- b. What have we learned during this process?
- c. What could we do differently in another mentoring relationship



BUILDING BLOCK II: MENTOR'S PROFESSIONAL IDENTITY

2nd

BUILDING BLOCK – MENTORS' PROFESSIONAL IDENTITY

FRAMEWORK

Every professional is more likely to interpret and solve a task effectively if they have previously assumed their professional identity. In the present Building Block, we intend that the future experienced teacher, in a growing way, assumes his or her new professional identity. For this purpose, a set of 8 activities is proposed, which aim to generate the creation of a new professional perception, and thus, enable the creation of a new image of oneself, in the assumption of a new function.

In the creation of their new professional identity, self-reflection dynamics and scenario immersion are used, with a strong component of realism, about the existing real school contexts, allowing training, based on a very well-defined and coherent theoretical field.

During this Building Block, the experienced teachers will be able to develop communication skills, which generate empathy, acquire stress management strategies and explore digital tools and resources.

OBJECTIVES

- Self-reflect on previous experiences (mentoring, guidance...)
- Self-evaluate competences as experienced teachers of beginning teachers
- Know the profile and competences a experienced teacher should have
- Strengthen the relevant soft skills to be a experienced teacher

CONTENT

- Strategies for interpersonal communication
- Strategies for stress management
- Growth mindset vs Fixed mindset
- Digital Educational Resources and Platforms for Collaboration and Content Management
- Experienced teachers' profile

UNITS

- Self-reflection at the core of professional development
- Communication and interpersonal skills
- Emphatic listening in the context of non-violent communication
- Teaching for a growth mindset
- Managing stressful situations
- Digital skills, tools and strategies
- Me as a beginning teacher: pathways as a beginning teacher
- Me as a beginning teacher: misunderstandings and expectation management

DURATION

- 21H



UNIT IV - SELF-REFLECTION AT THE CORE OF PROFESSIONAL DEVELOPMENT

INTRODUCTION

Self-reflection is a process of becoming aware of and, most importantly, evaluating the reality and appropriateness/validity of certain personal assumptions that guide one's experience and behaviour. Several definitions of the concept can be found in the literature. Dewey (1933), for example, defines self-reflection as:

«Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of grounds that support it, and further conclusion to which it leads. »

Central to the process of reflection is the questions that the individual uses to explore why things are the way they are. Tancigova (1994) emphasises the consciousness and systematic nature of the process of self-reflection:

«Self-reflection is conscious and systematic process of discovering one's own beliefs and values; we need to learn it. »

Larivee (2000), however, cites the moral and ethical implications of one's actions as an object of self-reflection, in addition to examining one's thinking, experiencing and acting:

«Self-reflection is in-depth investigation of one's personal values, beliefs and assumptions, which direct thinking, feeling and actions of a professional and is thinking about moral and ethical implications of actions. »

Brookfield (1985) points out that a central feature of critical reflection is the attempt to see things from different angles, while at the same time "allowing assumptions (beliefs) to be uncovered". He points out that the reflective teacher-educator views his/her practise (and the beliefs upon which it is based) through **four lenses**:

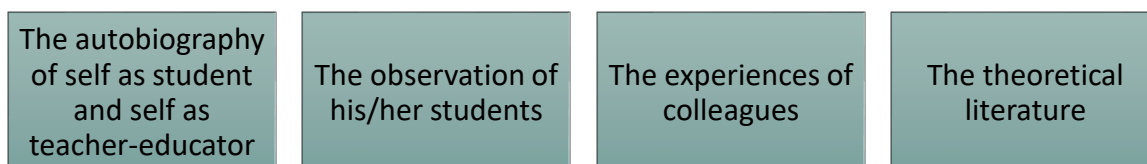


Figure 6 – The four lenses of self-reflection.

Korthagen and Vasalos (2005) present a model of the teacher as an onion that describes the different levels at which reflection occurs, namely the teacher's mission, identity, beliefs, competences, behaviours, and environment. Core reflection focuses the individual's attention on his/her sources of strength and practical strategies for overcoming obstacles and weaknesses. In this context, it is of utmost importance that the teacher realises that he or she always has a choice



in the area of his or her thinking, experiencing, and acting; the choice is also represented by self-limiting thoughts (beliefs, perceptions), feelings, and actions.

Self-reflection can be unstructured and occur as a free response to circumstances or aspects of the self that the person puts under the microscope; it can be semi-structured and based on some predetermined key questions or theoretical models that provide guidelines for analysing one's practise; or it can be highly structured and occur with the support of a professional who guides the self-reflection process, such as a counsellor, supervisor, coach, therapist, or experienced teacher who has the skills and knowledge to guide the self-reflection process.

The self-reflection can be superficial, involving mainly reflection on what has happened, or it can be profound, guiding discovery and reflection on the various hidden dimensions of the thinking, experiencing, and acting of all those involved in the situation (professional concepts, personal beliefs, motives, emotions, values, experiences, etc.).

OBJECTIVES

- To be aware of the quality and frequency of self-reflective practice in their daily professional lives,
- To deep experienced teachers' understanding of the role of critical self-reflection and self-evaluation in personal and professional development
- To promote learning about, role-play, and evaluate some models that guide self-reflective thinking in the face of concrete professional challenges and dilemmas
- To contribute to deciding about how to encourage their beginning teacher to engage in systematic self-reflection.

CONTENTS

- Levels of self-reflection: surface self-reflection, depth self-reflection.
- Bateson's model of neurological levels
- Personal philosophy of professional action
- Methods of reflection (reflection on experiences - broadest framework, reflection on critical events, Socratic questions)



DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 380m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Self as a self-reflective practitioner	1. Questionnaire about self-reflection ability	15m	15m
2. My philosophy of professional practice	1. Aspects and levers for teachers' professional action	50m	50m
3. Reflection on the professional development path so far	1. Reflecting on my path	35m	35m
4. Reflection on values in teaching	1. My professional values	30m	30m
5. Reflection on experience	1. Be a reflective practitioner	45m	45m
6. Reflection on critical events	1. Individual reflection	45m	95m
	2. Reflection on group	50m	
7. Socratic questions	1. Socratic questioning	45m	45m
8. Gibbs model of self-reflection	1. Self-reflection based on Gibb's model	45m	45m
9. Promoting self-reflection	1. Beginning teacher self-reflection	20m	30m
			390m

Activity 1: Self as self-reflective practitioner | 15 Minutes

People differ in both their ability and willingness to self-reflect. In the following exercise (Rupnik Vec, 2017), the experienced teacher explores his/her self-reflective attitude and discusses the findings with a colleague. The experienced teacher reflects on ways to deepen their self-reflective practice.

Dynamic 1 – Questionnaire about self-reflection ability | 15 Minutes

- Please answer the questionnaire about self-reflection ability (see [Annex 15](#)). After filling it in, reflect and discuss the following aspects:
 - What do you find?
 - What are your strengths and opportunities?
 - Discuss the experience with a colleague.
- The questionnaire about self-reflection ability is based on the Beatson model of neurological levels (see [Annex 15](#)). Consider how this model might be used to guide a experienced teacher (beginning teacher).



Activity 2: My philosophy of professional practice | 50 Minutes

The activity described below provides the experienced teacher with an insight into the relevant determinants of his/her professional actions and is a fundamental self-reflective activity in the process of creating an (electronic) development book. The electronic development book is defined as an e-environment in which the professional plans, monitors, and evaluates both her professional learning and development and her daily pedagogical work, reflects on the fundamental levers that determine her professional decisions, records important milestones in her developmental path, and collects evidence of (formal or informal) achievements.

Dynamic 1 – Aspects and levers for teachers' professional action | 50 Minutes

- a. The following is a series of questions designed to alert you to relevant aspects and levers for your professional action. Please answer the three questions that you find most interesting and the three questions that are currently the most challenging for you.
 - What is my mission? Why am I doing this?
 - What do I find rewarding about my job? What excites me, and what do I particularly enjoy?
 - What are the basic principles of my professional activity?
 - What do I believe in? What are my basic beliefs about myself as a professional?
 - What are the basic beliefs that guide me in my work?
 - What makes me distinctive in my professional role? What are my strengths and virtues?
 - How does my professional performance differ from that of my colleagues?
 - How do I relate to students, colleagues, supervisors, parents, etc?
 - What do I want to achieve with my work (in general and in specific cases)?
 - What are the circumstances in which I work?
 - How do I evaluate the achievement of my goals?
 - Share with a colleague which three questions resonated most with you, what insights they led to, and how those insights will inform your professional practice in the future.

Activity 3: Reflection on the professional development path so far | 35 Minutes

In this activity (Rupnik Vec, 2017), the future experienced teacher reflects on his/her career path. He/she highlights key events that have influenced his/her professional development, potential career turns and other circumstances that have had any impact on his/her professional present. He/she shall highlight in particular the successes or achievements of which he/she is proud.

Dynamic 1 – Reflecting on my path | 35 Minutes

- a. Take a sheet of paper (A3) and coloured pencils and draw your career path. Highlight important events and significant achievements. Be free and creative in drawing your path.
- b. Pair up with a colleague to share your significant achievements.
- c. To what extent do you think the activity is useful in a mentoring relationship?



Activity 4: Reflection on values in teaching | 30 Minutes

In this activity, the experienced teacher reflects on the most important values that guide his/her professional behaviour/actions and provides examples of reactions/actions based on the selected values.

Dynamic 1 – My professional values | 30 Minutes

- a. The trainer will ask experienced teachers to reflect and identify their most important values from a list provided (see [Annex 16](#)) and think on key-questions about it.

Activity 5: Reflection on experience | 45 Minutes

When a practitioner becomes a reflective practitioner, he or she goes beyond thinking about the content, techniques, and methods of his or her work. He or she focuses his or her attention primarily on the factors that critically influence his/her overall experience, decision making, and behaviour in a wide range of professional contexts: his or her belief systems, assumptions, values, and philosophy of professional action. In the following activity (Rupnik Vec, 2006, 2018), the practitioner experiences reflecting on the chosen experience through a wide range of questions that lead him/her to reflect deeply and provide both new insights into the situation and the stimulus to develop as a reflective practitioner.

Dynamic 1 – Be a reflective practitioner | 45 Minutes

Choose an event that has upset you in some way and think about it systematically using the following questions:

- What does the reaction of the student/parent/colleague/supervisor mean? What does it say to me? How do I understand his/her behaviour? Could I have understood it differently? What other possible explanations can I give for this behaviour (event, circumstances)? Which of these is the most likely?
- What am I experiencing with this person? What kind of relationship would I like to have with him/her? How would I like the experienced teacher to behave? How am I contributing to what is happening between us? Why did I respond to him/her in this way? How could I have behaved differently under the circumstances and what would that have meant for me? How would this reaction affect my relationship with this person? And so on.
- What is important to me in these circumstances (in the situation being reflected on)? What is important to the person? How am I contributing to what is happening in the contact situation (at this moment, in the relationship with this experienced teacher, etc.)? What would happen if I thought and acted differently? Which of my considerations are based on the assumptions of theories or research?
- What is desirable in professional situations? What would I like to achieve? What is my goal? What is the appropriate method? Could I have chosen something else? How do I know if I have achieved all my goals with this method? What other strategies do I have at my disposal to achieve these goals?



- To which extent thinking about the above questions have changed your perspective on the situation? How will you use these insights to make decisions about how to handle similar situations in the future?

Activity 6: Reflection on critical events | 95 Minutes

Tripp (after Hole and McEntee, 1999) developed a method for recording and self-reflection on critical incidents (Critical Incident Protocol). Two versions are written below: one for individual reflection and one for group reflection. The exercise can be carried out individually or in a group (up to 6 persons + group leader), in the case of group reflection, the group appoints a leader whose task is to guide the group process.

Dynamic 1 – Individual reflection | 45 Minutes

- a. Collect stories.
- b. What happened? Choose a story (event) that you find particularly interesting. Write it in a concise, understandable form.
- c. Why did it happen? Write down all the circumstances that make the event meaningful. Answer the question in a way that makes sense to you.
- d. What could it mean? It is important to recognise that there is no one right answer. Explore the possible meanings, don't just settle on one.
- e. What are the implications in practice? How would your practice change under the influence of the new perspectives you have developed in the previous stages?

Dynamic 2 – Reflection in group | 50 Minutes

- a. Divide experienced teachers into groups of up to 7 members and assign specific roles: 1) the person with the problem (the experience they want to reflect on), 2) the experienced teacher, and 3) the group members whose task is to contribute ideas at different stages of the group work.
- b. Each group should follow the instructions provided in [Annex 17](#).



Activity 7: Socratic questions | 45 Minutes

Socratic questions are a method used to guide the beginning teacher's self-reflection on a selected event that presents a professional challenge (Tancig, 1994). The activity takes place in groups of two, with the two individuals sharing the roles of experienced teacher and beginning teacher. The latter chooses an unpleasant event from his/her professional life, and the experienced teacher guides the beginning teacher through Socratic questions to explore in depth the factors that contributed to the event and possible solutions.

Dynamic 1 – Socratic questioning | 45 Minutes

- a. Form pairs and divide the roles into a experienced teacher and a beginning teacher. The beginning teacher chooses a challenge or negative experience from their daily practice that presents them with a professional dilemma, while the experienced teacher guides them in a structured self-reflection on the situation using Socratic questions (see [Annex 18](#)) to gain insight into the various possible responses and potential choices about possible solutions.

Activity 8: Gibbs's model of self-reflection | 45 Minutes

Gibbs proposes a model for self-reflection on the event that includes six steps:

1. description of the experience
2. exploration of the experiences of those involved
3. evaluation of the positive and negative aspects of the situation
4. analysis of the crux of the problem
5. consideration of alternatives (thinking, experiencing, and acting)
6. formulation of an action plan.

The activity is conducted in pairs (or threes), with the two people sharing the roles of experienced teacher and beginning teacher (and observer in the case of a threesome). The experienced teacher encourages the beginning teacher to self-reflect on the experience through the prism of the six steps of the Gibbs model of self-reflection.

Dynamic 1 – Self-reflection based on Gibb's model | 45 Minutes

- a. Form groups of 3 elements and assign the roles: Experienced teacher, Beginning teacher, Observer (optional).
- b. The beginning teacher chooses an experience that provokes them to explore alternative ways of dealing with this type of situation. The experienced teacher guides the beginning teacher in an in-depth exploration of the experience, following the six steps of the Gibbs model (see [Annex 19](#))
- c. The observer pays attention to the quality of the questions asked, the challenging moments for the beginning teacher (silence, embarrassment, etc.), and the experienced teacher's support for the beginning teacher (nodding, encouragement, paraphrasing, nonverbal support, etc.).
- d. After the end, the triad analyses what happened: all three experienced teachers share their own experiences (lessons learned, hidden thoughts, observations) and reflect on the



positive aspects of the process and on possible aspects that could be improved. They evaluate the model in terms of its usefulness for the mentoring relationship.

Activity 9: Promoting reflection by the beginning teacher (experienced teacher) | 20 Minutes

In this activity, prospective experienced teachers discuss the role of self-reflection in the professional learning of a pre-service teacher and explore how they will foster this attitude in their role as an experienced teacher.

Dynamic 1 – Beginning teacher self-reflection | 20 Minutes

Think about the beginning teacher and her current needs and challenges from the experienced teacher's perspective.

- a. What aspects of reflection do you think would be useful to stimulate him/her to certain insights, expand the boundaries of his/her awareness, and overcome his/her blind spots?
- b. How will you do this?
- c. Which of the above models do you think might be useful in each of the stages of promoting reflection in your beginning teacher?

UNIT V - COMMUNICATION AND INTERPERSONAL SKILLS

INTRODUCTION

A **meaningful mentoring relationship** relies on the establishment and maintenance of a fruitful, successful and effective **professional learning conversation** which, in turn, has as main characteristics the:

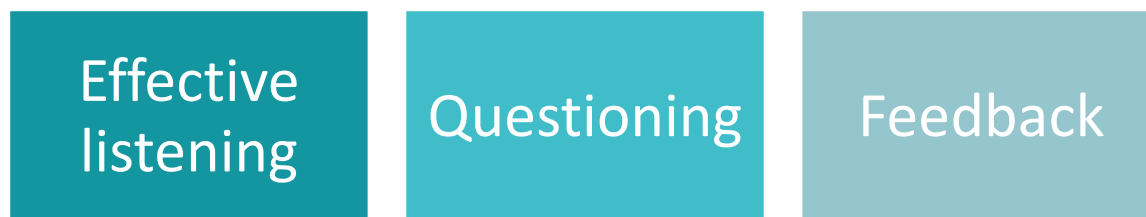


Figure 7 – The three main characteristics of a professional learning conversation.

This is the reason why **communication and interpersonal skills**, underpinned by these three characteristics too, are identified as one of the **most relevant skills a experienced teacher should have** and **strengthen** to ensure a successful and effective mentoring relationship with beginning teachers. Furthermore, by knowing and understanding the value of these skills, experienced teachers will be more able of endowing beginning teachers with these skills as well, allowing them to:

- Relate and interact with the students with assertiveness and empathy
- Establish and maintain professional and positive relations and communication with student's parents and families
- Cooperate, co-work and co-learn with other teachers and professionals in the educational system



The power of **good communication** is in **effective listening**. In a conversation with a beginning teacher, many times the experienced teacher thinks about what they would do in a certain situation and immediately starts giving advice. Many times, while the other person is talking, we are no longer actively listening, because we are preparing in our minds what we are going to say in response. But **real listening** requires that we **listen to the end**, with a **desire to understand the other person**.

Furthermore, as an experienced teacher, it can be very easy to want to just jump in and solve the beginning teacher's problems for him/her. However, the experienced teacher's role is to guide the beginning teacher to think for him/herself, following a **questioning technique** fostering beginning teacher self-discover. Is critical to ask open-ended questions to help the beginning teacher reflect on his/her experiences and learn from the conversation with the experienced teachers. Once again, when asking questions, experienced teachers must first listen well and try **to understand the other person**. Being a questioning peer gives the experienced teacher, an opportunity to: uncover additional facts and information about the beginning teacher; confirm the beginning teacher's



goals, aspirations, and needs; explore strong feelings about situations; define problems and possible solutions and discover the beginning teacher's commitment to his/her growth.

Feedback as a two-way street is also important in communication, being important to be able of receiving and providing feedback. Again, effective listening plays a role in the transmission and understanding of feedback, for both parties in the conversation.

OBJECTIVES

- To understand the value of active listening and use techniques to strengthen this ability
- To be able to use the questioning technique to guide, have a conversation and empower beginning teachers
- To understand and be able of receiving and transmitting feedback

CONTENTS

- Effective listening and questioning techniques applied to the mentoring relationship
- Tips and strategies to provide and receive feedback

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 230m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Being an active listener	1. Hear, think, ask	30m	90m
	2. Role playing in an effective conversation	60m	
2. Embracing the feedback mastery	1. Be givers and receivers of feedback	30m	90m
	2. Provide constructive feedback	60m	
			180m

Activity 1: Being an active listener | 90 Minutes

In this activity, experienced teachers will have the opportunity of hearing and learn more about effective listening and questioning techniques and of applying some of the key ideas related to these topics, through preparation, presentation and analysis of role-playing.

“Role-playing” is a technique in which experienced teachers play a specific role in a fictional setting, to evidence/show the most suitable way of performing that role. During the role-playing, other experienced teachers that are observing it can interrupt and take the place of the colleague to demonstrate a better way of performing that role.



Dynamic 1 - Hear, think, ask | 30 Minutes

- a. The trainer will introduce the Minor theory related to effective listening and questioning using as support the worksheet prepared for it (see [Annex 20](#)).

Dynamic 2 – Role playing on effective conversation | 60 Minutes

- a. Identify two volunteers willing to play the roles of an experienced teacher and a beginning teacher among the experienced teachers
- b. The volunteers will have 15 minutes to prepare a scenario of a mentoring session between them using the worksheet prepared for it (see [Annex 21](#))
- c. During these 15 minutes, the other elements of the group should discuss in small groups of 4 to 5 elements, the presentation made by the trainer and jointly analyse the observation sheet (see [Annex 22](#))
- d. After it, the volunteers will have 30 minutes to present the role play while other experienced teachers will:
 - Take notes related to the presentation following the observation sheet, justifying their positioning related to it
 - Interrupt the presentation of the colleagues, whenever they consider that something could be done more adequately. In this case, the experienced teacher will substitute the experienced teacher to represent it.
- e. At the of the role-playing the trainer will do a debriefing of the activity related to the:
 - Volunteer's feelings while performing their role
 - The overall perception of the group related to the hear, think and ask the position of the experienced teachers

Activity 2: Embracing the feedback mastery | 90 Minutes

In this activity, experienced teachers will have the opportunity of knowing and understand how experienced teachers can provide useful feedback to generate change in beginning teachers' behaviour and decision-making.

Following a brief presentation on key aspects to be considered while providing feedback, the group of experienced teachers will have the opportunity of simulating situations where an experienced teacher will provide feedback following the guidelines provided.

Dynamic 1 - Be givers and receivers of feedback | 30 Minutes

- a. The trainer will introduce the theory related to providing and giving feedback using as support the worksheet prepared for it (see [Annex 23](#)).



Dynamic 2 – Provide constructive feedback | 60 Minutes

- a. Divide the group in small groups of 3-4 elements
- b. Each group will have 30 minutes to prepare and do a simulation on “How to provide constructive and effective feedback” and discuss feelings and thoughts between them following the presentation made by the trainer in the previous dynamic
- c. At the of the simulation in small groups, the trainer will do a debriefing of the activity related to the: Constraints and difficulties in providing constructive feedback; New ideas on how to provide constructive feedback; Main conclusions of the activity



UNIT VI - EMPHATIC LISTENING IN THE CONTEXT OF NONVIOLENT COMMUNICATION

INTRODUCTION

Nonviolent communication (NVC) in Rosenberg's (2003) words is compassionate communication: "NVC: a way that leads us to give from the heart./ ... / We perceive relationships in a new light when we use NVC to hear our own deeper needs and those of others./ .../" (str. 2,3).

There are **four crucial elements in each communication situation** people should direct their attention to (see Figure 8):

Observation	Feelings	Needs	Request
<ul style="list-style-type: none">• What do I and the other person in the communication situation see/hear?	<ul style="list-style-type: none">• What do I and the other person in the communication situation feel?	<ul style="list-style-type: none">• What do I and the other person in communication situation need?	<ul style="list-style-type: none">• How can I sincerely express my needs and emotions and how can I empathically accept feelings and needs of other

Figure 8 – The four elements present in any communication situation.

This means that people should consciously...

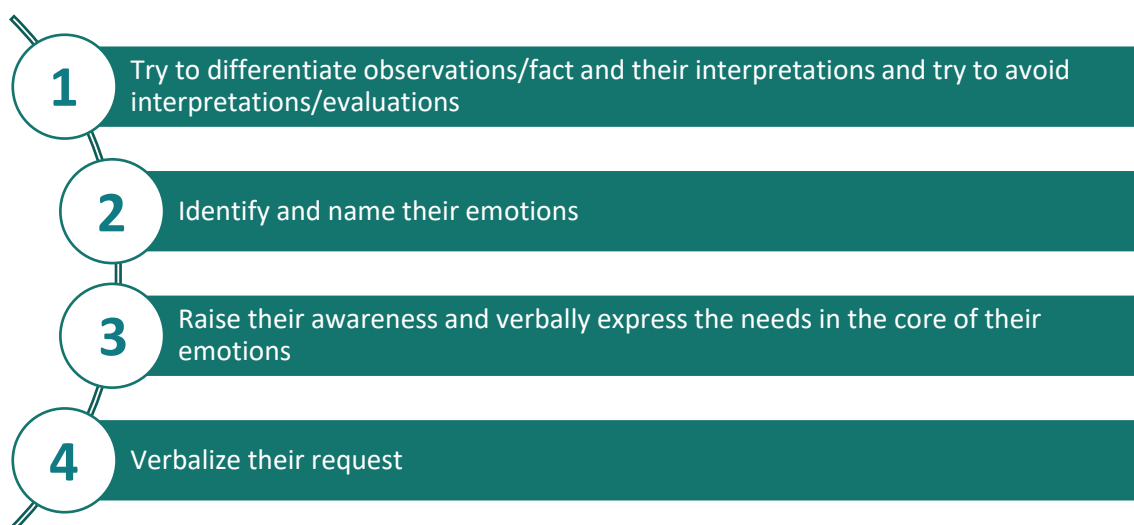


Figure 9 – What people need to do when communicating with others.

At the same time, they **should empathically listen** to the other person to understand his position, emotions, and needs.



There are **four** fundamental **rules of nonviolent communication** (see Figure 10):

Don't react automatically, let your words become a conscious reaction to what is going on (grounded on the awareness of perceptions/observations, feelings, and needs of people in the situation);

Express your feelings openly and clearly and at the same time honestly and emphatically take into account the feelings of others

Raise your awareness and consider your own in-depth needs and also the in-depth needs of others

Substitute defensive and aggressive behaviour patterns based on judging and critique with compassionate reactions grounded on an understanding of others, using empathic listening

Figure 10 – The four rules of nonviolent communication.

It's also important to teach and support nonviolent communication skills in classrooms. When doing this we enable students to learn how to:

- 1) identify and express their emotions and needs
- 2) identify and accept different emotions and needs of others
- 3) react to others with empathy and respect. In this context the success criteria written in the form of I-sentences could be very useful
 - a. I say what I see/hear without evaluations or criticism.
 - b. I express my feelings and needs without blaming others.
 - c. I ask (instead of demand, manipulation, or pressure).
 - d. I express gratitude.
 - e. I don't take accusations, critics, and demands I listen empathically to the language of others to find out what are their unspoken or unsatisfied needs.
 - f. I'm aware, that all that others are doing is trying to fulfil their needs.



OBJECTIVES

- To deep knowledge of the theory of nonviolent communication (M. R. Rosenberg, 2003)
- To raise awareness of experienced teachers' communication style, strengths and weaknesses according to criteria/principles of nonviolent communication
- To train the use of principles of nonviolent communication in mentoring process with the accent on empathic listening
- To think about nonviolent communication in the experienced teacher-beginning teacher relationship:
 - a. how to support the beginning teacher in self-reflection on his/her communication in the classroom
 - b. how to direct beginning teachers' attention to supporting students in developing nonviolent communication skills

CONTENTS

- Theory of nonviolent communication: observing, feelings, needs, and request
- Empathic listening

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 150m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Verbalize just facts, avoid evaluations	1. Understand rule nr. 1 of the non-violent communication	30m	30m
2. Identify and clearly express your emotions	1. Understand rule nr. 2 of the non-violent communication	30m	30m
3. Identify and express your needs	1. Understand rule nr. 3 of the non-violent communication	30m	30m
4. Clearly express your need and your request and listen to another person empathically	1. Understand rule nr. 4 of the non-violent communication	30m	30m
5. Reflection on workshop	1. Debriefing	30m	30m
			150m



Activity 1: Verbalize just facts, avoid evaluations | 30 Minutes

Facts are things that are known or proven to be true. Evaluations are subjective reactions or interpretations/evaluations of facts. The first rule of nonviolent communication refers to facts and their interpretations: "Avoid interpretations, the state just facts."

Example 1: The statement: "The rose smells good," is an evaluation statement. The fact is just: "The rose has a smell."

Example 2: "Math exam was demanding." It is another evaluation statement. The facts about the math exam are: it includes equations, it has six activities, 15 students pass the exam, 2 students collect all points, etc.

Dynamic 1 – Understand rule nr. 1 of the non-violent communication | 30 Minutes

Find out which of the following assertions are facts (observations), and which are interpretations/evaluations. Convert interpretations into facts.

- a. You are too generous.
- b. She didn't ask me for permission.
- c. He is an excellent basketball player.
- d. Pina is a sleepyhead; she was late at school every day this week.
- e. David said the red colour is not suitable for me.
- f. Our boss works too much; he is a workaholic.
- g. My daughter complained when I talked with her.
- h. Matt was jealous of me for no reason.
- i. She is a good teacher.
- j. Val got just one 4 in high-school physics, and all other marks were 5. He is such a clever boy.
- k. If you will not eat enough vegetables, you'll become sick.
- l. Don't strain yourself so much, everything will wait for you.

Activity 2: Identify and clearly express your emotions | 30 Minutes

Common confusion (generated by language): we often use the word «feel» without actually expressing feeling. We mix feeling with thoughts.

Examples:

- a. Instead of saying: „I feel cheated“ say it in a more exact and consequently more suitable way: „I think I'm cheated and I feel angry, disappointed, etc.“ Explanation: The first sentence contain thought (I think that someone cheated on me), but the other contain also emotion, which accompanies this thought.
- b. Instead of saying: „I feel inadequate for this task“ say it more clearly: „I think I'm inadequate for this task and I'm feeling frustrated, anxious, feared ...“. Explanation: In the first sentence emotion is mixed with the thought about oneself. It is more clear and more suitable to verbalize the thought (what I think I am) and the emotion (anxiety, frustration, etc.).



- c. „I feel unaccepted (ignored, misunderstood).“ In this sentence person mix emotion with the thought of others. It would be more suitable to say: „I think others don't accept (understand) me and I'm disappointed, frustrated, unsatisfied ...“

Dynamic 1 – Understand rule nr. 2 of the non-violent communication | 30 Minutes

Circle the number in front of any of the following statements in which feelings are verbally expressed. Upgrade sentences in which feelings are not verbalized in a way that will express emotions directly

- a. I'm glad.
- b. I feel challenged.
- c. I don't feel loved.
- d. I feel that I want to throw you into the wall.
- e. I'm lonely.
- f. I'm scared.
- g. I feel I'm successful.
- h. That is disgusting, I want to go away.
- i. I feel vulnerable.
- j. I feel unheard.
- k. I feel that I could tell this in another way.
- l. I live in a comedy.
- m. I'm a fool.

Think about your situations where you (or your colleagues, and students ...) couldn't express feelings directly.

Activity 3: Identify and express your needs | 30 Minutes

People have needs and different psychological theories list different categories of needs. The probably most influential theory is Maslow's hierarchy of needs: physiologic needs (breathing, water, food, sleep, homeostasis, excretion), safety needs (security of body, employment, resources, family, health, property ...), belonging/love needs (friendship, family, sexual intimacy), esteem needs (self-esteem, confidence, achievement, respect of others, respect by others) and self-actualization needs (morality, creativity, spontaneity, problem-solving, fact-acceptance ...). It's important to be aware that if people's needs are satisfied they feel positive emotions, for example, calmness, carefreeness, joy, love, self-confidence, interest, hope, enthusiasm, optimism, satisfaction, happiness, curiosity, excitement, etc. When a person's needs are unmet, he/she feels negative emotions: fear, anger, disgust, disappointment, sadness jealousy, offence, agitation, anxiety, guilt, frustration, shame, etc.

In communication situations, it's important to raise awareness of our own needs and also be aware of the needs of others.



Dynamic 1 – Understand rule nr. 3 of the non-violent communication | 30 Minutes

Choose 5 positive and 5 negative emotions and for each of them identify the need in its base. For identifying needs use Maslow's hierarchy of needs: physiologic needs (breathing, water, food, sleep, homeostasis, excretion), safety needs (security of body, employment, resources, family, health, property ...), belonging/love needs (friendship, family, sexual intimacy), esteem needs (self-esteem, confidence, achievement, respect of others, respect by others) and self-actualization needs (morality, creativity, spontaneity, problem-solving, fact-acceptance ...)

Describe two situations from your past in which a person felt strong emotion. Infer on need at the root of that emotion:

1. event: (description) _____, (emotion) _____, (need) _____
2. event: (description) _____, (emotion) _____, (need) _____

Activity 4: Clearly express your need and your request and listen to another person empathically

It's important to be aware of our feelings and needs and to clearly express them in the form of I-sentences. I-sentences are composed of 1. Distracting behaviour, 2. The consequence that this behaviour has for the person, 3. The emotion which person feels and 4. Need with the request for behavioural change.

Example: Teacher: "When you enter the classroom after I already started my lesson, you interrupt my flow of thoughts. I'm confused and angry about this. I need silence to concentrate on the lecture and I'm kindly asking you to come to my classroom in time."

Dynamic 1 – Understand rule nr. 4 of the non-violent communication | 30 Minutes

- a. Imagine three situations in your classroom which were unpleasant for you. For each disturbing behaviour construct the I-sentences for your students using the 4-elements rule.
- b. Role-play in pairs: determine roles, one person is the experienced teacher, the other is the beginning teacher. Set the communication context, then enter the communication situation trying (from the role of the experienced teacher) and listen to your student empathically. That means that you try to grasp: What does he/she see and hear? What does he feel? What does he need? What does he (even not directly) request? Follow rules:
 - i. Listen to what another person needs from you, not what he thinks about you.
 - ii. Instead of direct questions about your behaviour (What I did do wrong? What borders you?) try expressing your feelings first (ex.: I'm disturbed/uneasy because I don't understand what I did wrong, that you react like this. Could you possibly explain ...?)
 - iii. Listen to him/her carefully and try to understand his position (thoughts, emotions, needs).



- iv. Sometimes another person needs just someone who is trying to listen and to just be with her.
 - v. A very powerful technique for checking for understanding is paraphrasing. (Careful: the tone)
- b. Reflect on what was going on in the role play and exchange your insights with your partner: how did you feel, what did you think, what did you do right, and what you think you could do differently, maybe better?

Activity 5: Reflection on workshop

In this activity, experienced teachers reflect on their learning and determine potential developmental goals regarding their communication skills in the mentoring process. Activity is individual first and continues in pairs when experienced teachers exchange their insights and decisions regarding their personal communication goals.

Dynamic 1 – Debriefing | 30 Minutes

Individual reflection

- a. What did you learn about your communication in the classroom or a experienced teacher-beginning teacher relationship? What are your strengths what are your weaknesses?
- b. What is challenging for you?
- c. How will you cope with these challenges? What are possible obstacles? How will you overcome them? Who could support you? How will you monitor your progress? Whom can you ask for feedback? How will you celebrate your success?
- d. Discuss your insights and decisions in pairs.



UNIT VII - TEACHING FOR GROWTH MINDSET

INTRODUCTION

A growth mindset is a belief that skills, talents, intelligence, abilities, etc. can be developed with learning and through experiences. In education, a growth mindset fosters academic achievement, decreases fear of failure, and encourages students to step out of their comfort zones and develop their skills, abilities and competences.

Teachers play an important role in students' mindsets when they are providing students with feedback, communicate with them, and have certain expectations from them. In this unit, trainers will get to know ways to empower teachers to teach with a growth mindset. Moreover, teachers will better understand their mindset and its influence on the environment.

Since the topic of a growth mindset is quite broad, this unit provides an introduction to the growth mindset theory, which serves as a motivation for the teachers to explore the topic more in-depth on their own. A lot of useful materials about teaching for a growth mindset for trainers and teachers can be found on the website: <http://www.unigrowthminds.eu>.

OBJECTIVES

- To understand the influence of a growth mindset on the person and the environment.
- To know the language of a growth mindset.
- To understand how to develop a growth mindset in education through simple interventions

CONTENTS

- What is a growth mindset?
- Growth mindset language

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 150m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Stand up if you ...	1. Ice-break activity	10m	10m
2. Mindset quiz	1. Mindset Quiz	20m	20m
3. Growth mindset theory	1. It is a fixed or growth mindset?	60m	60m
4. Growth mindset language	1. The value of the growth mindset language	15m	60m
	2. Positive self-talk	15m	
	3. Short debate on the neuroplasticity of the brain	10m	
	Growth mindset as teachers	20m	



150m

Activity 1: Stand up if ... | 10 Minutes

At the beginning of the unit, it is important that people feel comfortable in the group. This creates a safe environment, in which it is easier to communicate and share opinions. Aside from that, this short activity raises energy by moving and is a helpful icebreaker, so experienced teachers get to know each other better.

Dynamic 1 – Ice-break activity | 10 Minutes

- a. The trainer presents the activity with the following instructions: “I am going to say some sentences that are either true or wrong for you. If the statement is true for you, stand up. If the sentence is not true remain seated. For example, I say: Stand up if you had coffee this morning. Those of you that had coffee, stand up, while the others sit.”
- b. Once everyone understands the rules, the trainer begins with the statements, such as:
 - Stand up if you are wearing something white.
 - Stand up if you have any pets.
 - Stand up if you enjoy your job.
 - Stand up if you know what a growth mindset is.
 - Stand up if you believe challenges can change your brain.
 - Stand up if ...
- c. The statements can be easily adjusted to specific experienced teachers and topics. The trainer should think in advance about which statements to tell.

Activity 2: Mindset quiz | 20 Minutes

After the energizer, each experienced teacher receives a printed version of a mindset quiz, which is included in [annex 1](#). It is better to print the first two pages separately from the scoring instructions. In this way, experienced teachers can first solve the quiz and later receive the second part, which is the scoring system. They have time to sincerely solve the quiz and find out their score with the help of the third page.

Dynamic 2 – Mindset quiz | 20 Minutes

- a. The trainer gives experienced teachers the first two pages of the mindset quiz (see [Annex 24](#)). Each experienced teacher individually solves the questionnaire.
- b. Once all the experienced teachers have solved the questionnaire, they are given the scoring system. The trainer explains how to score each question, in case it is not clear for the experienced teachers. Each experienced teacher evaluates his or her questionnaire since the final score remains anonymous if they do not want to share it with others.
- c. After solving the questionnaires, the trainer begins a discussion about different types of mindsets. If experienced teachers would like to share their thoughts or scores, they are welcome to do so. It is important to stress out none of the scores is final and they can vary



from time to time. Moreover, people can develop their mindsets, so even if their score was a fixed mindset, they should not be worried.

Activity 3: Growth mindset theory | 60 Minutes

General aspects of the growth mindset are explained in this activity. Firstly, the trainer explains the difference between a growth and a fixed mindset. Then, the theory is explained more in-depth with concrete examples from everyday life and some practical exercises. Before conducting this activity, the trainer should know the basics of the growth mindset theory. Experienced teachers are encouraged to ask questions and comment throughout the whole activity.

Dynamic 1 – It is fixed or a growth mindset? | 60 Minutes

- a. Trainer shortly explains what a mindset is (belief regarding the nature of one's characteristics – Carol Dweck) and the difference between fixed (people with a fixed mindset believe their skills, talents, intelligence, abilities etc. cannot be changed, they are limited with a specific capacity) and growth mindset (people with a growth mindset believe that skills, talents, intelligence, abilities etc. can be developed with learning and through experience).
- b. Experienced teachers are invited to decide which of the following statements represents a fixed (F) or a growth mindset (G):
 - I cannot do that, because I am not talented for this. F
 - Math is just not my thing. F
 - I need challenges to grow. G
 - I do only things I am good at. F
 - I can become smarter. G
 - I am as I am. F
 - I can learn how to solve this mathematical problem. G
 - I cannot change how intelligent I am. F
 - I am not good at that yet. G
 - I can change some traits and behaviours, that I do not like about myself. G
 - I am not good at sports/ school/ music/. F
 - I learned something from my mistakes. G
 - I can learn whatever I want. G
 - If I don't achieve something right away, I am not for that. F
- c. Afterwards, they are invited to form more statements that reflect a fixed and growth mindset. The trainer encourages the discussion.
- d. The trainer explains that people usually have both, fixed and growth mindsets. They can develop it based on their experiences and feedback from the social environment.
- e. Experienced teachers later reflect and discuss the following questions: Do you recall your own experience as a student with a teacher/coach who you believe supported the growth mindset? What about a fixed mindset? Firstly, they have 2 minutes to think about the question individually. Then they talk in pairs for 3 minutes about their findings and later for 4 minutes in groups of four. In the end, a general discussion about the findings takes place.



Activity 4: Growth mindset language | 60 Minutes

Based on some insights from previous activities, the trainer explains more in-depth what is a growth mindset language with the help of slides, available in the [annex 25](#). Moreover, experienced teachers can practice growth mindset language.

Dynamic 1 – The value of the growth mindset language | 15 Minutes

- a. The trainer explains various aspects of a growth mindset language, such as from labelling to process, real examples, high expectations, positive self-talk and brain growth conversation with the help of the slides in [annex 25](#).
- b. After a short introduction, experienced teachers are invited to think about a person they know, with a growth mindset. They should think about his/her characteristics and concrete behaviours that show a growth mindset. Afterwards, the trainer encourages experienced teachers to share their insights. In the same way, the teacher can encourage students in the class to think about a real person with a growth mindset and the benefits of it.
- c. The trainer explains the importance of having high expectations for all students. For inspiration, the trainer or experienced teachers can watch the video about the Pygmalion effect to better understand the meaning of expectations: <https://www.youtube.com/watch?v=R1YI9nvXIE0>

Dynamic 2 – Positive self-talk | 15 Minutes

- a. The trainer presents a story to experienced teachers, and they should imagine vividly that this has happened to them:

«One day you get a rejection from a journal that is important to you and that you like a lot. You're very disappointed. That afternoon on the way back to your home, you find that you've gotten a parking ticket. Being really frustrated, you call your partner to share your experience, but you get a rain check. »

- b. Trainer asks the experienced teachers to write down:
 - What would you think?
 - What would you feel? What would you do in this situation?
- c. Later they discuss their answers in groups of 3 to 5 experienced teachers.
- d. Afterwards, the trainer provides feedback mentioning if the thoughts, actions and feelings are more fixed or growth mindset oriented. With the help of the slides in the annex, he/she shows experienced teachers it is possible to convert the fixed mindset thoughts into growth mindset ones through some concrete examples.



Dynamic 3 – Short debate in neuroplasticity of the brain | 10 Minutes

- a. Trainer shortly explains to experienced teachers the term neuroplasticity by showing them a video with a simple explanation: <https://www.youtube.com/watch?v=ELpfYCZa87g>
- b. The trainer will promote a brief discussion on the topic and experienced teachers must realise that our brains never stop changing. With learning and experiences, new connections are built to provide new insights. The brain works like a muscle - we can develop them with training. When treated correctly, they can "grow".

Dynamic 4 – Growth mindset as teachers | 20 Minutes

- a. The trainer divides experienced teachers into groups of 3 to 5 experienced teachers per group.
- b. All groups will receive blank paper, pens, markers and post-it notes. The trainer invites the experienced teachers to make a poster about how they can use the gained knowledge about growth mindset as teachers. In what way is a growth mindset theory beneficial in the classroom or a mentoring process?

Since this unit is only an introduction to the topic of a growth mindset, the trainer should invite experienced teachers to further explore useful tools and materials on the topic of growth mindset on websites, such as: <http://www.unigrowthminds.eu>. This site can also serve the trainer to prepare for this learning unit.



UNIT VIII - MANAGING STRESSFUL SITUATIONS

INTRODUCTION

Teachers are often faced with stressful situations in their work, arising from the different circumstances of teaching. A beginning teacher is mostly exposed to similar situations or challenges as an experienced teacher: in the classroom, he/she has to react immediately to various unforeseen situations (reacting to inappropriate behaviour of pupils; assessment of the knowledge, etc.); establish and develop relationships with different stakeholders (pupils, their parents, colleagues, management); and see/assess the effectiveness of his/her work.

This module aims to encourage the young teacher to identify stressors and stress in his/her work and to empower him/her to deal constructively with the stressful situations he/she encounters daily. To be successful in the teaching profession, it is essential to deal with stress in a timely and constructive manner, and this module presents some possible ideas and models for constructively dealing with stress.

OBJECTIVES

- To present common stressors that teachers face in their work
- To sensitize for the recognition of stress symptoms
- To learn constructive coping strategies to deal with stress at different stages of its duration

CONTENTS

- The evolution and symptoms of stress
- Systematically identifying coping strategies and pathways (the balance wheel)
- Discussion of possible problems and their solution using the pyramid of logical levels (R. Dilts)
- Self-reflection on explanatory style (M. Seligman)

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 150m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Stress VS Stressor	1. Stress VS Stressor	10m	30m
	2. Stressful situations I	20m	
2. What I know/can do and what I need	1. Stressful situations II	30m	30m
3. Balance Wheel	1. Balance Wheel	30m	30m
4. Pyramid Of Logical Levels (Dilts)	1. Pyramid Of Logical Levels (Dilts)	30m	30m
5. Exploratory Style	1. Decisive dimensions	30m	30m
			150m

Activity 1: Stress VS Stressor | 30 Minutes

We often hear people talking about being "stressed", about school becoming more and more "stressful" - for teachers as well as for pupils, and they cite as stress the demands of extra work/learning; the expectations of pupils/teachers/parents, etc. And so, as the logical consequences of this (increased) stress, individuals cite a variety of symptoms, both physical and mental. This suggests that they perceive stress as something external, over which they have (no) control. To deal with stress successfully, it is therefore important to first distinguish between what is the stressor (the cause) and what is the stress (my reaction).

Dynamic 1 – Stress VS Stressor | 10 Minutes

In [annex 26](#) you will find 10 statements for you to analyse and identify if it is stress or a stressor. After that discuss your results with a colleague.



Dynamic 2 – Stressful situations I | 20 Minutes

Describe two different (current) stressful situations you are experiencing, clearly identifying the stressor and how you should react. Pay attention to the physical and mental (emotions, thoughts) reactions, and also how this is expressed in your behaviour. Also, assess how long the stressful situations described have been going on.



Activity 2: What I Know/Can Do And What I Need | 30 Minutes

When dealing with stressful situations, it is important to be aware of what you need to be successful in a particular situation. This requires an awareness of one's strengths and competences, as well as one's areas of weakness, where one may need help from others. Strong, quality coaching questions that encourage exploration of the problem situation can be very helpful in raising awareness of this.

Dynamic 1 – Stressful situations II | 30 Minutes

For the stress situations described above, find out what you need to deal with the situation successfully. Pay attention to what you can do on your own and where you need help. Be as specific as possible: what do you need, where and how could you achieve it. Help yourself with exploratory questions (What do I need? Where can I achieve it? Who can help me? How can I do it? ...). Use [annex 27](#) and write your thoughts and share them with a colleague and discuss your conclusions.

Activity 3: Balance Wheel | 30 Minutes

By analysing the stressful situation in more detail, we can identify several important areas of the situation, which are often of varying importance for the resolution of the situation. Identifying these important areas, and assessing them according to certain criteria, can help us to determine the beginning and the path to resolving the situation. By using the balance wheel, we can plan step by step how to achieve our goals and avoid any unnecessary stress.

Dynamic 1 – Balance Wheel | 30 Minutes

Identify one of the stressful important areas of an experienced teacher's work and divide it into smaller areas (6 or 8 areas). Write these areas on a balance wheel and, depending on your achievement, rate them from 0 (completely unsuccessful) to 10 (I have mastered this area as much as I can, or as much as I am capable of, etc.). Based on the ratings and the criteria you have developed (importance of the area; the area where you can have the biggest impact with the least changes...), choose an area that you can break down in the same way. In this way, identify one area where you can start to make changes that lead to a solution/overcoming of the stress (see [Annex 28](#))

Activity 4: Pyramid of logical levels (DILTS) | 30 Minutes

Individual similar stressful situations often stem from similar causes and if/when the cause is systematically eliminated, all these stresses are also eliminated/overcome. Therefore, Dilts (1994) suggests eliminating causes at a systemic level one level above the level of the cause of the stress.



Dynamic 1 – Pyramid of logical levels (DILTS) | 30 Minutes

Choose a realistic stressful situation (maybe one from a previous activity) and use the pyramid of logical levels to find out which level it comes from. Start at the lowest level (environment) and work your way up. To resolve the situation as permanently as possible, look for a solution one level up (from the level of the cause). Explore several possibilities of what and how could be changed at the upper level, so that the change has a constructive impact on the lower levels (see [Annex 29](#)).

Activity 5: Exploratory Style | 30 Minutes

As we already know, stress is a human reaction to stressful situations and our understanding of reality plays a key role in this process, as described by Seligman in his theory of explanatory style (Seligman, 2006). Explanatory style refers to the understanding of the good and bad things that happen to us in our lives, which we perceive in the dimensions of permanence (permanent, temporary), extensiveness (general, specific), and personification (internal, external). Precisava de uma explicação das dimensões. Não percebi no momento e continuo sem perceber

Dynamic 1 – Decisive dimensions | 30 Minutes

The explanatory style refers to three decisive dimensions: permanence, extensiveness and personification. [Annex 30](#) describes one of your stressful situations and one of your successes in as much detail as possible, through the prism of the three dimensions of explanatory style. (For a clearer picture of your explanatory style, the literature by Seligman is recommended, where an explanatory style questionnaire is available.)



UNIT IX - DIGITAL SKILLS, TOOLS AND STRATEGIES

INTRODUCTION

We can say that rapid technological development, intertwined with the COVID-19 pandemic which only accelerated our dependency on the digital, has created an educational vacuum. Experienced teachers, beginning teachers and students struggle to combine the analogue approach with the digital environment, in an attempt to re-establish the pre-pandemic notion of a typical classroom. However, although the pandemic seems to vanish at this moment, the dependency on digital tools remains and can only grow – we can only adapt to it, and not stop it.

Experienced teachers are pushed into digital learning modes, typically without preparation or prior experience. Having to sit in front of a screen at home during lockdown periods was a mental strain for many educators and students alike. Teachers have found themselves facing new issues, and, what is more, which proved to be problematic, educators now had access to an abundance of digital (educational) resources for utilization in the classroom. In this new environment, one of the key competences that every educator is forced to develop is the ability to come to terms with presented diversity, to effectively identify resources that best align with their learning objectives and teaching style, to structuralize the abundance of materials, to establish connections, and to modify, add to, and develop digital resources to support their teaching. But how to deal with the situation at hand? How to switch from traditional teaching and mentoring and transfer it on and through the screen? How to tackle an abundance of obstacles that teachers and students alike have to overcome? Which tools are best to be used in this effort?

The following pages will help you to navigate easily through the online space and offer you some guidelines which can optimize remote mentoring and teaching. The notion that will be highlighted through this unit is that a slight change in your digital approach may affect the way you positively utilize them.

OBJECTIVES

- To develop an effective way of using search engines
- To optimize the way mentoring and teaching can be done online
- To develop online communication skills
- To develop critical thinking applied in a digital context
- To explore the best online tools and solutions for remote mentoring and teaching

CONTENTS

- Using search engines effectively
- Optimizing your video-communication
- Exploring online possibilities



DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 45m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Using search engines effectively	1. Tips and Tricks	10m	10m
2. Optimizing your video communication	2. Practical advice	15m	15m
3. Exploring online possibilities	3. How to create interactive lessons	20m	20m
			45m

Activity 1: Using search engines effectively | 10 Minutes

Sometimes, trying to navigate the vastness of the online environment can be a challenge on its own; it is easy to miss a tree when you are observing a forest so large. So, the first challenge in exploiting digital solutions for remote mentoring and teaching is not which resources to use, but how to find them. In this activity, through Dynamic 1, we will offer you tips on how best to optimize the most popular search engine there is – Google. It is best to try the tips on the spot, in front of your computer.

Dynamic 1 – Tips and Tricks | 10 Minutes

The trainer will present the tips and tricks of [Annex 31](#) and discuss them together in a large group (it is possible to share experiences, good practices, presenting doubts or questions).

Activity 2: Optimizing your video communication | 15 Minutes

While online learning can undoubtedly help experienced teachers, beginning teachers, and students alike, it necessitates new ways of delivering information and engaging experienced teachers. We cannot expect that in-person classes can be identically replicated in the virtual environment and that the same materials, processes and interactions we use in a physical classroom, will equally well work in their virtual counterpart. In this Activity (see [Annex 31](#)), we will offer you some advice on how to make your video communication more engaging and rewarding, which you can then enrichen with the tools and resources we will provide you with in Activity 3.

Dynamic 1 – Practical advice | 15 Minutes

The trainer will present a list of suggestions for platforms and strategies on how to make your video communication more engaging and appealing. In small groups, experienced teachers will discuss them, and share some experiences and good practices (see [Annex 32](#)).



Activity 3: Exploring online possibilities | 20 Minutes

Tools that are available to experienced teachers and teachers today are numerous, and the best way to comprehend them is to explore them on your own – just by playing around. Online opportunities that teachers can explore include repositories of lectures and educational videos, virtual boards, polls, storyboards, presentations, and many others. In this Activity, to give you a proper basis for exploration and give you an idea of what the online environment can offer, we've included an example of a bit of everything, from video repositories to tools that can help you create interactive lessons, from online quizzes to dynamic storyboards.

Dynamic 1 – How to create interactive lessons | 20 Minutes

The trainer will identify several links on how to create interactive lessons for the experienced teachers to explore by themselves. If they are interested in some of the links, they can jump to [Annex 33](#), where they can find a brief explanation for every educational resource offered here.



UNIT X - ME AS A BEGINNING TEACHER: RECALLING MY PATH

INTRODUCTION

Experienced teacher training programmes should be recognised as priority actions in the education system, so that they produce changes and extend support to teachers, renewing the teaching career while improving their professional performance, their well-being and, consequently, the students' school success.

This unit aims to support the training of teachers who intend to become experienced teachers, using a **reflective approach**, being invited to critically analyse their professional, personal and relational experiences and thus contribute to understanding the needs of the beginning teacher, overcoming the various difficulties and developing their competences as a experienced teacher. This perspective favours their immersion in an intentional, pragmatic and meaningful process, providing them with the articulation of theoretical knowledge with experiences to act in a reasoned and pertinent way in the face of different professional challenges.

This guiding framework understands that reflective action presupposes a different type of training from that which prepares the teacher as a technician, based on compliance with a set of instructions designed and provided by others. Reflective education advocates practice-based development (Schön, 2000), in which the teacher-mentor is recognised as a professional who plays "an active role in formulating both the aims and objectives of his/her work and the means of achieving them". In this sense, this view advocates the ability to create their theories from reality, thus contributing "to building a broad base of knowledge about teaching" (Zeichner, 1993) throughout their career.

OBJECTIVES

- To enunciate the strengths of the future experienced teacher, both personally and professionally, as a way to promote the successive improvement of his/her performance
- To understand the specific needs and challenges of the beginning teacher
- To identify mentoring strategies as references for effective implementation

CONTENTS

- Self-reflection on significant personal experiences as a experienced teacher
- Sharing and discussion of ideas related to those experiences



DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 90m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. My experienced teachers	1. Thinking about my experienced teachers	20m	20m
2. Mentoring thought metaphorically	1. My mentoring relationships	10m	50m
	2. My career path	40m	
3. Round table around mentoring	1. Some quotations	20m	20m
			90m

Activity 1: My experienced teachers | 20 Minutes

History reveals that many of the characters we know, in different areas, were experienced teachers to others who are also great references for Humanity: Alexander the Great had Aristotle as a experienced teacher; Beethoven and Mozart had Haydn, etc. Even if many other personalities are not necessarily so famous, the experiences you have at a certain moment with your experienced teachers have an impact on your personal and professional life, as they result in the development of multiple skills.

Dynamic 1 – Thinking about my experienced teachers | 20 Minutes

With this as a motto, learn about some historical experienced teachers [The Chronicle of Evidence-Based Mentoring | Top 25 Mentoring Relationships in History (evidencebasedmentoring.org)] and recall your experienced teachers (see [Annex 34](#)).

- Who were your experienced teachers/mentor teachers?
- What were their main personal and professional characteristics?
- How can you be inspired by that experience as a future experienced teacher?

Activity 2: Mentoring thought metaphorically | 50 Minutes

In an educational/training context, metaphor is considered to be a source of insights into teachers' thoughts and feelings (Connelly et al., 1997). It can also serve as a tool through which a teacher stands back and reflects on their practice as an external observer (Leavy et al., 2007). Researchers use metaphors developed by teachers as a way to gain insight into what teachers think about their work and thus facilitate their professional development (Zhao, Coombs, & Zhou, 2010). This perspective is also important in the sense that beliefs and action are inseparable and "one construct tends to influence the other" (Haney, Lumpe, Czerniak, & Egan, 2002).

Dynamic 1 – My mentoring relationships | 10 Minutes

Reflect on the mentoring relationships you have experienced throughout your life, using a metaphor to best describe them and explaining the reasons for your choice.



Dynamic 2 – My career path | 40 Minutes

A road map is suggested as a metaphor for your career path, recognizing that maps show the big picture and thus providing food for thought based on the following topics (see [Annex 35](#)):

- Where did it start?
- Where did you want to go?
- Which roads did you follow?
- Which roads did you not follow and why?
- What other places would you like to visit and were you given the opportunity?

Activity 3: Round table around mentoring | 20 Minutes

Quotations are intended to clarify, support or illustrate a particular issue. The following have been chosen to trigger discussion about the specific needs and challenges of the early career teacher and the process of developing a future experienced teacher. After reading the quotes, choose the ones you would use as a strategy to promote a discussion in the mentoring relationship, commenting on your choice.

Dynamic 1 – Some quotations | 20 Minutes

- a. We tend to see ourselves primarily through the prism of our intentions, which are invisible to others, while we see others primarily in the light of their actions, which are visible to us (J. G. Bennet quoted in F. Kofman 2006).
- b. The delicate balance of 'mentoring' someone is not to create them in your image, but to allow them to create themselves (Steven Spielberg).
- c. Looking to the past should only be a means of understanding more clearly what and who I am so that I can build the future more wisely (Paulo Freire, Pedagogy of the Oppressed).



UNIT XI - ME AS AN EXPERIENCED TEACHER: MISUNDERSTANDING AND EXPECTATIONS MANAGEMENT

INTRODUCTION

Mentoring as a social phenomenon is as old as millennia. It seems that the first ever recorded instance of mentioning a “mentor” can be found in The Odyssey, as Odysseus himself appointed his friend to look after his son Telemachus before he sailed to Troy. “Mentor” supported Telemachus and acted as the boy’s role model as he matured. The figure of a Mentor continued to follow various heroes throughout their journeys – every Harry Potter had its Dumbledore, every Frodo has its Gandalf, and every Luke Skywalker had its own Yoda. But what every good story and every good hero’s journey rarely mention is the obstacles its mentors have to face. This image created a notion that somehow, challenges and issues that mentors face are less important than the ones their beginning teachers have to bear. But mentors have their journeys as well. We’re well aware of it, as well as we are aware of the challenges experienced teachers face, and the expectations they have to meet – towards their beginning teachers, towards their environment, and towards themselves.

To better manage their expectations, both experienced teacher and beginning teacher have to comprehend that the beginning teacher is not an instructor, and the beginning teacher is not a student; they are both colleagues, and that many potential benefits of their relationship also carry certain risks for experienced teachers. Issues of boundaries, mismanaged expectations and communication breakdowns have to be understood and successfully navigated to help ensure that the process is successful. Misunderstanding only one aspect of the process may affect the totality of mentorship, as all spheres of action are intertwined and affect each other. That’s why all possible areas may need to be addressed separately, to fine-tune the complete mentoring process. In the next pages, we will concentrate on strengthening experienced teachers’ approach toward managing expectations in different spheres and highlight the crucial role they have in shaping the profession of teaching. The three spheres we will concentrate on regard experienced teachers’ relationship with their beginning teacher, their environment, and themselves, as all aspects are crucial in developing a healthy and working mentoring attitude.

OBJECTIVES

- To develop a realistic understanding of experienced teachers' roles
- To start to explore effective approaches to mentoring
- To develop an effective expectations management strategy
- To identify and resolve misunderstandings more easily within the experienced teacher-beginning teacher relationship
- To easily create common goals and set boundaries

CONTENTS

- Expectations towards (and for) myself
- Expectations towards my environment
- Expectations towards my beginning teacher



DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 90m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Expectations towards (and for) myself	1. Self-reflection activity	15m	35m
	2. Opposite extremes of a continuum	20m	
2. Expectations towards my environment	1. Environment checklist	20m	20m
3. Expectations towards my beginning teacher	1. What practices get in the way of effective mentoring	10m	35m
	2. Discussion on 4 key points	25m	
			90m

Activity 1: Expectations towards (and for) myself | 35 Minutes

To establish a proper relationship with others, and successfully manage expectations that you set for them, one has to first establish a proper relationship with themselves and set realistic expectations for themselves. This perspective is reflected in the ways we position ourselves about our beginning teachers when we work together, as well as the way we react to different scenarios. Our position can be rather complicated, dynamic, and multifaceted, as we sometimes behave differently depending on the specific people we're with and the circumstances we're in. If we reflect on our attitudes and become more aware of them, we can take up different positions within the process, and optimize our own experience.

Dynamic 1 – Self-reflection activity | 15 Minutes

In this activity, the experienced teacher can reflect on his/her expectations for himself/herself as a experienced teacher and in the mentoring relationship. Take some time to answer the next questions (see [Annex 36](#))

Now, expand on these answers and assess your attitude towards mentoring process, asking yourself “What is my stance, concerning...”

- ...the purpose of the mentoring?
- ...the relationship with my beginning teacher?
- ...who knows best?
- ...who sets the agenda?
- ...how things will be decided?
- ...who talks, who listens, and when?
- ...who has the last word?
- ...being asked a ‘silly question’?
- ...who chooses the focus?
- ...being approachable, accessible and available?



- ...how, when, and where do we work together?

Dynamic 2 – Opposite extremes of a continuum | 20 Minutes

How you operate as a experienced teacher will be significantly impacted by some aspects of your perspective. While some people make encouraging and supportive remarks to others, some are drawn to asking challenging questions and may find it awkward to give compliments. While some people can be disorganized, others may have a great desire for structure and order. The following questions are presented as two opposite extremes of a continuum. You might not be on the end of the continuum, but rather halfway between. When assessing what this would mean for being a experienced teacher, there may be value in taking into account where you might typically fall on these hypothetical continuums.

Use [annex 37](#) to answer the questions.

Try to estimate how much this affects your role as a experienced teacher – are your opinions on these questions supporting or impeding your mentoring? Will it affect your expectations in a good way, or will it affect you poorly? It is important to notice that this activity can be used with your beginning teacher. He/she will also have strongly embedded opinions on the same questions and your scales won't necessarily balance them. This activity can be repeated once the complete unit is finished, with the difference that now both experienced teacher and beginning teacher revisit the questions together and discuss them.



Activity 2: Expectations towards my environment | 20 Minutes

Managing expectations as a experienced teacher can heavily depend on the school environment. In the same way that the school can make the whole process easier, it can also obstruct your progress. What the new experienced teacher can do in this situation, to mitigate the potential issues and develop achievable expectations, is to realistically assess their environment, and optimize their position within. It is critical to emphasize that occasionally operational restrictions will make it challenging or impractical for a school to manage one or more of the enabling structures. Because of this, it could be necessary to enhance other enabling structures or find a strategy to make up for a "missing" enabler. What would happen, for instance, if it wasn't feasible for you and your beginning teacher to be physically close to one another? How would that impact your working process and relationship? What if scheduling allotments have already been set up, making it challenging to find enough time for meetings and collaboration? Each of these questions poses a sizable professional problem that must be discussed and resolved with school administrators because experienced teachers cannot handle such difficulties on their own. What experienced teachers can do, however, is to develop their attitude towards potential challenges and obstacles that await them, and manage the expectations accordingly. The checklist in Dynamic 1 can help you assess your environment.

Dynamic 1 – Environment checklist | 20 Minutes

What is helping my work, and what is obstructing it within my environment – the checklist (see [Annex 38](#)) will offer you a set of assessments of potential support of structures. Instead of just ticking the boxes, you can indicate the quality of support with the letters 'S' (if a structure presents a strength in your school), an 'M' (moderately supportive), or a 'W' (weak/non-existing). In the checklist, you will also find two more sections that you can examine for each statement: "Can this be solved?" (Yes/No) and "Who can solve this?" (School leader/Administration/Colleagues).

The last section in the checklist titled "Comments" is reserved for your remarks and reflections. If you marked some of the statements with a "W", if you wish, you can mark here a potential situation, if it's within your power. Keep in mind, once again, that **experienced teachers cannot handle all the difficulties on their own**. You can offer a filled-out checklist to your school leader and see if there is an area for improvement within statements that you deem crucial for your development.

Activity 3: Expectations towards my beginning teacher | 35 Minutes

As mentoring is a two-way relationship, and equally depends on the actions and attitude of the beginning teacher, as well as the actions and attitudes of the experienced teacher, it is a connection that can suffer most easily from mismanaged expectations. This can arise from various factors, miscommunication leading to differences in approach, appreciation and goals. It is important to keep in mind that the perceived outcomes of mentoring may be different for experienced teachers and beginning teachers. Approaches to attain these outcomes may vary, some people will exert



pressure on themselves, others, and even the environment to get these results as quickly as possible. Everybody works at a different pace. Some people can and will build on what they've already learned, and some people are just starting their learning journey fresh. Together, develop goals that are both reasonable and attainable. They can then serve as motivating objectives, as well as a gentle reminder that learning takes time. Relationship issues may arise if a experienced teacher or beginning teacher holds the other to unrealistically high or low standards. Discuss your expectations and the relationship as a whole at the start of your mentorship journey honestly and openly. Then, you may develop a list of expectations that will serve as the cornerstone of your partnership.

Dynamic 1 – What practices get in the way of effective mentoring | 10 Minutes

Reflect upon what practices get in the way of effective mentoring. What are instances that could be a basis for misunderstanding and misinterpretation of expectations? Some statements built on experiences with seasoned experienced teachers can help to reassess first notions about the expectations of a mentoring process (record your reflections in [Annex 39](#)).

Dynamic 2 – Discussion on 4 key points | 25 Minutes

It is important to remember that it is very difficult to achieve goals that you are unaware even exist if expectations are not clearly stated. Frustration missed opportunities, and challenging discussions based on assumptions are the only outcomes of not having transparent expectations. Expectations must be precise, short, and obvious. Take some time with your beginning teacher, and lead with them a discussion on key points of your relationship, and how it can be more transparent. You can write your conclusions in [Annex 40](#). We identified four key points that you should discuss with your beginning teacher to synchronize your expectations and avoid potential misunderstanding. Speak with your beginning teacher plainly and openly, and allow them to express their opinions as well.



BUILDING BLOCK III: TEACHERS' INDUCTION PROGRAMME

3rd

BUILDING BLOCK – LOOP TEACHERS' INDUCTION PROGRAMME

FRAMEWORK

An effective induction programme is available that promotes joint reflection and learning and addresses the quality of teaching and professional development as a collective and not just an individual responsibility.

Teacher induction programmes are understood as a systematic, planned, and prolonged process of professional development, of collaborative and formative nature, involving a network of teachers and experts from different sectors and focused on school context, promotion of student learning, and development of the education system.

This Building Block future experienced teachers will allow the access to the LOOP Teachers Induction Programme and being informed about its aims, content, and material.

OBJECTIVES

- Get to know and have access to the LOOP Teacher's Induction Programme
- Prepare themselves to be an experienced teacher in the LOOP induction programme
- Self-reflect on his/her role as an experienced teacher

CONTENT

- Network of professional communities
- LOOP Induction Programme

UNITS

- Establishment a professional network
- What is the teacher induction programme and how to use it?

DURATION

- 8h

UNIT XII - ESTABLISHING A PROFESSIONAL NETWORK

INTRODUCTION

Professional networks can make significant long-term efficiency gains by sharing and employing best practices for the construction of high-quality and flexible school environments. Although the nature, scale and organization of networks can be significantly diverse, here we focus on creating networks to ensure the learning and professional development of teachers, responding to their specific training needs in a coordinated manner and thereby helping to prepare them to make informed educational decisions.

Within this framework, we acknowledge the creation of a professional network within an approach that looks at networks as providing experienced teachers with a place where they can share cultural practices and activities and strengthen their competences, also engaging in learning to become a experienced teacher as a process of knowledge-creation with other experienced teachers.

Here **we envisage this network as a form of “associative alliance”** to a) lower the financial and structural difficulties in setting up a professional network; and b) focus on the professionals rather than on schools per se, thus favouring a bottom-up approach whereby experienced teachers have a high degree of autonomy when participating in these networks.

In doing so, we aim at preparing schools for consolidating and operating networks that can move beyond the professional development needs experienced teachers have. That is, we operate through and **spiral model** where schools are used to identify and request experienced teachers' participation who, in turn, through their participation in these professional networks, can set the foundations for building up more holistic school networks (Figure 11).

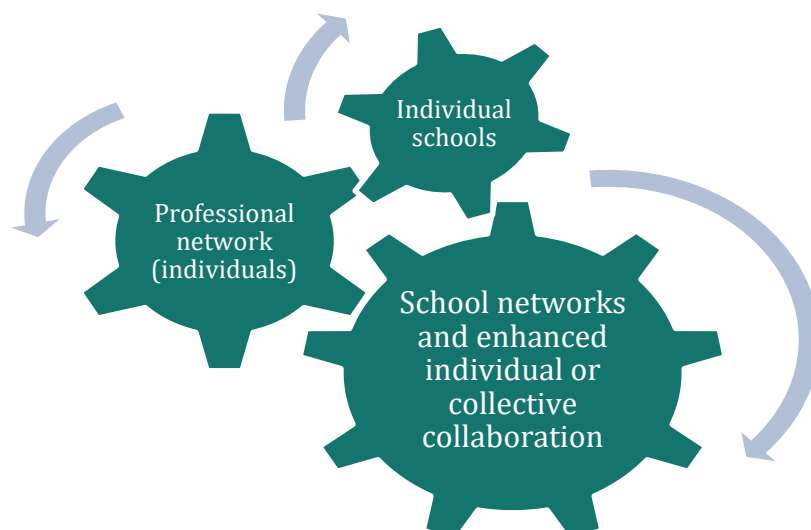


Figure 11 - The spiral of professional networks

This unit revolves around an action plan experienced teachers must think of, discuss and set up to effectively start, develop and sustain a network of professionals on mentoring. As shown in the spiral model, this professional network aims at moving beyond individuals (at an earlier stage) to look and ask for a more holistic involvement of schools as learning organizations (at an – ideally – later stage).



OBJECTIVES

- To identify and understand the key stages involved in the creation of a professional network.
- To make experienced teachers competent professionals in the organization of networks through the development of a dedicated action plan.

CONTENTS

- The steps involved in the creation of professional networks.
- Key areas of discussion and reflection in the sharing of practices and experiences among experienced teachers.
- Shared Leadership: definition, challenges, and opportunities.

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 90m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Creating a network core	1 – Reflecting on the strategies to create a network	30m	30m
2. Establishing experienced teachers' relationships and creating an agenda	1 - Reflecting on the path to building up relationships	30m	30m
3. Adopting a shared leadership approach	1 – Discussion about shared leadership	30m	30m
			90m

Activity 1: Creating a network core | 30 Minutes

The first step when thinking of setting up a professional network is the creation of a “management team” or “network core” among 3 or more professionals from the same or diverse schools. This core group needs to both think of the practicalities of the networks (where to meet, when, in which way, who is responsible for what) and the content and goals of each meeting. In the beginning, this core of people will struggle to reach other experienced teachers and set up informal, one-off meetings to discuss the how and when of this professional network.

Therefore, the creation of the network will depend upon **the capacity of mapping schools that actively promote induction initiatives based on mentoring schemes.**

In doing so, schools should at least offer one experienced teacher representative with the time and resources to contact other schools and professionals. This can take two strategies:

Strategy A: Create small teams of teachers (ideally a experienced teacher + a teacher from the school board) and provide them with time and platforms to contact schools in the same area with mentoring schemes or are interested in creating a mentoring initiative.



Strategy B: Select one experienced teacher from your school and provide him with time to contact and visit other schools to gather information about needs and possibilities to create an informal, one-off meeting.

Considering this, experienced teachers will need to discuss.

Dynamic 1 – Reflecting on the strategies to create a network | 30 Minutes

- a. Experienced teachers in this activity have to discuss the pros and cons of either strategy and reflect on which one is the more suitable according to their particular context/area. In particular, issues about schemes & time and the possibilities for creating informal meetings outside school hours should be addressed in this discussion.
- b. Once the discussion is over, experienced teachers will recreate this very first one-off meeting among professionals from different schools and will talk around:
 - a. Mapping of potential schools and teachers in their area.
 - b. Mapping their professional needs.
 - c. The capacity to set up a meeting agenda.
 - d. Think of a first professional meeting around the concept of “collaborative learning”: how to prepare dynamics, the organization of the meeting, etc.

Activity 2: Establishing experienced teachers’ relationships and creating an agenda | 30 Minutes

The second step is to generate a trust base among the “core network” team. First meetings need to have a clear purpose and address the most immediate needs according to practicalities and priority issues. This activity places experienced teachers in that position and asks them to set up an agenda attractive enough to reach new members and move forward.

Certain conditions are needed to promote this professional network, but the fundamental one is the creation of trust among all potential partners. Thus, the establishment of relationships can benefit from the approach used to build relationships between experienced teachers and beginning teachers presented in the LOOP project (see [Annex 41](#)).

Dynamic 1 - Reflecting on the path for building up relationships | 30 Minutes

In this activity, experienced teachers working in groups must pick up one of the areas presented and discuss key strategies and approaches to effectively address these in an imaginary agenda of experienced teachers’ meetings.

- a. Each group should imagine they are the “network core”, or those teachers that will be leading the creation and launching of the network, at least in its earlier stages. If the previous activity involved making contact and establishing the very first practical priorities, this second activity involves the scenario of teachers from different schools, meeting to establish this “network core”.

In these initial tentative meetings, experienced teachers need to present or imagine different strategies to focus on how these 5 areas could be addressed. Some examples are presented here (experienced teachers can use them, merge, or modify them, and add new ones!).



- Review meetings: arrange one-off meetings to focus on the experienced teachers' needs and strengthen your relationship. Here, the mapping of needs can follow the proposed "Direction supports" to organize these needs among the abovementioned "emotional, communication, physical and instructional" supports.
 - Remembering experienced teachers' beginnings: sharing and discussing pitfalls, challenges, unexpected barriers, and ways experienced teachers used different strategies to overcome these.
 - Promoting dialogue: among experienced teachers and experienced teachers who want to become experienced teachers and/or have some informal experiences in mentoring.
 - Using strengths-based feedback: to enhance clarification, informally evaluate or comment on mentoring strategies and agree on common goals and priorities.
- b. Once they have worked out 2 or 3 of the proposed areas, they have to agree to set up an initial agenda of activities to offer future experienced teachers from other schools, and for the "network core" to follow in a more structured way.

Activity 3: Adopting a Shared Leadership approach | 30 Minutes

In a context of scarce resources and time and, given the current start-of-art of mentoring schemes in most countries, experienced teachers face the challenge to find the time and energy to move beyond one-off meetings and implement the proposed agenda, as displayed in the previous activity. Now it is time to think about the concept of shared leadership to deepen our understanding and brainstorm strategies to take the most of the available time experienced teachers of this "core network" have by relying on each other's criteria and agency.

Considering the lack of time and resources to build up a network, the "network core" members need to take ownership and responsibility for the part they play in the structure of the network and/or the development of the meeting agenda.

In this activity, we present a working definition of shared leadership and propose a discussion around the challenges of shared leadership. Here we give some examples of challenges but of course, it is suggested that experienced teachers think of other challenges as well.

Dynamic 1 – Discussion about shared leadership | 30 Minutes

- a. Presentation of "Shared Leadership" working definition: *"Shared leadership is when each experienced teacher within an organization takes ownership and responsibility for the part they play. In effect, shared leadership enables each experienced teacher to shoulder their work without the oversight from a command-and-control style manager."* Discussion in groups and then among all experienced teachers.
- b. Presentation and discussion of potential challenges:
- a. How to establish an appropriate supervision/evaluation of actions taken.
 - b. How to ensure effective communication and practical knowledge of "who-is-doing-what".
 - c. Decision-making procedures and fair distribution of tasks.
 - d. Investing time in the structure and organization of meetings vs. time invested in effectively implementing meetings (design of sessions, preparing materials, etc.)



UNIT XIII - WHAT IS THE TEACHER INDUCTION PROGRAMME AND HOW TO USE IT

INTRODUCTION

This building block or brick aims at presenting the beginning teacher induction programme (TIP) to the experienced teachers attending the experienced teacher capacity programme. The LOOP Project focuses on an induction process through the relationship between the experienced teacher and the beginning teacher. The core idea of the project is to enable experienced teachers and beginning teachers to work together establishing a relationship and developing it in a manner conducive to both their careers.

The TIP is a modular toolkit of resources that the experienced teacher – BEGINNING TEACHERS pair might find useful and helpful along the way. The idea of this building block is to familiarize the experienced teachers with the contents of the programme, its structure and resources so that they might be prepared and comfortable to use the programme in practice when called upon.

The programme proposes and suggests a set of 14 diverse modules covering a wide range of topics that are key for the support of BEGINNING TEACHERSs, to be used by trained, formally appointed experienced teachers. The proposed modules and the related activities are set to bridge the gap between initial teacher education (ITE) schemes and early continuous professional development.

OBJECTIVES

- To Present the LOOP project as a whole, the origins of the programme and the upcoming steps
- To present the teachers' induction programme and familiarise experienced teachers with it to ensure that they would later feel comfortable using it.
- To ensure that the experienced teachers understand the TIP as a modular, unobliging, adaptable, toolbox of materials that they need to tailor to themselves and their beginning teachers.

CONTENTS

PRESENTATION OF THE PROGRAMME

- a. History behind the programme (and a bit of the future too)
- b. The main concepts of the programme
- c. Structure of the programme



DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 250m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Best Ideas for a Programme	1. Thinking on the principles	30m	50m
	2. Gather ideas for content	20m	
2. Presentation of the TIP		30m	30m
3. Diving in the Deep	1. Exploring and presenting the modules	30m	170m
	2. In a deep overview of the TIP	140m	
			250m

Activity 1: Best Ideas for a Programme | 50 Minutes

The trainer presents the following scenario to experienced teachers: imagine that you are tasked with preparing a programme for the induction of beginning teachers what would you do? What would your ideal programme look like. Do not think about content at this point. Start by thinking about what the necessary elements would look like. Some potentially leading questions:

- Who is the programme for?
- How long should it be?
- How would different people be included?
- How intensive would the programme be?
- How much content would you expect to have – how about the question of preprepared content vs. freedom?

Dynamic 1 – Thinking on the principles | 30 Minutes

- a. Divide experienced teachers into groups. Instruct them to think about how they would structure the induction programme. Tell them to prepare a presentation of their joint discussion.
 - They can try and rank 3-5 characteristics that the programme should have.
 - Alternatively, they can try and prepare an advertisement for their specific idea of the programme (and act it out).
 - Alternatively, they can draw 3-5 symbols representing their characteristics and have other groups guess them.
- b. Keep the entire group together and work in a brainstorming manner. Write suggestions on a board or similar. Have people vote on the characteristics that they agree with most. (You can do this by giving all of them a limited number of votes – e.g.: post-it notes, and instruct them to distribute them to the available suggestions; you can do Eurovision-style voting; ...) You can also just stick to a guided discussion and move to dynamic 2 faster.



- c. In either case, sum up the first part by trying to identify some basic characteristics of a teacher induction programme. Lead the experienced teachers to specify not only the principles but also the reasons behind those principles. Keep in mind that you need to draw from your group of experienced teachers', but you might want to steer them towards some principles that are included in the TIP programme (see [Annex 42](#)).
- d. Keep the written summary somewhere available. In Activity 3 you will refer to it and try to underpin how aligned we are or that the programme still is a work in progress and emphasise how important it is that the experienced teachers adapt the programme and insert themselves in it.

Dynamic 2 – Gather ideas for content | 20 Minutes

- a. Everyone makes a personal list and someone starts reading topic by topic, while others raise their hands if they have the topic also on their list. (Taking it up a notch you can make this into a bingo-style count-off – either by just saying that whoever gets 5 topics covered first wins or even distributing grids of 4 x 4 fields and the winner is whoever has a line or a column filled.)
- b. Consolidate a joint list of topics that a beginning teacher induction should cover. Keep the summary somewhere available as it might serve you again in Activity 3.

Activity 2: Presentation of the TIP | 30 Minutes

In this activity, the trainer will present the history behind the programme (and a bit of the future too) and the main concepts of the programme (see [Annex 43](#)).

Building on the input of the first two activities you can use the information in the document in the attachment to try and give the experienced teachers some context. Try and refer as much as possible to their reflections and ideas.

Use the materials provided sensibly. If possible, try to bundle activities 1 – 3 in a single session without a break.

Activity 3: Diving in the Deep | 170 Minutes

The bulk of the work on the TIP should focus on the materials developed in the TIP itself. Each of the 14 modules should be presented. Listening to 14 different presentations of something similar might be a bit tedious so try to keep the discussions lively and include people. The idea suggested here is to have experienced teachers present each module.



Dynamic 1 – Exploring and presenting the modules | 30 Minutes

- a. If possible, create 14 groups and each would work on and present one module. Alternatively, you can make a smaller number of groups that review and present more modules (for instance 7 groups/pairs each working on 2 modules).
- b. Each group should be given the selected module along with all the annexes. If a module has as one of the developed materials (annexes) a conversation guide, experienced teachers should be encouraged to do a role-playing exercise (one as a experienced teacher and another as a beginning teacher).
- c. In the roughly 30 minutes experienced teachers should get to know their designated module in quite some detail and prepare a presentation for the rest of the group. This presentation should always include a detailed list of all the developed materials (annexes) of a module. Additionally, it should include what surprised the group and what they see as needing the most adaptation to context.

Dynamic 2 – In deep overview of the TIP | 140 Minutes

Presentation of all the 14 modules. Each of the modules should be given 10 minutes for presentation and discussion. Discussion should be encouraged and moderated. Potentially when group 1 presents module 1, group 2 could be charged with interrogating group 1 members and stimulating discussion; group 2 would be questioned by group 3 and so on ...

Potential questions or comments could refer to:

- Concrete usability of materials in the local context,
- Level of demandingness of materials,
- Appropriateness of content for the beginning teachers,
- Room for improvement and what would need a different/more careful implementation,
- Is something missing from their perspective.

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ANNEXES



Annex 1 - How you act when you trust

In small groups discuss the following questions:

- What does trust mean to you?
- What is it like to be in a relationship where trust exists?

The following exercises will help answer these questions.

1. Think of someone you know and trust. Keep that person in mind as you complete the following sentence:

Because I trust (the person you have in mind), I... (list several behaviours, feelings, thoughts, and expectations you experience because you trust that person).

2. Now that the concept of trust associated with behaviours has been defined, the next question is about the importance of creating a trusting relationship between experienced teacher and beginning teacher; thus, it matters how the beginning teacher can trust the experienced teacher.

2.1. Complete the following sentence:

When I want someone to trust me I... (list several behaviours you exhibit when you want someone to trust you).



Annex 2 - Assessing scenarios and expectations (Portner, 2008)

The following exercise provides an opportunity to anticipate actions in the face of hypothetical, but very likely, professional scenarios. Below, four categories of scenarios that most commonly challenge beginning teachers are described. In the category, a particular situation is described and an example of a specific need, related to that category, is given. The need predicts what the beginning teacher should do. The task posed is to add an example for each category and an example of a need. You may also suggest a solution as an additional exercise.

Category: Classroom management			
The classroom should be a space that can provide a safe and organised place for students to carry out their tasks			
Example		Exercise	
Your situation	Your experienced teacher spends an inordinate amount of time distributing and collecting papers and attending to other classroom routines.	Your situation	
Your example of the need	How to physically organise the classroom to improve its functionality.	Your example of the need	

Category: School Policy			
The routines and procedures that regulate the actions of the school community.			
Example		Exercise	
Your situation	The beginning teacher has organised a field trip for the students but is uncomfortable about the legal aspects involved.	Your situation	
Your example of the need	What is involved, and what are the procedures for developing a study visit?	Your example of the need	

Category: Parents and Community			
The nature and degree of involvement, responsibility, and authority that parents and the community have concerning the school system.			
Example		Exercise	
Your situation	The beginning teacher would like the opportunity to meet the parents and guardians of their students	Your situation	
Your example of the need	How to get more parents to attend the annual open house...	Your example of the need	



Category: Emotions			
The tensions, feelings and attitudes experienced in the exercise of the profession.			
Example		Exercise	
Your situation	The beginning teacher will be formally evaluated by an evaluator/colleague. He is nervous and has asked for your guidance.	Your situation	
Your example of the need	How to prepare for, deal with and recover from an evaluation by your supervisor.	Your example of the need	



Annex 3 - What will it be like?

Record the main activities you believe you are responsible for in the mentoring relationship and also the actions to trigger so that you can effectively develop the activities.

REFLECTION

Support material

Experienced teachers are professionals committed to the personal and professional development of their beginning teachers. It is in this perspective that Portner (2008) draws attention to the elements that affect the experienced teacher should take into account in his/her action:

- **The context:** effective experienced teachers plan and monitor behaviours concerning physical and psychological environments that reflect the local culture; the activities of experienced teachers are appropriate, timed and aligned with the mission and goals of the community;
- **The content:** effective experienced teachers incorporate actions into their practice to meet the professional needs of beginning teachers; strategies are based on adult learning principles, teacher development theories, interpersonal communication, coaching and best mentoring practices;
- **The process:** effective experienced teachers collect and analyse formal and informal data that describe the professional performance of beginning teachers and their evolution, to facilitate the beginning teachers' development;
- **Adjustment:** effective experienced teachers seek to continually increase their knowledge and skill base; they regularly collect and reflect on data regarding the professional growth of beginning teachers and modify their practice to ensure mentoring is most appropriate;
- **Collaboration:** effective experienced teachers recognise that team effort exceeds individual effort; they, therefore, assess their strengths and support and promote the involvement of others in mentoring, monitoring the effectiveness of new resources and collaborations;
- **Contribution:** effective experienced teachers seek out and participate in knowledge-sharing opportunities and contribute to improving practice among fellow experienced teachers and within the mentoring field.



Annex 4 - Mentoring Principles

Taking into account the profile presented and the actions of the experienced teacher, identify and justify in the principles below those that best support the definition of the experienced teacher's profile and add others if you wish.

- **Trust:** trust must be the basis of the relationship between experienced teacher and beginning teacher, where mutual respect is permanent
- **Confidentiality:** confidentiality determines that the matters discussed in the mentoring relationship are reserved and remain only in the sphere of knowledge of the two people involved
- **Commitment:** experienced teachers in the programme commit to devoting time and effort to the process
- **Result orientation:** the experienced teachers in the programme aim to achieve the goals and outcomes specified in the mentoring relationship.

REFLECTION

Support material

Experienced teachers are governed by principles that enable them to ensure that their roles are carried out fully, as:

- They understand how beginning teachers learn and adjust their practice and knowledge to the interests, needs and competences of the beginning teachers;
- They incorporate up-to-date research on assessment, guidance and relationship into their practice, being aware of the influence of context and culture on the behaviour of the beginning teachers;
- They have an expert knowledge base and a range of matching strategies and can link these to the beginning teacher's efforts;



- They anticipate where difficulties are likely to arise and propose multiple pathways to resolve them, believing in the first place that the beginning teachers are capable of solving their problems;
- Think systematically about their mentoring practice and learn from experience;
- Consider multiple perspectives on the same scenario, be creative and take risks, adopting an experimental and problem-solving stance;
- Critically examine their activities and seek to expand their repertoire by deepening knowledge, sharpening their judgement and adapting their application in the field to discoveries, ideas and theories.

Maia (2011) proposes nine characteristics that should constitute the ethical profile of an education professional, an educator or teacher, which support the design of the experienced teacher's ethical profile, taking into account the activities that the experienced teacher has to perform:

- **Enthusiastic knowledge** - the experienced teacher is required to master an area of knowledge associated with the teaching he or she is tasked with, thus enabling him or her to satisfy the curiosity of the beginning teachers, awaken in them questionings, and discoveries, which help them to develop personally and professionally. In this action, it is fundamental that the experienced teacher demonstrates enthusiasm and passion.
- **Rationalized affectivity** - the experienced teacher is the centre and reason of the experienced teacher's action, but it is necessary to know how to manage the affective dimension in the mentoring relationship.
- **Adapted wisdom** - one should take into account the degree of development the beginning teachers are at so that one can help them progress to higher levels of development.
- **Balanced security** - there must be security of action, a balance between knowledge, attitude and guiding principles.
- **Persistent availability** - to be willing and available to always support and continue learning.
- **Situated axiology** - always keeping values as necessary experiences.
- **Recognised goodness** - it is very important that the experienced teacher is recognised as "a good person", both in the school and social and personal context.
- **Coherence** - the person and the professional should be coherent in their actions because the contradiction of models hinders the process of construction of the beginning teacher.



Annex 5 - No drive-by teachers (Schulman, 2003)

Read the text of Shulman and reflect on the ethical principles that must guide a experienced teacher in his role.

No Drive-by Teachers

October 2003 - Lee S. Shulman

What different picture emerges, and what consequences follow, if we think about the teacher as the primary agent of his or her accountability?

It's hard to open the paper or turn on the radio these days without finding yet another call for educational accountability. It's a reasonable thing to seek. The public needs to know that schools and colleges are delivering on their promises to students and society. The problem is that the typical mechanisms for ensuring quality (such as external tests or other measures of some sort) often miss much of what goes on in classrooms. A different way of looking at accountability is through the lens of the classroom, where, after all, the proverbial rubber of teaching and learning meets the educational road. Do we need tests and state "report cards" to take measures of education's effectiveness as an enterprise? Maybe. Do we need teachers who see student learning and its improvement as their professional, ethical responsibility? Absolutely.

What is entailed in this responsibility? An analogy is helpful here. Consider the story we read in the news at least once a year. In one version, a passenger on an aeroplane experiences severe chest pain, and the cabin attendant asks if there is a physician on board. A physician comes forward and attempts to assist the patient, but after several interventions, the patient dies. Subsequently, the family of the deceased sues both the airline and the physician, the latter for malpractice. Had the physician remained in her seat and withheld her professional service, she would have been held harmless, no questions asked.

In another version of the story, an auto accident leaves several people by the roadside badly injured. A physician drives by and decides not to stop and render medical assistance for fear that he will be held responsible for any care he delivers. Perhaps he had just read a news story about the first physician. He is later criticized for inaction, for an unwillingness to act professionally. Once a person or a community takes on the mantle of a profession, every act is potentially permeated with ethical questions. My point is that excellent teaching, like excellent medical care, is not simply a matter of knowing the latest techniques and technologies. Excellence also entails an ethical and moral commitment-what I might call the "pedagogical imperative." Teachers with this kind of integrity feel an obligation to not just drive by. They stop and help. They inquire into the consequences of their work with students. This is an obligation that devolves on individual faculty members, programs, institutions, and even on disciplinary communities. A professional actively take responsibility; she does not wait to be held accountable.



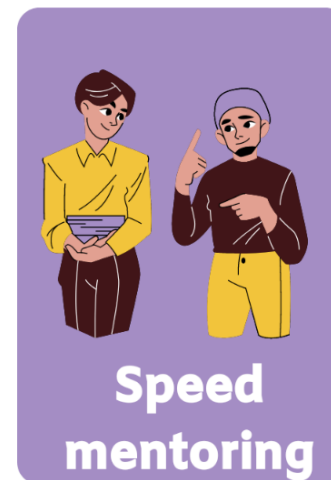
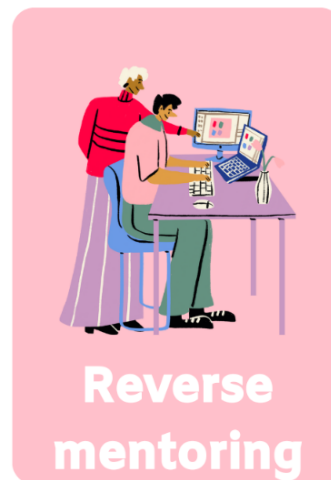
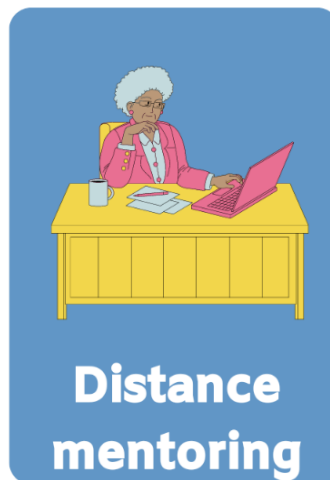
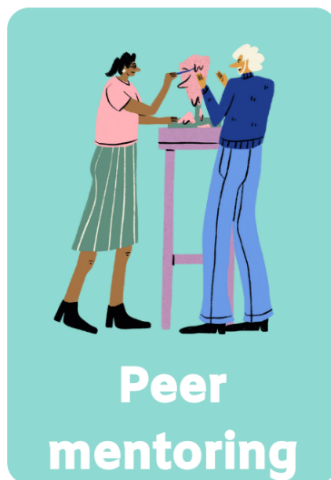
Consider the case of one of last year's U.S. Professors of the Year (a program co-sponsored by Carnegie and the Council for Advancement and Support of Education). Dennis Jacobs is a Professor of Chemistry at the University of Notre Dame. Several years ago, teaching the introductory course in his department, he found himself face to face (often during office hours) with students who were failing his course or dropping out. This was disturbing for a couple of reasons. For one, these students were clearly bright and hardworking enough to succeed--but they weren't succeeding. Second, it was disturbing because failure for many of them meant abandoning long-held dreams and career aspirations.

Now, in some chemistry departments, the student failure rate in an introductory course is a badge of honour. But Jacobs was having none of this. Feeling an ethical responsibility for the success of his students, he designed an alternative approach to the course, employing small-group study circles and an emphasis on conceptual thinking. And then this is an essential part of the story--he set about to document the effectiveness of this new approach. My colleagues and I at The Carnegie Foundation for the Advancement of Teaching refer to this commitment as "the scholarship of teaching and learning."

Leaving aside many of the details, Jacobs's approach not only allowed more students to succeed in meeting the chemistry department's high standards (far more students passed the course), but it also modelled a kind of professionalism that should be at the heart of our ideas about educational accountability. Jacobs didn't just "drive-by" when he saw what was happening to his students. He stopped what he was doing and assisted. He took responsibility for the quality of his students' learning through his innovations and highly demanding assignments and tests. Teachers like Dennis represent a kind of teaching excellence that is, admittedly, beyond what we find in lots of classrooms where teachers are content to teach well and leave it at that. It's tempting to say it goes "beyond the call of duty," but in fact, my point is just the opposite. Teachers must accept the ethical as well as the intellectual and pedagogical challenges of their work. They must refuse to be drive-by educators. They must insist on stopping at the scene to see what more they can do. And just as is the case on airliners and freeways, many of the needed resources may be lacking. Nevertheless, they must seize responsibility.

There is no more powerful form of accountability.

Annex 6 - Type of mentoring - cards





Annex 7 - Observation sheet

NOTES

Group identification

Type of mentoring



Main characteristics


Benefits

Disadvantages



Other observations

Annex 8 - Characterization of the types of mentoring


Types	Characteristics	Benefits	Disadvantages
<p>One-on-one mentoring</p> 	<ul style="list-style-type: none"> Traditional model Most used in education Involve 1 experienced teacher and 1 beginning teacher More-experienced individual paired with a less experienced or much younger beginning teacher <p>In schools with teachers:</p> <ul style="list-style-type: none"> When an experienced teacher becomes the experienced teacher of a less experience or a beginning teacher. 	<ul style="list-style-type: none"> A experienced teacher can also benefit from it: development of leadership skills, learning from their beginning teacher and a sense of satisfaction. A long-term relationship can be built and nurtured over time Profound impact on confidence, mental health and areas of personal development for both parties 	<ul style="list-style-type: none"> Can be limited when schools are short on experienced teachers Requires more time from both parties
<p>Group mentoring</p> 	<ul style="list-style-type: none"> One or several experienced teachers work with a group of beginning teachers. A collaborative group that is guided by one or more experienced teachers Different examples: peer group mentoring; 1 experienced teacher to many beginning teachers; many experienced teachers to 1 beginning teacher; many experienced teachers to many beginning teachers <p>In schools with teachers:</p>	<ul style="list-style-type: none"> More fluidity in the mentoring process Useful when teachers are working on multiple subjects and different years/levels Allows to reach and impact more beginning teachers in a shorter amount of time An effective way of up-skilling groups, retaining/transferring knowledge, contribute to a culture of knowledge sharing, inclusion and learning Allows to improve experienced teacher's teamwork skills 	<ul style="list-style-type: none"> When involving multiple beginning teachers, the individual goals and needs can be reached superficially When involving multiple experienced teachers, requires more time for common preparation and analysis

Types	Characteristics	Benefits	Disadvantages
<p>Peer mentoring</p> 	<ul style="list-style-type: none"> ▪ Schools often apply this model because there may not be enough time or resources to have one experienced teacher for each beginning teacher. ▪ Experienced teachers have shared or similar qualifications and experiences in personal or professional contexts; both might be at a similar professional level. ▪ These peers, pair up to offer support for each other. ▪ Different examples: peer group mentoring or one-on-one peer mentoring. <p>In schools with teachers:</p> <ul style="list-style-type: none"> ▪ Commonly schools have groups of teachers with similar qualifications and experiences. 	<ul style="list-style-type: none"> ▪ Mutual understanding and identification between the parties: a sense of belonging ▪ Joint efforts and resources to jointly face the same types of challenges and opportunities ▪ Allows teachers to build relationships and use their strengths to teach and learn from each other ▪ Also useful for experienced teachers/experienced teachers to support each other while being in a mentoring relationship; or for beginning teachers/beginning teachers to support each other while being in a mentoring relationship 	<ul style="list-style-type: none"> ▪ It doesn't foresee the cooperation between more experienced and less experienced teachers ▪ It doesn't promote intergenerational learning, transference of knowledge or inclusion
<p>Distance or e-mentoring</p>	<ul style="list-style-type: none"> ▪ Mentoring relationships established/maintained through advanced technology ▪ Experienced teachers and beginning teachers use online tools and communication apps to connect virtually without losing the personal touch 	<ul style="list-style-type: none"> ▪ Ease communication when there are time restrictions, or the time schedules of teachers are too different ▪ Facilitates the recording and review of lessons, review other lesson examples ▪ Opens mentoring up to include people in different schools, cities and globally ▪ More inclusive, especially considering people that are unable to travel to in- 	<ul style="list-style-type: none"> ▪ Less personal and intimate ▪ Reduced opportunities to ensure observation in a real context ▪ Can reduce the focus and commitment from both parties ▪ It's emotionally more exhausting

LOOP - Empowering teachers personal, professional and social continuous development through innovative peer-induction programmes

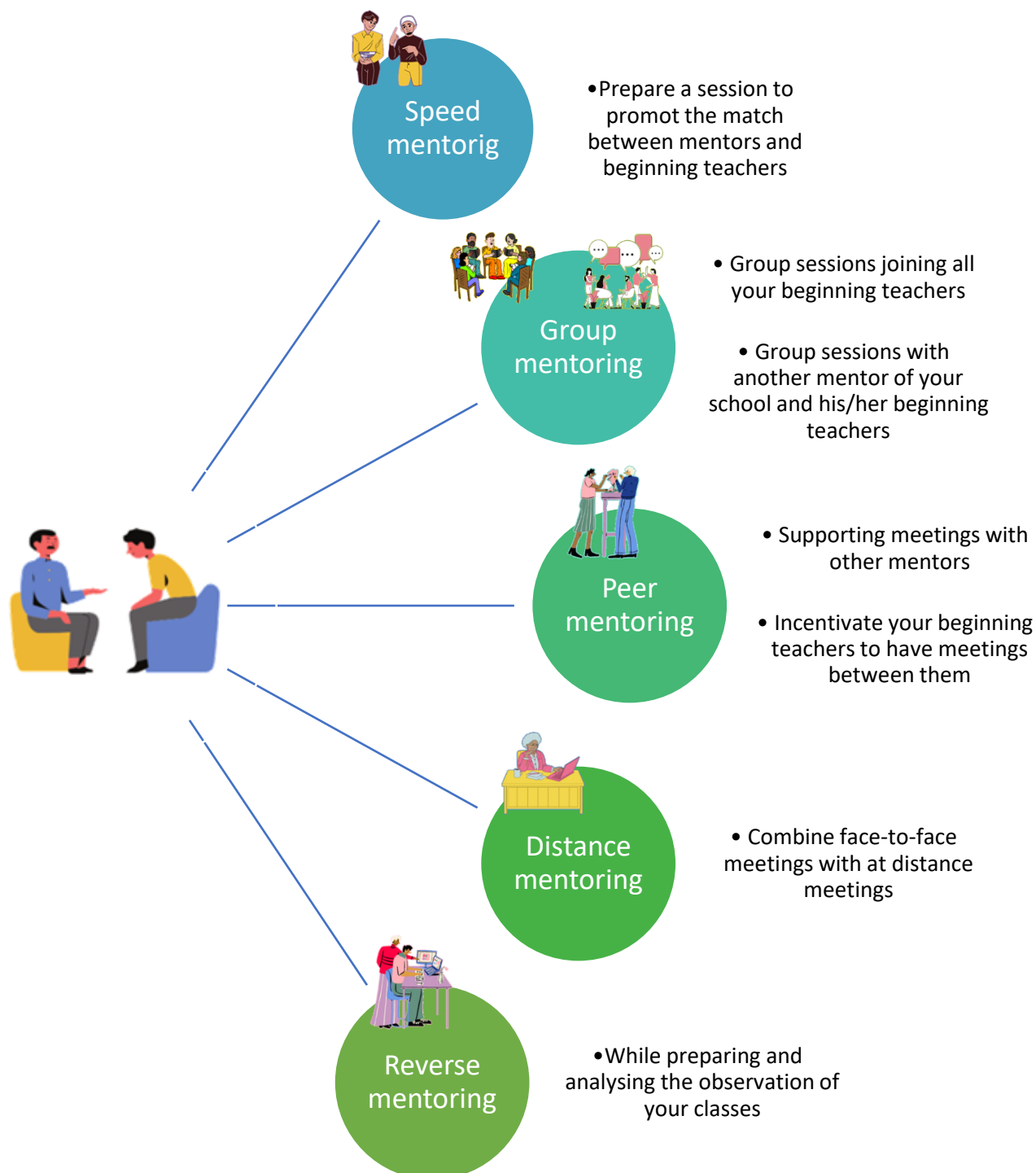
Types	Characteristics	Benefits	Disadvantages
	<p>In schools with teachers:</p> <ul style="list-style-type: none"> ▪ Gained popularity and strengthen within the pandemic situation 	<ul style="list-style-type: none"> ▪ person meetings or that prefer to connect virtually ▪ Reduce the footprint through the reduction of domestic travelling ▪ Make mentoring more efficient and effective ▪ Aligned with processes of online work and cooperation 	
<p>Reverse mentoring</p> 	<ul style="list-style-type: none"> ▪ Flipped from the traditional model ▪ A junior professional experienced teachers a more senior professional ▪ it is usually technical <p>In schools with teachers:</p> <ul style="list-style-type: none"> ▪ Is more common when the beginning teacher promotes the acquisition/strengthening of experienced teachers' digital skills or teaches them how to use a new application or technology 	<ul style="list-style-type: none"> ▪ Extremely valuable in a multigenerational working environment where needs may centre on technical skills ▪ Strengthen the feeling and sense of mutual learning and mutual benefit from the mentoring relationship ▪ Increases the integration of new or less experienced teachers in the organization ▪ Strengthen the relationship between experienced teacher and beginning teacher (feeling of being equal) 	<ul style="list-style-type: none"> ▪ Considering that the focus will be more on experienced teachers, the integration and inclusion of new or less experienced teachers are reduced
<p>Speed mentoring</p>	<ul style="list-style-type: none"> ▪ The beginning teacher has a series of one-on-one conversations with a set of different experienced teachers ▪ The beginning teacher moves from one experienced teacher to the next after a brief meeting 	<ul style="list-style-type: none"> ▪ It can be a useful strategy to identify an adequate experienced teacher for the beginning teacher ▪ Useful to complement the one-on-one mentoring, once it widens the opportunity for the beginning teacher 	<ul style="list-style-type: none"> ▪ Can be limited when schools are short on experienced teachers ▪ The beginning teacher should come prepared with questions for advice from the senior-level professionals



Types	Characteristics	Benefits	Disadvantages
	<ul style="list-style-type: none">▪ Usually occurs as part of a corporate event or conference <p>In schools with teachers:</p> <ul style="list-style-type: none">▪ It happens in schools, informally, when new/less experienced teachers look for support from different experienced teachers	<ul style="list-style-type: none">▪ to interact with other experienced teachers▪ Increases the opportunity for the social inclusion of the new/less experienced teachers in the school	<ul style="list-style-type: none">▪ It is not structured and thus less effective in terms of integration of the new/less experienced teachers



Annex 9 - Combination of types of mentoring





Annex 10 - Strategies for Preparing the Relationship



Initiate contact with your beginning teacher.



Exchange background information before you talk for the first time.



Take time to get to know each other.



Share past mentoring experiences and those who influenced us.



Talk about the learning and development goals.



Determine the personal expectations of the relationship.



What do you need from your mentor?



Define the “deliverables” and desired outcomes.



Discuss personal and learning styles.



Annex 11 - Mentoring Tips

As a potential mentor reflect on the following aspects:

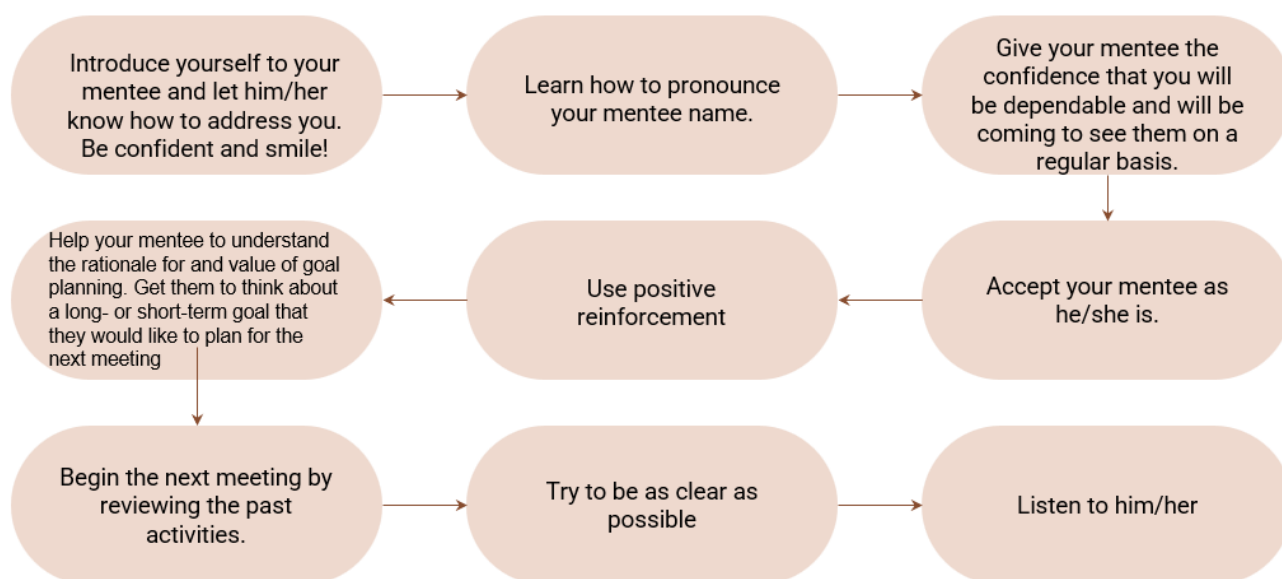
1. How much time can be committed to the relationship? Be realistic.
2. Write down goals and analyse them to meet the SMART criteria.
3. Agree on a discussion format. (e. g. Formal agendas, topic-driven agendas, check-in conversations, etc.)
4. Use a journal to help stay focused, monitor progress and capture follow-up items.
5. Establish any ground rules. (e. g. Confidentiality, boundaries and “hot topics”)
6. Be flexible! Expectations and plans will change as your relationship progresses.
7. Evaluate progress, milestones, and goals, regularly.
8. Learning styles are important, identify and discuss successful learning.
9. Articulate criteria for success. What does success “look” like?

REFLECTION



Annex 12 - Getting Acquainted

There is no specific formula to integrate the proper personal and professional qualities to create a successful mentoring relationship. Some individuals are attracted to opposites; others are attracted to those with similar interests, styles, and backgrounds. Regardless, implementing the following suggestions will facilitate relationship development.



While establishing the relationship, I must consider:





Annex 13 - Enabling growth

The experienced teacher is asked to provide continued feedback on the progress of the beginning teacher and share ideas for improving his/her skills and growth. Here are some strategies to adopt.



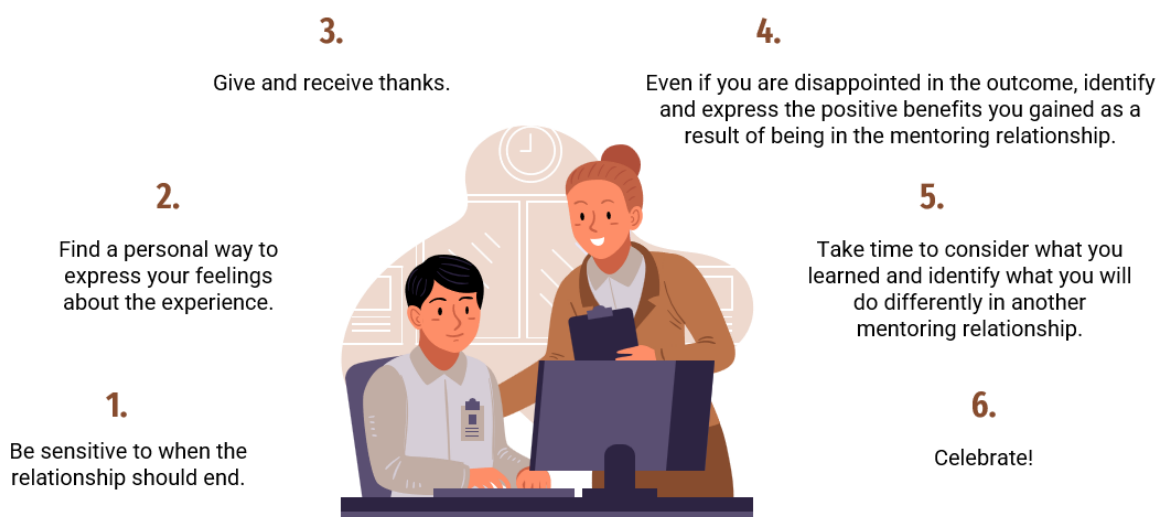
- ★ Regularly check in
- ★ Actively listen/advise
- ★ Ask for and give feedback so that the learning experience is satisfactory and the pace is comfortable.
- ★ Provide timely support, create appropriate challenges to facilitate learning.
- ★ Solicit feedback from other sources.
- ★ Use the time together productively.
- ★ Evaluate goals and deadlines throughout the process.
- ★ Give constructive criticism and accept and reflect on it.
- ★ Advise on what you know, don't be afraid to admit what you don't. Find other resources if you can't provide guidance.
- ★ Don't shy away from difficult conversations. It is a safe place to talk.
- ★ Celebrate each small success!





Annex 14 - The End is the Beginning...

Consider what you want your mentoring relationship to look like after the formal relationship concludes.

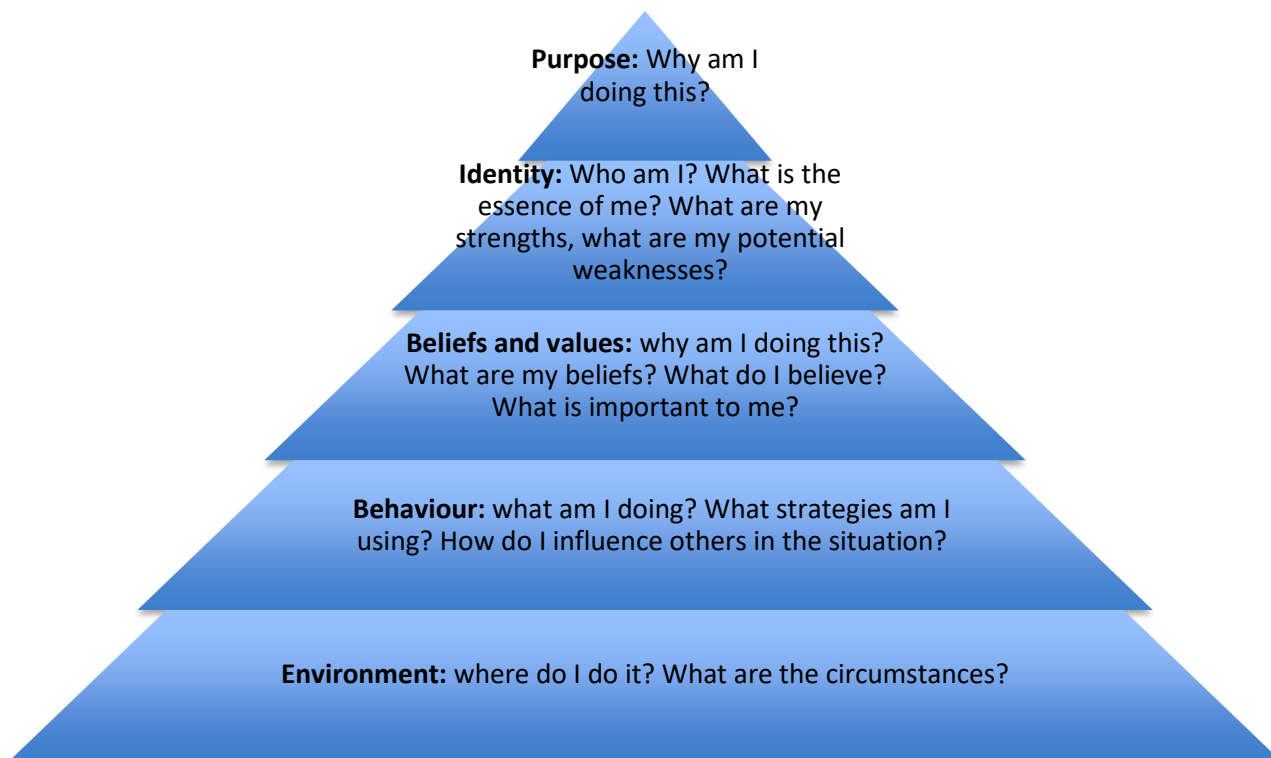




Annex 15 – Questionnaire about self-reflection ability

The questionnaire below is based on the Beatson model of neurological levels

Claim	Agreement/frequency (1-almost never ... 5-almost always)
I think about events at work that are pleasant.	1---2---3---4---5
I think about events at work that excite and challenge me.	1---2---3---4---5
I wonder about the unseen causes of events at work.	1---2---3---4---5
I analyse the circumstances in which the event occurred.	1---2---3---4---5
I think about how or by what behaviour and reactions I contributed to the event.	1---2---3---4---5
I think about how others influenced the course of events through their actions and beliefs.	1---2---3---4---5
I think about the strategies I use in different situations.	1---2---3---4---5
I think about what beliefs underpinned my actions in the current situation.	1---2---3---4---5
I think about what I should believe to better handle a difficult situation.	1---2---3---4---5
I reflect on my behaviour, strategies, and beliefs through the prism of expert knowledge, models, and theories.	1---2---3---4---5
I question the meaning of events and things in my life.	1---2---3---4---5
I reflect on the values that underlie my actions.	1---2---3---4---5
I think about who I am and what my purpose is in my job.	1---2---3---4---5



Annex 16 – My professional values

From the list of attributes below, please select five that you consider being the most important in your profession and that you are committed to making a reality in your behaviour. If there is a value missing from the list below that is important to you and is in the group of the most important values, please add it.

Independence	Equality	Discretion	Fun	Duty
Loyalty	Knowledge	Curiosity	Optimism	Creativity
Health	Tolerance	Movement	Freedom	Openness
Responsibility	Self-control	Competence	Reliability	Accuracy
Relaxation	Courage	Support	Honesty	Teamwork
Humour	Passion	Strength	Integrity	Respect
Forgiveness		Striving	Progress	...



My most important values:

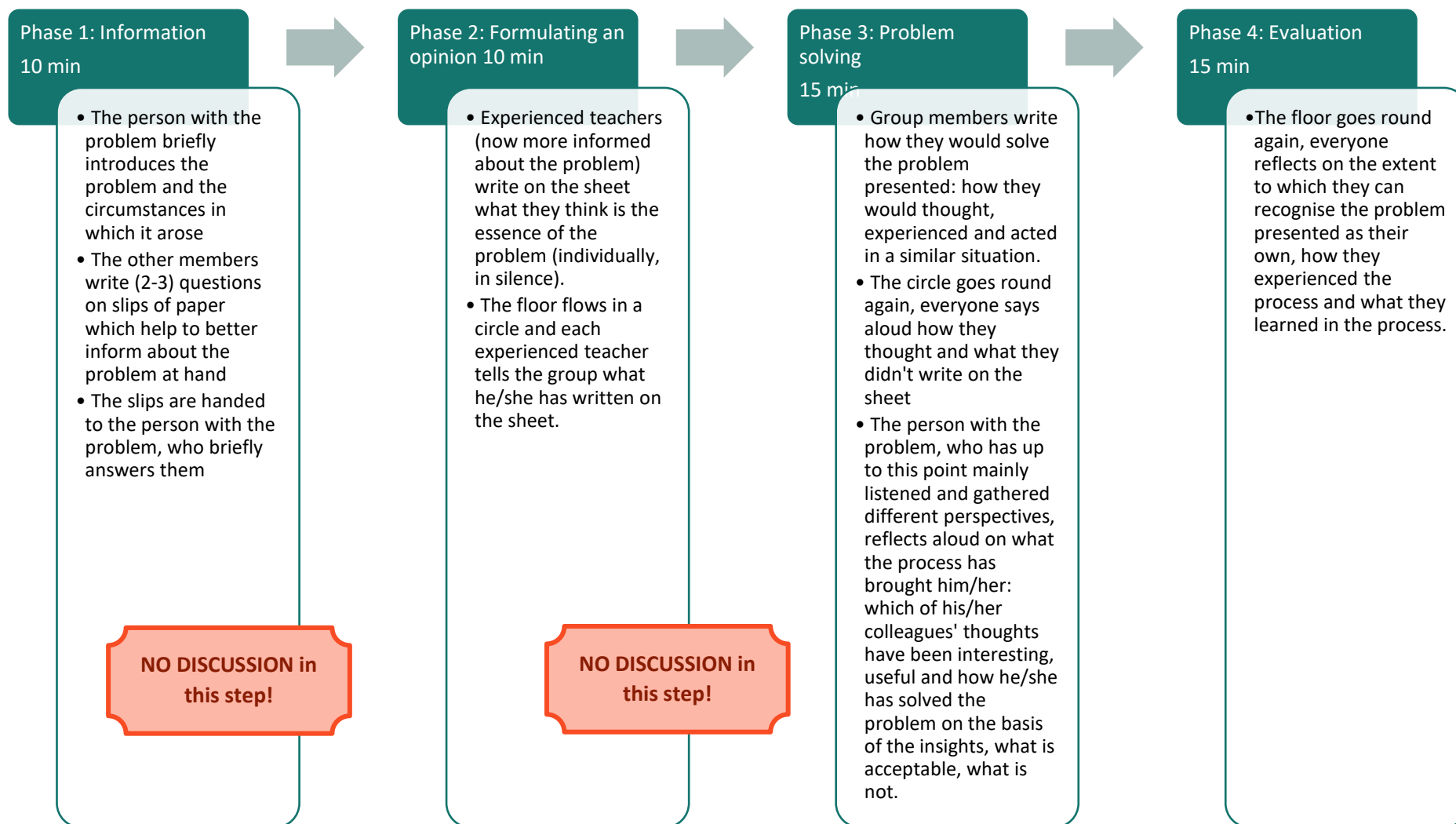
- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | |

After selecting the 5 most important values, reflect/discuss the following aspects.

- b) How are your chosen values reflected in your experiences and behaviour? Give examples of your specific professional responses/actions that reflect each value orientation.
- c) How will your values influence your work as a experienced teacher?
- d) How important do you think it is to clarify values, both your own and those of your beginning teacher?
- e) How will you guide your beginning teacher (teacher candidate) to become aware of the core values that guide his/her professional decisions?
- f) What would such reflection mean for your beginning teacher?



Annex 17 – Reflection in groups





Annex 18 – Socratic questions

Socratic questions to guide reflection:

Phase	Questions (examples for each phase)
<p>1. Description Describe your experience: Identify the problem and state it clearly. Don't make conclusions, don't judge at that point.</p>	<p>What happened? What did you do?</p>
<p>2. Essential factors which determine the experience Searching for different data, relevant to the understanding of the problem and its roots</p>	<p>What were your reactions? What did you think and feel about this situation? What was important in this situation for you? What do you think others were thinking and feeling? How did they act? What was important for them?</p>
<p>3. Evaluation (judge) Create evaluation: what is good, what is bad in this experience</p>	<p>What did this mean (for you, for others, in general ...)? How was this situation difficult for you? What were its pluses and minuses of it? (For you, for others)</p>
<p>4. Analysis Searching the problem from different perspectives.</p>	<p>How do you interpret this situation? What does it mean to you? What was going on? (Unseen sides of the problem) What are the potential causes of this problem? How is this experience similar to previous experiences? What can you conclude from this?</p>
<p>5. Alternative solutions to this problem Think about all possible solutions. Don't evaluate them at this point, just brainstorm.</p>	<p>What could be done? What could you do next time in a similar situation?</p>
<p>6. Evaluation of solutions → decision of the best one Choose the most suitable decision.</p>	<p>What could be the consequences of each solution? Which solution is the best?</p>
<p>7. Action plan 8. Resources 9. Monitoring progress</p>	<p>Describe precisely what are you going to do now? What resources will you need and how will you monitor your progress?</p>



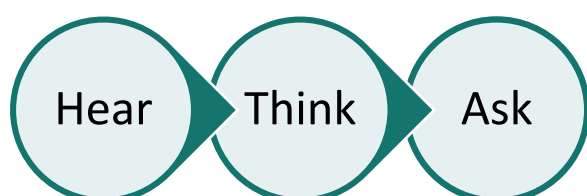
Annex 19 – Gibbs model





Annex 20 - Hear, think, ask

Minor (2019) in his book *We Got This*¹ describes listening in **three stages**.



The first phase is just listening: **listening carefully**. In the next phase, we have some time to think, **process** what we have heard and try to **understand** it. Then we **ask** questions **based** on what we have **heard**. Listening therefore consists of three steps as it can be shown in the figure.

Hear

LISTEN UP

- **PREPARE TO LISTEN** - Effective listening requires preparation. Put aside papers, books, and other materials that may distract you. Make sure your beginning teacher has your full attention.
- **PAY ATTENTION** - Give your Beginning teacher your undivided attention.
- **SHOW THAT YOU ARE LISTENING** - Especially if you are meeting over the phone, encourage your beginning teacher to continue with small verbal comments like “Sounds good,” “Go on,” or even “Uh huh.”
- **REFLECT ON WHAT HAS BEEN SAID** - Sometimes personal biases and beliefs can distort what we hear. As a listener, your role is to understand what is being said.

Think

REDUCE MISUNDERSTANDING

- **REMAIN OPEN TO DIFFERENT VIEWS** - Good Experienced teachers often learn from their beginning teachers. Also, experienced teachers can serve as models for the behaviour of others by not being overopinionated.
- **THINK BEFORE YOU SPEAK** - If you rehearse your thoughts, and it doesn't sound right, don't say them.
- **SPEAK UP** - Voice something when you do not understand something.
- **BE CLEAR** - Keep your message as simple as possible.
- **DON'T ASSUME** - Unless you say something, you usually cannot be entirely sure the other person knows what you're thinking or feeling.

¹ Minor. C. (2019). *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*. Heinemann Educational Books: November, 2018.



Ask

EXPLORATORY QUESTIONS

- What are the most interesting aspects of your activity?
- Why did you pick this to concentrate on?
- What do you want to gain?
- What do you want to be known for?
- What do you understand the issue to be?
- What tells you that your assessment is correct? What are other people's perceptions of this issue?
- What assumptions are you making here?
- What other ideas do you have?
- How long has this been an issue?
- What did you learn from past experiences that you didn't expect to learn?
- What are the reasons behind an issue?
- Have you tried to resolve this issue before? Why or why not? If yes, what was the result?
- What choices do you have?
- What progress have you made?
- What other ideas do you have?
- How are you using the things/ideas we've spoken about?
- What results are you looking for?

Ask

EMPOWERING QUESTIONS

- What are the skills you want to develop?
- What strategies come to mind when looking at a situation?
- What do you see as possible solutions here?
- What outcomes are you after here? Are these outcomes reasonable given the circumstances?
- What resources are available to help you move forward?
- What key players do you need help from?
- What forces may help and/or hinder you?
- What other information do you need to arrive at a solution?
- What are the pros and cons of each solution?
- What is the first step you need to take to achieve your preferred outcome?
- What alternative strategies should you develop?
- How will you know you have mastered or successfully enhanced a competency?
- How will you apply your new skill?



Annex 21 – Role playing on effective conversation | Experienced teacher & Beginning teacher

The two volunteers that will play the role of experienced teacher and beginning teacher should define the following issues related to the scenario:

Criteria	Scenario
Type of mentoring	<input type="checkbox"/> One-on-one mentoring <input type="checkbox"/> Distance or e-mentoring <input type="checkbox"/> Reverse mentoring
Topic(s) to be discussed	
Background and contextualization of the scene	
Position of the experienced teacher	
Position of the beginning teacher	



Annex 22 – Role playing on effective conversation | Observation sheet

While observing the role playing presented by the colleagues, take some notes related to the following aspects related to the performance of the experienced teacher during the conversation with the beginning teacher:

FOCUS	CRITERIA	NOTES AND JUSTIFICATIONS
Hear	To what extent is the experienced teacher prepared to listen?	
	Did the experienced teacher pay the necessary attention to what the beginning teacher was saying?	
	It was clear to the beginning teacher that the experienced teacher was listening to him/her?	
	It was clear that the experienced teacher was reflecting on what the beginning teacher was saying?	
Think	The experienced teacher was able to show that he/she was open to hearing the beginning teacher?	
	The experienced teacher reveals to be comfortable speaking up whenever he/she has a doubt?	
	The experienced teacher was clear in his/her interventions?	
	There were situations in which the experienced teacher assumes some interpretations?	
Exploratory questions	Did the experienced teacher make proper and adequate exploratory questions?	
Empowering questions	Did the experienced teacher make proper and adequate empowering questions?	

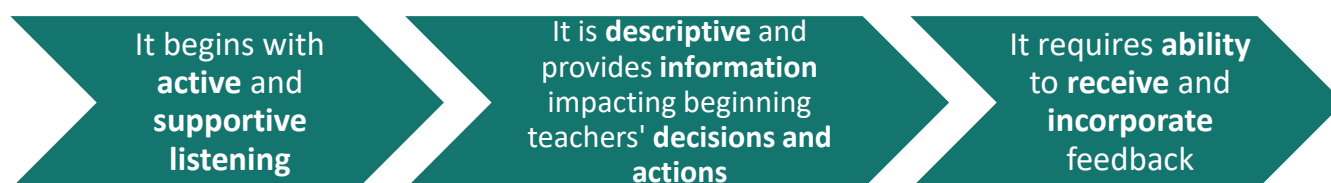


Annex 23 – Be givers and receivers of feedback

One of the highest-rated strategies on the experienced teacher professional learning scale is for experienced teachers to **learn how to provide useful feedback** to beginning teachers, once the feedback is important for:

- beginning teachers identify and acquire the skills and knowledge needed for a successful career
- experienced teachers acknowledge beginning teacher's strengths and motivate them to work on areas of weakness
- beginning teachers move forward in his/her career.

Prompt and frequent feedback will go a long way toward cementing the experienced teacher-beginning teacher relationship, and it will be helpful to avoid the beginning teacher getting bogged down in pursuing the wrong path in his/her research or professional development. As such, effective feedback is **more than just a comment or reaction to an action**:



Giving feedback is then about understanding how to give and receive feedback.

The best way to provide feedback to strengthen the experienced teacher-beginning teacher relationship and potentiate the integration of the feedback in the beginning teacher's decision-making is through:





Is possible to identify different **types of feedback**, which can be used by the experienced teacher in different moments of the relationship:



WARM feedback is constructive, explicit and helps build and reinforce strengths

- The process really helped students focus their thinking about a difficult issue (e.g. reconciliation, death of a parent, abortion, youth suicide, etc.).
- I liked the way you gave students a range of options in terms of the way they could respond to the project.



COOL feedback is constructive and raises issues or potential questions, encouraging reflection on particular aspects of teaching and learning with a view to improving.

- I wondered about the amount of structure that you provided students and whether you saw a need for more or less in the future?
- What would have happened for students to be more engaged in the task?
- If you were to do this task again, what could you do to increase the intellectual quality of student responses?
- What would have changed if students had worked in collaborative groups?
- What opportunities did students have to be involved in the assessment process – either self-assessment or peer assessment?
- How could you increase students' opportunities to make more decisions for themselves during the unit?
- How would students use or apply this knowledge in the real world? How would you know if they were capable of doing so?
- How relevant did students see this unit to their own lives? How could you make it more so?
- What kinds of student thinking would you like to see more of? How could you plan for this?
- What would you have liked to see more/ less of during the activity? How could that happen?



HARD feedback is again explicit and it raises issues to promote broader, deeper thinking about work

- How does this approach sit with your own values?
- You seemed to be assuming X or Y – how might that have impacted the final result?



So, feedback needs to be constructive to be effective, generate an impact on beginning teachers' behaviour and decision-making and strengthen the experienced teacher-beginning teacher relationship. Below are identified some tips on how to give constructive and effective feedback:

The most important element in providing effective feedback is establishing an atmosphere of mutual trust and regard. When a feeling of trust has been created, it is easier both to give and accept feedback.

Providing and receiving feedback can be a very positive experience for the experienced teacher and the beginning teacher as long as you both understand that you share the same commitment to developing the beginning teacher's career.

When you give feedback, it is important to acknowledge the beginning teacher's contributions along with the areas in which you are needing more.

You should always be specific in providing feedback. It is not helpful to say, "You are not producing." It is much more useful to describe the specific element of work that concerns you.

Keep the feedback simple. When planning to give feedback, decide on a small number of areas that you want to cover. You don't want to create a shopping list of faults that could overwhelm and discourage the beginning teacher.

Hold the meeting in your office or other private space – never provide negative feedback in an open area with others around.

While you are giving feedback, maintain eye contact and a measured tone. Do not always assume that your beginning teacher understands or agrees with everything you have said.

Share your intentions. Remind your beginning teacher that your feedback is NOT to tell them what they are doing wrong. Instead, you are trying to bring out the best in them.



Annex 24 – Mindset quiz

Mindset Quiz

What kind of mindset do you have?

Directions: For each question, mark the box next to how you feel about the statement.

1. You can't change your intelligence very much.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

2. You can always change basic things about the kind of person you are.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

3. Any one can become a musician or get into the music business.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

4. Only a few people will be truly good at sports-- you have to be "born with it."

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

5. Math is much easier to learn if you are male or maybe come from a culture that values math.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

6. No matter what kind of person you are, you can always change yourself.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

7. Trying new things is stressful for me and I avoid it.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

8. Some people are good and kind, and some are not-- people don't usually change.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree



Mindset Quiz

9. I appreciate when other people give me ideas about ways I can improve.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

10. All people, unless they have a brain injury or birth deformity, are capable of the same amount of learning.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

11. People are basically good, but sometimes make terrible decisions.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

12. You can learn new things, but you can't really change how intelligent/smart you are.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

13. You can do things differently, but the important parts of who you are can't really be changed.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

14. An important reason why kids should do their school work is so they can learn new things.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

15. People who are very smart do not need to try hard.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree



Mindset Quiz

Growth Questions (questions that support a growth mindset): 2, 3, 6, 9, 10, 11, 14

1. Strongly Agree - 3 points
2. Agree - 2 points
3. Disagree - 1 point
4. Strongly Disagree - 0 point

Fixed Questions (questions that support a fixed mindset): 1, 4, 5, 7, 8, 12, 13, 15

1. Strongly Agree - 0 point
2. Agree - 1 point
3. Disagree - 2 points
4. Strongly Disagree - 3 points

Strong Growth Mindset: **45-33 points**
Growth Mindset with some Fixed Ideas: **32-24 points**
Fixed Mindset with some Growth Ideas: **23-15 points**
Strong Fixed Mindset: **14-0 points**

Adapted from:
Dweck, C.S. (2006) Mindset: The new psychology of success. New York House Inc.



Annex 25 – Growth mindset language



GROWTHMINDS

Growth Mindset Language



Co-funded by the
Erasmus+ Programme
of the European Union

Bring on!



- 1 From labelling to process**
Praise effort not talent. Focus the attention on the learning process.
- 2 Real examples**
Provide examples of the growth mindset from various contexts.
- 3 High expectations**
Communicate your high expectations to all students.
- 4 Positive self-talk**
Teach students how positive self-talk support their learning process.
- 5 Brain growth conversation**
Demonstrate the connection between learning and result.



#1 From labelling to process

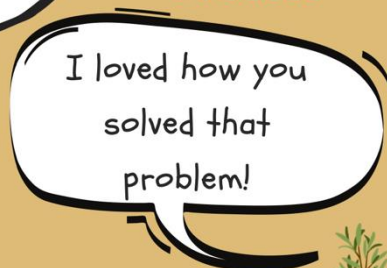


Label



You are so
smart!

Process



I loved how you
solved that
problem!



One day

One day you get a rejection from a journal that is really important to you and that you like a lot. You're very disappointed. That afternoon on the way back to your home, you find that you've gotten a parking ticket. Being really frustrated, you call your partner to share your experience but you get a rain check.

What would you think? What would you feel?
What would you do?

Instead of ...



I am not good at
this.

Exercise these ...

What am I
missing?





Instead of ...

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do X.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan A didn't work.



Exercise these ...

What am I missing?

I'm on the right track.

I'll use some of the strategies we've learned.

This may take some time and effort.

I can always improve so I'll keep trying.

I'm going to train my brain in X.

Mistakes help me to learn better.

I'm going to figure out how she does it.

Is it really my best work?

Good thing the alphabet has 25 more letters.



Annex 26 - Stress VS Stressor

In the descriptions given, indicate what a stress is and what a stressor is.

Statement	Stress	Stressor
1. I have a headache because I am tired.		
2. We are writing a test tomorrow and I am scared today.		
3. I have a lot of work to do.		
4. I already have a serious stomach problem because of my busy job.		
5. I'm anxious because I'm in love, my heart is beating faster, I'm having trouble concentrating on my studies, and my thoughts are racing.		
6. My boss has given me a lot of work to do again.		
7. I get caught in a traffic jam on my way to work/school and I'm scared of being late.		
8. I am getting very tired of working in this noisy, difficult classroom.		
9. Studying for final exams is tiring. I am already nervous and tired and I can't wait for the exams to finally start.		
10. I am excited because I know that next week the head teacher is coming to my class for a hospitalization.		





Annex 27 -Stressful situations II

For the stress situations described above, find out what you need to deal with the situation successfully. Pay attention to what you can do on your own and where you need help. Be as specific as possible: what do you need, where and how could you achieve it. Help yourself with exploratory questions (What do I need? Where can I achieve it? Who can help me? How can I do it? ...)

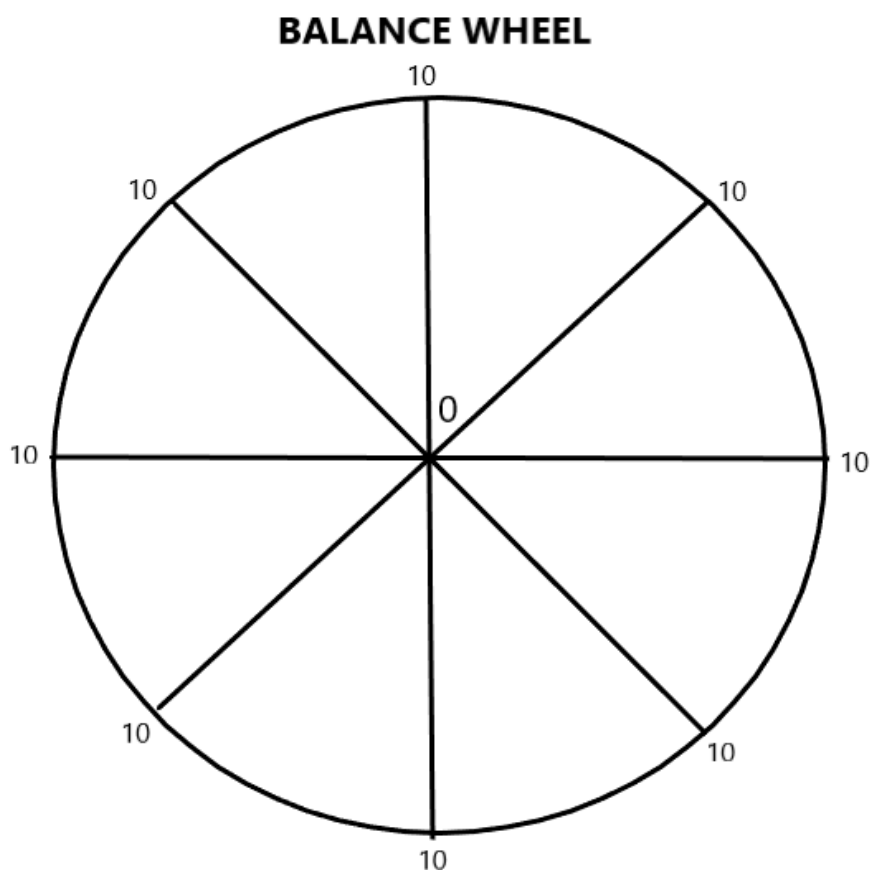
STRESS 1:

STRESS 2:



Annex 28 - Balance Wheel

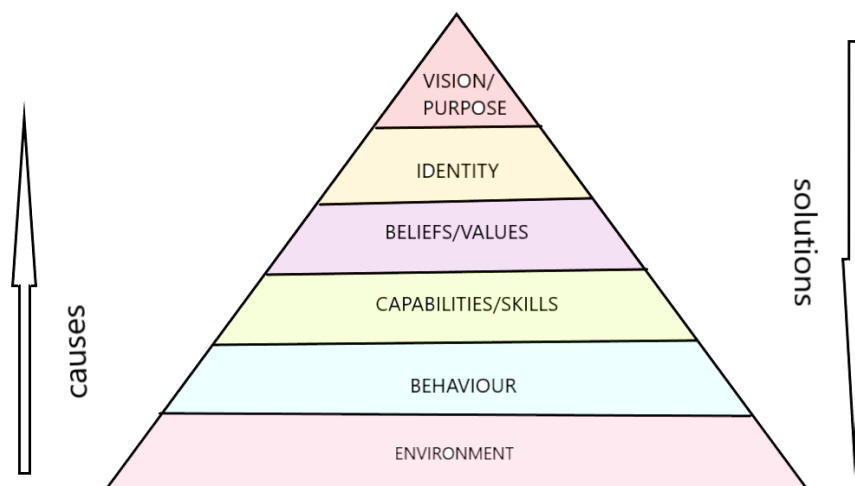
Identify one of the stressful important areas of a teacher's work (relationships, teaching, assessment, etc.) and divide it into smaller areas (6 or 8 areas). Write these areas on a balance wheel and, depending on your achievement, rate them from 0 (completely unsuccessful) to 10 (I have mastered this area as much as I can, or as much as I am capable of, etc.). Based on the ratings and the criteria you have developed (importance of the area; the area where you can have the biggest impact with the least changes...), choose an area that you can break down in the same way. In this way, identify one area where you can start to make changes that lead to a solution/overcoming of the stress.





Annex 29 - Pyramid of logical levels (Dilts)

Choose a really stressful situation (maybe one from a previous activity) and use the pyramid of logical levels to find out which level it comes from. Start at the lowest level (environment) and work your way up. To resolve the situation as permanently as possible, look for a solution one level up (from the level of the cause). Explore several possibilities of what and how could be changed at the upper level, so that the change has a constructive impact on the lower levels.



REFLECTION



Annex 30 - Decisive dimensions

The explanatory style refers to three decisive dimensions: permanence, extensiveness and personification. Describe one of your stressful situations and one of your successes in as much detail as possible, through the prism of the three dimensions of explanatory style. (For a clearer picture of your explanatory style, the literature by Seligman is recommended, where an explanatory style questionnaire is available.).

REFLECTION



Annex 31 - Tips and Tricks

Next time you are using Google, explore these tips and tricks:

- **Use quotes to get an "EXACT" match**

A regular search through Google, or just typing the phrase that you want, is generally considered a shallow search. If we do so, our results can show us pages that may or may not contain all the words you mentioned in your search query. But if you close your search phrase or question in quotes like this: *"empowering teachers personal, professional and social continuous development through innovative peer-induction programmes"*, then Google will do a deep search. Try it – the only results that you get from entering above mentioned phrase within quotation marks will be in regards to LOOP!

- **Search within a specific site with the [site:](#)**

If you want Google to return results from within a particular website, just add the [site:](#) before the question you are searching. This is also useful if you want to conduct an internal search on a website but it doesn't offer one or it doesn't offer a particularly efficient one. Try this, enter into Google this complete underlined phrase: [site: empowering-teachers.eu experienced teacher](#) and Google will show you the results from our LOOP website which mention the phrase “experienced teacher”.

- **Exclude a term from search results with -**

If you don't want a term or phrase to appear in your search results, then just add - in front of that word. Try this, enter the following underlined phrase: [empowering teachers -loop](#), and search results will show you other ways that teachers can be empowered, outside our project. Similarly, if you type [Tesla](#) into the search bar, the first results will show you a car, but if you type [Tesla -car](#), results will omit everything car-related, and show you an amazing scientist instead!

- **Search for a particular filetype with [filetype:](#)**

If you want to get search results that contain a particular file type such as PDF or PPT, then add [filetype:<extension>](#) (without the angular brackets) after the phrase you wish to search. For example, if you type [loop empowering teachers filetype:PDF](#), the results generated will show you some of our downloadable reports in PDF format.

- **Use wildcard * to make searches**

If you are unsure about or have forgotten any term in your search query/ question, then use the wildcard * character. Google will replace it for you with relevant terms. For instance, if you type [empowering teachers * professional and social continuous development through innovative peer-induction programmes](#), Google will know that you are searching for the LOOP project.

- **Combine searches with [OR](#), [AND](#) logic**

If you want your search results to contain two terms, then put the [AND](#) keyword in between them – type in the search bar [mentor AND tutor](#), and Google will show you results that



have both the terms in it. Following the same logic, if you wish for either of the terms to appear in your search results, then use **OR** keyword in between them – type mentor OR tutor and see the difference compared to the **AND** search.

- **Filter out searches with **AFTER:**, **BEFORE:** or **..** between two numbers**

If you want Google to show you search results that were published after a particular year, then use the tag **AFTER:**. If you type the complete underlined text in your browser as follows mentoring practices **AFTER:2020** search will show you results published after 2020. You can do the same with the **BEFORE:**, and it will return to you results published before the specified year. You can also search for results published in a certain year range, or for that matter between any numbers. Just add **..** between the two numbers you want to search, like this: mentoring 2017..**2021**.



Annex 32 - Practical advice

Suggestions for platforms and strategies on how to make your video communication more engaging and appealing.

Get to know the platform that you use:

As the experienced teacher, you should be able to properly handle your medium of lecture. Platforms such as Google Meet and Zoom offer well-structured and easy-to-follow advice on how best to use their frame for educators. You can explore it by clicking [here](#) for Google Meet, and by clicking [here](#) for Zoom.

Diversify your approach:

Use the amazing tool that is computer in front of you! Show videos, use polls and quizzes or educational games. Some ideas that could help you can find in Activity 3.

Include some activities:

Icebreakers, group problem-solving, and group conversations are all possible. Some ideas for virtual group activities you will find in next chapter of the unit, Activity 3.

Make it interactive:

Invite your audience to participate and ask them open-ended questions. Don't be uncomfortable if no one answers right away. Allow the silence to settle a bit, and someone will respond. Or you can use the chat box, and ask your audience to respond in the chat.

Use cameras:

Always keep your camera on - nobody is going to interact with a blank square. Also, encourage your interlocutors to turn their cameras on as well, but don't force it.

Put groups in breakout rooms:

The in-person experience of getting to know one's peers is a significant element of in-real-life learning that is missing. Putting students into breakout rooms will help them to connect better between themselves, and it will make them more comfortable throughout the whole process.

Request feedback:

Ask your beginning teacher, your student groups or your other experienced teachers how they feel about virtual lectures. Do they think that they are effective? What could be improved? What type of content do they wish to see more, or what approach suits them best?

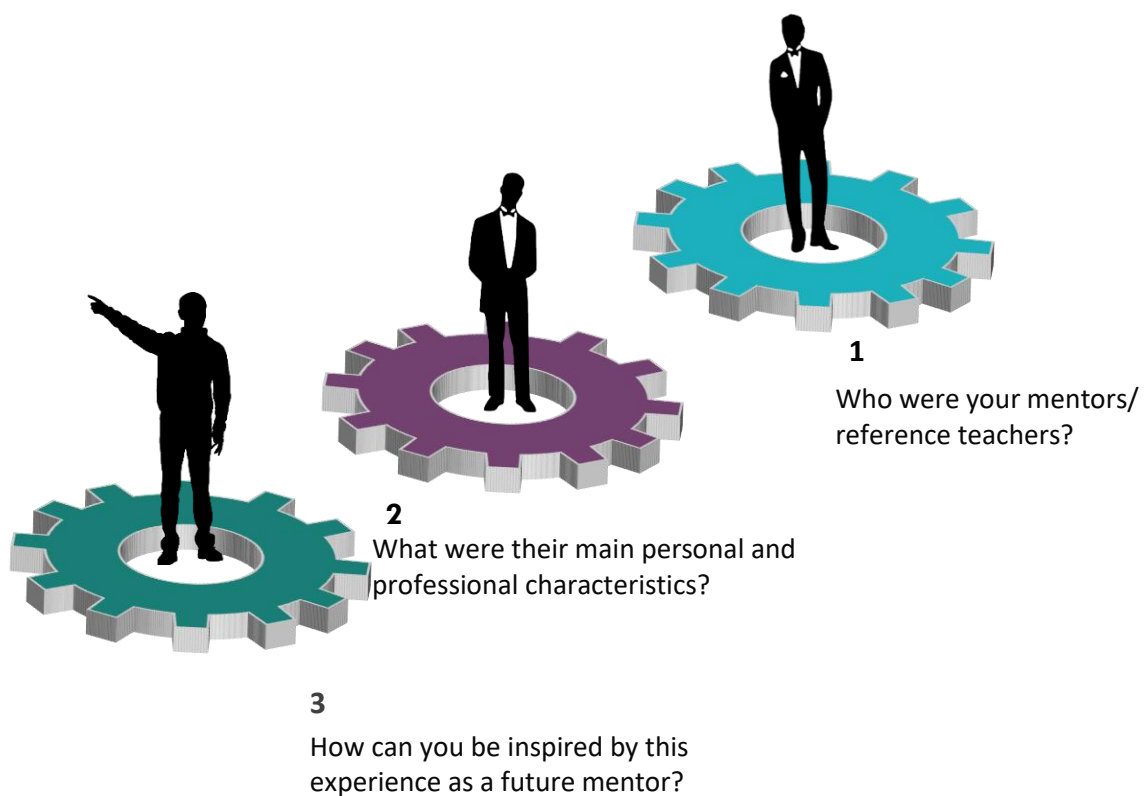


Annex 33 - How to create interactive lessons

RESOURCE NAME	HYPERLINK	EXPLANATION
Google Jamboard	https://edu.google.com/jamboard	A smart whiteboard that shares ideas in brainstorm or lectures better, visually and interactively.
Class Dojo	https://www.classdojo.com/	The global community of 50M+ teachers and families who come together to share kids' most important learning moments in school.
Mentimeter	https://www.mentimeter.com/	Offers easy-to-build presentations, interactive Polls, Quizzes, and Word Clouds.
Kahoot	https://kahoot.com/schools/distance-learning/	Distance learning tools allow you to connect with students when they're studying from home and increase participation.
Quizlet	https://quizlet.com/	Offers easy creation and sharing of digital flashcards and practice tests.
Teach Against Coronavirus	https://teachagainstcoronavirus.com/edu/	Offers a list of 500+ resources which can help teachers who struggle with teaching online.
Albert	https://www.albert.io/blog/tools-for-distance-learning/	131 Tools for Distance Learning & Strategies for Student Engagement
Amazing Educational Resources	https://www.amazingeducationalresources.com/	Facilitates access to and sharing of free high-quality resources among teachers, parents and students.
Padlet	https://padlet.com/	Padlet digital notice board, populated with rich media, including words and images as well as videos and links.
Insert Learning	https://insertlearning.com/	Makes possible to insert instructional content on any web page.
Pear Deck	https://www.peardeck.com/	Presentations were made more engaging, adding formative assessments and interactive questions.
Flip	https://info.flip.com/	A video discussion app where you can connect in safe, small groups to share videos, build community, and learn together.
Canva Storyboarding	https://www.canva.com/create/comic-strips/	Website for students they can use to create their comic strip/storyboard.
Explain everything	https://explaineverything.com/	Enables you to create engaging lessons, and assign activities and tasks.
HyperDocs	https://www.hyperdocs.co/index.php/	Offers teachers templates for creating documents with hyperlinks with pedagogy in mind.
Sway	https://sway.com/	A unique platform that gives you dynamic, cinematic presentations.
Miro	https://miro.com/	A fast, free, and simple-to-use online whiteboard built to help you collaborate with others.
TedEd	https://ed.ted.com/	A large hub of educational videos and lectures.
Parlay	https://parlayideas.com/	An app that facilitates classroom discussion, including prompts for students to write their opinion, respond to others, and take notes.
Book Creator	https://bookcreator.com/	Allows students to make their books. This tool gives students the freedom to make it as simple or complex as they like.



Annex 34 - Thinking about my experienced teachers



REFLECTION

Large empty rounded rectangle for reflection notes.



Annex 35 - My career path

Where did it start?

Where did you want to go?

Which roads did you follow?

Which roads did you not follow and why?

What other places would you like to visit and have you been given the opportunity?

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Annex 36 - Self-reflection activity

The experienced teacher can reflect on his/her expectations for himself/herself as a experienced teacher and in the mentoring relationship. Take some time to answer the next questions

- What does it mean to be a good experienced teacher?
- I will consider myself a good experienced teacher if...
- My goals will be completed when...

“What is my stance, about...”

- ...the purpose of the mentoring?
- ...the relationship with my beginning teacher?
- ...who knows best?
- ...who sets the agenda?
- ...how things will be decided?
- ...who talks, who listens, and when?
- ...who has the last word?
- ...being asked a ‘silly question’?
- ...who chooses the focus?
- ...being approachable, accessible and available?
- ...how, when, and where do we work together?

REFLECTION

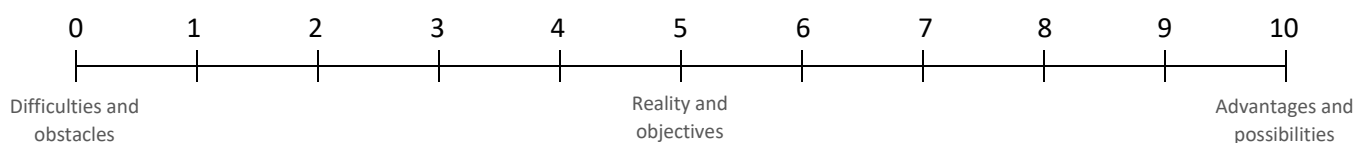


Annex 37 - Opposite extremes of a continuum

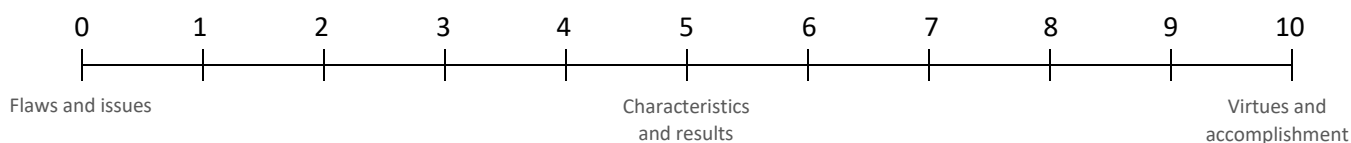
The following questions are presented as two opposite extremes of a continuum. You might not be on the end of the continuum, but rather halfway between. Please answer by reflecting on what would mean for you to be an experienced teacher.

Do you usually:

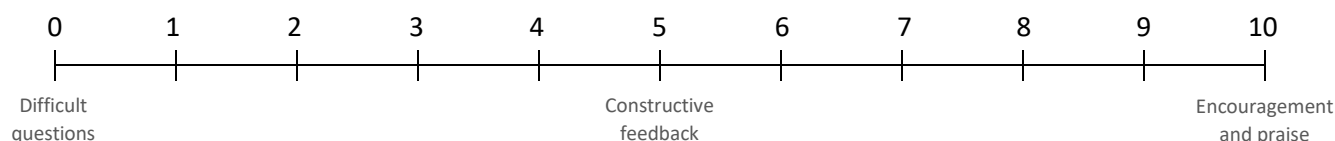
- concentrate on potential advantages and possibilities or do you notice difficulties or obstacles in something?



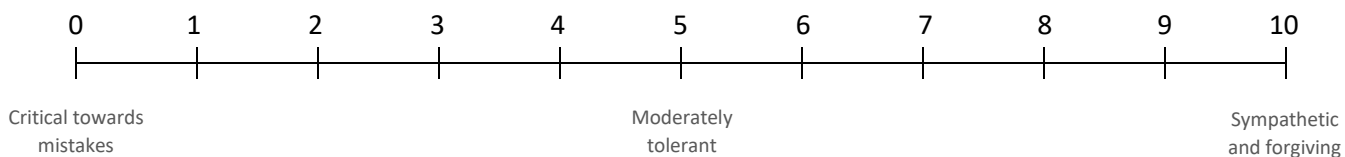
- concentrate more on flaws and issues than on virtues and accomplishments?



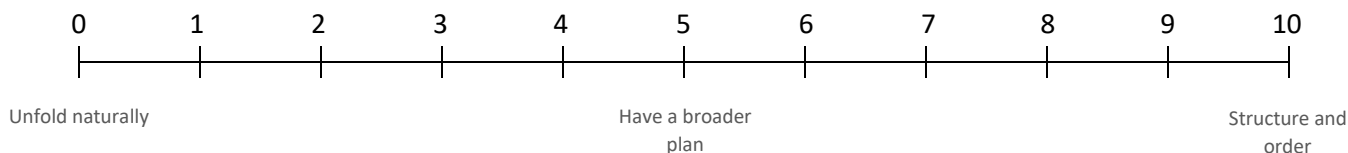
- ask difficult questions more often than acknowledge successes or offer encouragement and praise?



- tend to be critical towards other people's mistakes or do you tend to be more sympathetic and forgiving?"

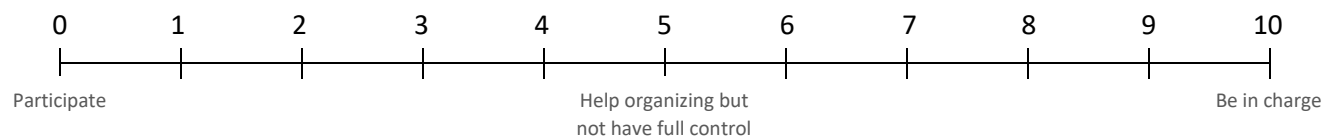


- favour structure and order or prefer to let things unfold naturally?

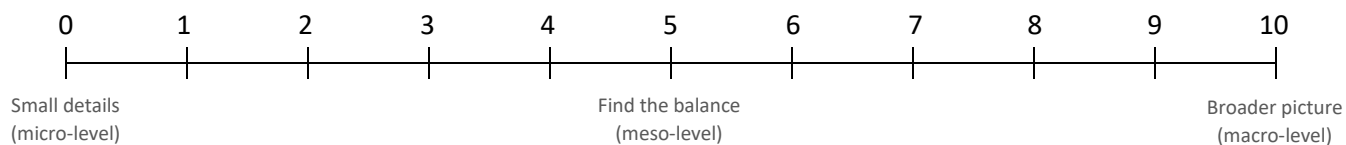




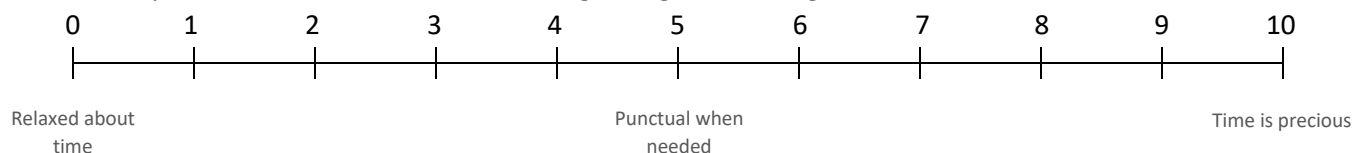
- prefer to be in charge of things or just participate in them?



- concentrate more on the small details than the broader picture?



- view every minute as important and precious, and believe that there is never a moment to waste, or do you tend to be more relaxed and neglecting time management?





Annex 38 - Environment checklist

What is helping my work, and what is obstructing it within my environment – the checklist will offer you a set of assessments of potential support of structures. Instead of just ticking the boxes, you can indicate the quality of support with the letters ‘S’ (if a structure presents a strength in your school), an ‘M’ (moderately supportive), or a ‘W’ (weak/non-existing). In the checklist, you will also find two more sections that you can examine for each statement: “Can this be solved?” (Yes/No) and “Who can solve this?” (School leader/Administration/Colleagues). The last section in the checklist titled “Comments” is reserved for your remarks and reflections. If you marked some of the statements with a “W”, if you wish, you can mark here a potential situation, if it’s within your power. Keep in mind, once again, that **experienced teachers cannot handle all the difficulties on their own**. You can offer a filled-out checklist to your school leader, and see if there is an area for improvement within statements that you need crucial for your development.

	Strong/ Medium/ Weak	Can this be solved?	Who can solve this?	Comments
Beginning teachers are offered an induction plan and support resources when they first start working at this school.		Y/N		
The matching of experienced teachers and beginning teachers is carefully considered, as is the degree to which the experienced teacher and beginning teacher are compatible on a professional and interpersonal level.		Y/N		
Supporting beginning teachers is provided by a wide range of individuals, systems, and procedures at the school; it is not only the experienced teacher's job.		Y/N		
Enough time is set aside for meetings and collaboration between the experienced teacher and the beginning teacher.		Y/N		
Regular mentorship meetings between the experienced teacher and the beginning teacher are scheduled.		Y/N		
Recognizing the necessity for time away from the classroom to collaborate, the experienced teacher and beginning teacher share less amount of face-to-face class time.		Y/N		
Professional learning opportunities exist for a experienced teacher and beginning teacher.		Y/N		
The teaching schedule and class placement are taken into account in accordance with the experience, aptitude, and requirements of the beginning teacher.		Y/N		
The experienced teacher and beginning teacher share the same workspace.		Y/N		
The experienced teacher and beginning teacher are both teaching at the same grade level or subject.		Y/N		
There are systems in place to track and discuss the beginning teacher's progress, level of professionalism, and sense of self-efficacy regularly.		Y/N		
Both the beginning teacher and experienced teacher receive active, direct assistance from school administrators.		Y/N		
Experienced teachers have access to a network of support systems both inside and outside of the school.		Y/N		
People support and work with one another in the school's collegial approach to teaching and learning.		Y/N		
Experienced teachers are highly acknowledged and valued for the work they do.		Y/N		
Mentoring is prioritized and viewed as essential to enhancing student learning outcomes, building capacity, and enhancing educational institutions.		Y/N		
A professional learning or induction leader supports experienced teachers and mentoring.		Y/N		



Annex 39 - What practices get in the way of effective mentoring

Reflect upon what practices get in the way of effective mentoring.

- “There is a corresponding imbalance in the power relationship if there is a big knowledge, experience, and expertise gap between two persons.”
- “The gradual deepening of a mentoring relationship, via various types of professional dialogue and collaboration, is crucial to deepening the learning that such relationships enable.”
- “It can be intimidating to converse with someone who has far more experience and knowledge of teaching and learning than we do.”
- “Some topics are more comfortable or ready for discussion with different persons than others.”
- “Some people are more knowledgeable or more capable than we might think.”

REFLECTION



Annex 40 - Discussion of 4 key points

Take some time with your beginning teacher, and lead with them a discussion on key points of your relationship, and how it can be more transparent. You can write your conclusions. We identified four key points that you should discuss with your beginning teacher to synchronize your expectations and avoid potential misunderstanding.

- **Milestones:** Along the way, what will I offer my beginning teacher? What does the beginning teacher expect to be offered? What would progress be for both of us, and how will we track it?
- **Time management and commitment:** How much time a experienced teacher should spend on mentoring? How much time does the beginning teacher need?
- **Communication types and frequency:** How are we going to communicate? What is the best way to verbalize our relationship? How often should we do so?
- **Final goals:** What will it take to conclude the experienced teachership process as successfully? What does a experienced teacher perceive a successful mentorship to be? What does the beginning teacher perceive a successful mentorship to be? What situations might happen that any of you might perceive as a failure of the process?

REFLECTION



Annex 41 – Reflecting on the path for building up relationships

The scheme represents a possible path for building relationships among experienced teachers.



Annex 42 – Teachers' induction programme principles



Modularity

- You do not need to do things in order

Adaptability

- All the materials need to be adapted, they serve as suggestions

Relationship is the goal

- Activities and materials are in the service of the relationship

Ease of use

- All the materials are presented in a similar and predictable manner

Ownership

- First the mentor and later even the beginning teacher must make the programme their own

Beginning teachers need to be active

- It is a two-way process not just the beginning teacher listening and absorbing



Annex 43 – Presentation of the Teachers' induction programme (TIP)

HISTORY BEHIND THE PROGRAMME (AND A BIT OF THE FUTURE TOO)

LOOP – Empowering teachers' personal, professional and social continuous development through innovative peer-induction programmes is a 3-year Erasmus+ KA3 Policy experimentation project that connects 13 partner organisations from 7 European countries and involves among other partners also 3 ministries from the field of Education.

The main idea of the programme was to lead towards **systemic solutions and policy shifts** that would make the teaching profession a bit more appealing and reduce career leaving at later stages due to a more positive experience of initial workplace induction.

One of the main aspects of the project is the development of the experienced teacher capacity programme and the beginning teacher induction programme. And this building block or a brick – if you wish – is dedicated to getting a better grasp on that.

The development of the programmes came after extensive desk research, interviews, focus groups and survey conducted in all the partner countries. The research aimed to identify areas where additional support might be needed, fine-tune the overarching idea of what mentoring in induction should look like and also determine a more exact structure of materials that would be desirable.

After the preparation of a comparative report, the work on the development of materials started, materials were partly developed through the co-design sessions where practitioners participated actively and gave feedback. And a test run of the mentor programme along with the presentation of the TIP (teacher induction programme) was also conducted as an in-person staff capacity programme.

So, where are we now with the project? In the pilot testing stage. The project logic was structured as follows:



An important emphasis at this point is that we do not want to see the developed programmes as final and completed. We will be having a pilot testing stage in the coming months where one of the important questions that we will be dealing with will be – how we can make the programmes even better, and more useful.



THE MAIN CONCEPTS OF THE PROGRAMME

The LOOP project focuses on an induction process lead and is heavily impacted by the relationship between the experienced teacher and the beginning teacher. Though the course for the experienced teachers is designed to be somewhat more structured and linear, the core idea of the project is to enable experienced teachers and beginning teachers to work together to establish a relationship and develop it in a manner conducive to both their careers.

In this sense, the beginning teacher induction programme is not prepared as a rigorously organized seminar or even a year-long course that should be followed. Rather it is a very modular toolkit of resources that the experienced teacher – beginning teachers' pair might find useful and helpful along the way. The idea of this building block is to familiarize the experienced teachers with the contents of the programme, its structure and resources so that they might be prepared to use the programme in practice when called upon.

The programme proposes and suggests a set of diverse modules covering a wide range of topics that are key for the support of beginning teachers, to be used by trained, formally appointed experienced teachers. The proposed modules and the related activities are set to bridge the gap between initial teacher education (ITE) and the integration in teaching profession and school. This is to say, it represents **the very first step of the teachers' career** and aims at offering **personal, social, and professional support to beginning teachers**, along with resources to help them address the most urgent needs as identified in existing research.

It is of utmost importance that the materials are used as **support** for the experienced teachers and not as an exclusive training programme. The experienced teacher must put in the effort to personalize and adapt the materials to the needs of the beginning teachers and the demands of the environment/situation. It is after all the relationship on which we want to build the induction process.

Another reason to treat the materials as an invitation for experienced teachers and beginning teachers, **a toolkit with suggestions and ready-to-use activities for schools and experienced teachers to select and adapt to their most urgent needs and realities** lies in its construction. Materials were developed by a consortium consisting of 13 partners from 7 countries. Given the diverse realities in terms of the policy context and existing ITE and induction frameworks across Europe, it is virtually impossible to establish a substantial common ground. For this reason, some modules might be redundant in some contexts, some content might be perceived even as condescending. It needs to be restressed that the programme intended to cover as much ground as possible and offer the widest array of tools even if they might be needed just by a smaller portion of the programme's end-users.



The programme is structured along 14 modules, which in turn are organized along different types of activities: 1:1 sessions, discussion workshops, theoretical readings and lectures, guidelines, and self-reflection/self-assessment tools. In a nutshell, the proposed activities aim at supporting beginning teachers in:

Professional aspects linked with pedagogical competences, such as adjusting pedagogical approaches to a group of students or individuals, the use of innovative and creative tools to prepare, deliver and assess classes, communication, and interrelation skills.

Legal/administrative topics associated with the teaching profession and school such as, internal administrative procedures of the school.

Socio-cultural aspects related to the school/cluster of schools' norms/processes where the beginning teachers are to be allocated, namely the specific school(s) context, culture, and particular '**staffroom politics**' where beginning teachers' need to negotiate divergent views about the most appropriate teaching methodology.

Emotional aspects related with the ability of establishing and managing interpersonal relationships and of coping with situations generating stress or conflicts. It also foresees the strengthen of beginning teachers' self-awareness and emotional intelligence.

Subject's aspects mostly related with the scientific knowledge, skills and attitudes towards the subjects that teachers are responsible for.

These modules are designed with the necessary flexibility to allow adjustment to the national and local realities of each country. Therefore, it is key that schools and experienced teachers using the programme materials need also **approach them flexibly and proactively**:

1

they need to carefully review the modules and activities and select these topics and areas that are priority

2

Although activities are designed as self-contained and ready to implement, most probably mentors need to adapt, contextualize and enrich these activities with their particular context, school culture and professional experience

3

The activities proposed are, as said, just a first step in the wider professional development of both mentors and beginning teachers, and therefore the modules can and should be expanded and related to the ongoing professional development scheme present in each context



Important enough, **the materials approach schools as learning organizations**. That is, the induction program activities outlined here are based on the principle of collaborative learning, in the form of peer/team learning, professional networks, collaborative learning communities and cooperative learning. Thus, it involves **the whole teacher community beyond experienced teacher-beginning teachers relationships** and activities. It requires that diverse members of the school are responsible for the implementation of the induction program, to push for a shared commitment to supporting the early stages of beginning teachers.

Finally, the different modules contain elements and activities that consciously overlap and interact with other modules and activities. The relatively high number of modules aims at providing diverse, **self-containing bundles of activities that can be used independently or combined partially or strongly with other modules to deepen their impact and to favour diverse approaches to similar issues**. The following table overviews the content of each module and summarizes potential ways to relate them:

Module	Potential for using it with modules...
1. Welcome kit	All modules.
2. Developing planning and setting objectives/goals	3, 4, 5, 6 and 11.
3. Identifying motivation and drive and self-reflection	2, 7, 8 and 11.
4. Authority and confidence in the class	3, 9, 10, and 12.
5. Issues of pressure and stress	3, 4, 6, 9, 10, 11 and 12.
6. Personal and professional life	3, 4, 6, 9, and 8.
7. Teaching styles, and use of ICTs.	2, 8, 10, and 11.
8. Training opportunities.	2, 6, and 13.
9. Classroom management and setting the discipline	4, 7, 10, and 11.
10. Dealing with diverse students	4, 7, 12, 13, and 14.
11. Evaluation and giving feedback	2, 3, 7, and 9.
12. Work with parents	4, 5, and 10.
13. Work with other (local) stakeholders	8, 10, and 14.
14. Administrative and technical obligations, EU framework for cooperation in education	10 and 13.



The last remark should be made about the role of beginning teachers. **This induction program aims at supporting, motivating and challenging beginning teachers in a way they can actively participate in these activities and propose ways to select, adapt and implement them.** It is key that experienced teachers always present these activities as an invitation for beginning teachers to have their say in each step of the mentoring process, favouring an open discussion among equals and including the whole school staff whenever possible, as well as other experienced teachers and beginning teachers.

STRUCTURE OF THE PROGRAMME

Though one of the main concepts behind the structure of the TIP is its modularity, there is a sort of rhyme and reason to its structure. Thinking about a sensible organisation of the modules we went with the idea that in the first segment the school prepares for the beginning teacher, and the beginning teacher first focuses on some internal personal reflection – as a sort of me in my new role sort of working title. The next part of the modules refers to the direct object of the teachers' obligations – the class, so we could say me in the classroom. After the internal and the direct external surrounding are sorted, we focus on the world outside the classroom.

<i>SETTING THE ENVIRONMENT</i>	<i>ME IN MY ROLE AS A TEACHER</i>	<i>ME IN THE CLASSROOM</i>	<i>WORLD OUTSIDE THE CLASSROOM</i>
<ul style="list-style-type: none"> • 1. Welcome kit • 2. Developing planning and setting objective s/goals 	<ul style="list-style-type: none"> • 3. Identifying motivation and drive and self-reflection • 4. Authority and confidence in the class • 5. Issues of pressure and stress • 6. Personal and professional life • 7. Teaching styles, use of ICTs. • 8. Training opportunities. 	<ul style="list-style-type: none"> • 9. Classroom management and setting the discipline • 10. Dealing with diverse students • 11. Evaluation and giving feedback 	<ul style="list-style-type: none"> • 12. Work with parents • 13. Work with other (local) stakeholders • 14. Administrative and technical obligations, EU framework for cooperation in education

Every module is structured in the same predictable manner. Each module has a "Template" or general description summarising the content of the module and all the instructions for its implementation. In addition to the



"Template", each module has in-depth content (annexes) which contains detailed content, methods, and worksheets for exercises or self-analysis forms.

The template is a short 3 – 5 page document that should give the experienced teacher all the information that he/she would need to decide if and how to use the other materials.

Every template has first an identified idea/goal as well as learning outcomes. After that a table that shows all the developed materials. As an example, you can show the table for the welcome kit.

ELEMENT	TARGET AUDIENCE	TYPE OF RESOURCE	TIME FOR RESOURCE	AREA
1.1 Checklist for school leaders	school leaders (supported by experienced teachers)	checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/ administrative
1.2 Checklist for a experienced teacher	experienced teacher	checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/ administrative
1.3 A practical welcome kit	experienced teacher (to include also school leader)	list/best practice example	15 min to review; (greatly varying implementation)	Social/cultural
1.4 Guide for the set-up of the experienced teacher-beginning teacher relationship	experienced teacher	guide	60 min to review; 90 min to implement with NQT	Social/cultural, Pedagogical/ didactical
1.5 Beginning teacher professional & social inclusion plan	experienced teacher (possibly to consult with NQT)	list	45 min to review; implementable with 1.4 guide	Social/cultural
1.6 Monitoring agreement	experienced teacher and NQT	a formalised agreement document	15 min to review; implementable with 1.4 guide	Bureaucratic/ administrative
1.7 Why am I here?	NQT (possibly to review with a	questionnaire	60 min to use individually;	Pedagogical/ didactical



	experienced teacher)		implementable with 1.4 guide	
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After the table, all of the developed materials are presented in a paragraph so that the experienced teacher will be able to know exactly what the content and nature of each of the materials are. After the content, there is a narratively put suggestion for the implementation of the entire module.



The content of the modules briefly presented is as follows:

MODULE 1 – WELCOME KIT

The first module provides tools for school leaders, experienced teachers and a welcome for the beginning teacher. Although there are several checklists in this module, these are intended to facilitate the planning and management of monitoring, not control. The most important feature of this module is building relationships with the head of school, the experienced teacher and other colleagues. The development of a professional plan, a plan for the professional and social integration of the beginning teacher, ways of negotiating between the beginning teacher and the experienced teacher, and the search for an answer to the question "Why am I here?", help the beginning teacher to become properly aware of his/her role, not to exaggerate expectations, and to evaluate his/her success correctly.

MODULE 2 - IDENTIFYING MOTIVATION AND DRIVE AND SELF-REFLECTION

The objective of this module is twofold. First, to present all the main professional drives (motivations) that may lead someone to follow a teaching career as evidenced by the relevant research literature. Secondly, to encourage beginning teachers to reflect on their corresponding drives, based on this presentation, and draft a career plan for maintaining high motivation as teachers in the coming years.

The module includes a list of short videos of other teachers describing when and why they decided to become teachers, guidelines for conversation between experienced teachers and beginning teachers, a questionnaire on factors influencing the decision to become a teacher, motivational tools, and a list of ideas for staying intrinsically motivated.

MODULE 3 - DEVELOPING PLANNING AND SETTING OBJECTIVES/GOALS

This module is designed to support the beginning teacher in acquiring the competences that will enable him/her to meet professional goals with progressive independence and autonomy. It is highly recommended that the tutor himself reviews and completes the suggested forms: Thematic Units from the induction programmes; List of school activities for the teacher to perform; Action plan.

MODULE 4 - AUTHORITY AND CONFIDENCE IN THE CLASS

This module first introduces the criteria of authority and trust in the classroom. Then present suggestions for a experienced teacher-led discussion with a beginning teacher. A questionnaire for the students, a self-reflection for the beginning teacher, and a survey on the beginning teacher's self-confidence and satisfaction are added as tools.

MODULE 5 - ISSUES OF PRESSURE AND STRESS

The module is based on the fact that a teacher's work is always under a bit of pressure and stress. The teacher's task is to learn to cope with the pressures and to prepare himself as a preventive measure. The module first introduces what stress is interesting. It is accompanied by a series of interesting and enjoyable activities that the beginning teacher and the experienced teacher can do as a preventive measure to reduce stress. It is preferable that the experienced teacher first carries out the activities himself and only then suggests them to the beginning teacher.



A special annex also discusses burnout, which is a problem faced by more and more teachers. The module also offers tools such as a stress questionnaire, a stressor monitoring diary, a gratitude diary and a work organization form. There are also tools for the experienced teacher and the beginning teacher to measure their level of burnout. If possible, a school psychologist can be involved in the implementation of this module.

MODULE 6 - PERSONAL AND PROFESSIONAL LIFE

This module aims to examine the impact of work-life balance on teachers' performance. The module provides tools for beginning teachers to reflect on work-life balance from the beginning of their careers, taking into account teaching satisfaction and the quality of their personal life. The module highlights the negative impact that an unbalanced teaching career has on family life (stress, physical problems, relationship problems, unethical behaviour, family disruption, poorer performance). The module aims to help beginning teachers learn how to manage their time properly and to be more efficient in their work, thus achieving better results. This is achieved by setting priorities, setting accurate and achievable targets and better communication with colleagues.

MODULE 7 - TEACHING STYLES, USE OF ICT, USE/DEVELOPMENT OF SUPPORTING MATERIALS IN TEACHING AND VARIOUS APPROACHES TO TEACHING WITHIN SPECIALIZED PEDAGOGIES

This module aims to explore the use and development of ICT tools in teaching and different approaches to teaching. The module provides the tutor with a wealth of useful material and approaches that will benefit the beginning teacher in interacting with students (and also with the tutor). The module provides the beginning teacher with implementation methods and practical approaches, access to templates and guides, ways of solving a problem when using ICT tools, integrating new teaching methods with traditional ones, examples of good practice, online tools for interactive learning, communication, content creation, etc.

MODULE 8 - TRAINING OPPORTUNITIES (POSSIBILITIES FOR CONTINUOUS TRAINING AND IMPROVEMENT)

The module provides beginning teachers with a solid foundation on which to build their ongoing professional development. The module offers teachers concrete steps and guidelines covering both external/administrative requirements for their progression and internal/psychological incentives that they can use individually or in collaboration with other teachers to set realistic goals that each teacher can follow. In addition, one of the objectives is to show teachers that they have opportunities for training in different pedagogical skills at the EU level.

The tools include a self-reflection questionnaire on the career progression of a beginning teacher and a progression checklist. The tools can be used independently by the beginning teacher. At important stages in their career, they serve as reminders and tools for self-evaluation and as a basis for discussing their career with experienced teachers and peers.

The module contains useful guidance for the experienced teacher: career decisions, planning examples, teachers' experiences, topics and questions to guide the discussion with the beginning teacher.

MODULE 9 - CLASSROOM MANAGEMENT AND SETTING THE DISCIPLINE

This module offers guidance to beginning teachers on how to deal with rules and situations in the school environment. It is equipped with examples of how to manage the psychological and didactic characteristics of classroom management. Guidelines for extra-curricular activities are also provided for this purpose. The module



includes: materials for a soft skills workshop, which lists all the materials needed to carry out the activities and exercises.

The module consists of four macro chapters. The first defines the characteristics and delivery of classroom rules, with an emphasis on corrective measures for misbehaviour. The second section defines classroom procedures. The last two sections contain a self-assessment form (for the tutor and the beginning teacher) and a classroom management record sheet (for the tutor).

MODULE 10 - DEALING WITH DIVERSE STUDENTS (STUDENTS WITH DIVERSE NEEDS)

This module helps beginning teachers to become familiar with the main categories of students with diverse needs and provides them with a variety of practical approaches to responding effectively to their needs. The module offers a self-reflection questionnaire on diversity, a tool for identifying different types of experienced teachers and guidelines for discussion with the tutor.

MODULE 11 - EVALUATION AND GIVING FEEDBACK

Evaluation and giving feedback are two key components of teaching. Assessment must be seen as continuous and embedded in the progress that students make in the classroom day after day. To this end, good feedback on all those activities that pupils are doing is essential for good progress and school performance.

This module helps beginning teacher to learn how to assess and give feedback to pupils.

The module helps the experienced teacher choose how to give feedback to the beginning teacher.

MODULE 12 - WORK WITH PARENTS

This module helps to prepare the beginning teacher for optimal interaction with parents and legal guardians of students. This module aims to refresh pedagogical, methodological and social strategies that might be overlooked in initial teacher training, as well as to offer concrete tools that the teacher can use to better connect with and/or deal with parents.

The module offers regulations and examples of good practices in working with parents. This includes effective and professional communication with parents, developing your style for working with parents and developing a positive relationship with them, suggestions for organising a meeting with parents, suggestions for responding to different situations and requests from parents, and examples of planning joint activities with parents and their children.

The experienced teacher is very important in this module, as he is the one who shares his experience of working with parents. The experienced teacher should support the beginning teacher and help him/her to develop these skills.

The module offers a theoretical presentation of the different types/profiles of parents and how to work with them. It presents the different reactions and mental scenarios that a beginning teacher may encounter when working with parents.

In this module, the experienced teacher has a worksheet where he/she writes down experiences, good practices, rules and regulations. The module guides questions, issues and relevant topics, as well as a structure for the conversation that the experienced teacher can use to facilitate the approach to the topic.



Part of the document also deals with the administrative and legal framework of the interaction/relationship between teacher and parents, highlighting the teacher's obligations, but also, often neglected and therefore crucial to mention, the teacher's rights in the legislative framework that they help to protect.

Parent Meeting Handbook - is a collection of soft-linked templates that include tools, tactics and psychological/sociological strategies for managing different types of formal teacher-parent communication, group work, class presentations and individual conversations about children.

MODULE 13 - WORK WITH OTHER LOCAL STAKEHOLDERS

This module aims to provide beginning teachers with introductory information on identifying key stakeholders in the school environment and the importance of working with these stakeholders. It provides criteria for identifying who are the important stakeholders with whom value can be created in the education system. It also presents good practices that stand out in multi-stakeholder collaboration in the school education system. The module also includes a checklist of local stakeholders in the school environment and a list of all relevant stakeholders in the education system.

A guide for presenting the collaboration with local stakeholders, or a tool to assist the experienced teacher in preparing a presentation for the NQF, is provided for the experienced teacher.

MODULE 14 - ADMINISTRATIVE AND TECHNICAL OBLIGATIONS, EUROPEAN FRAMEWORK FOR COOPERATION IN THE FIELD OF EDUCATION AND DISSEMINATION ACTIVITIES WITHIN THE TEACHING PROFESSION

The module aims to strengthen the capacity of beginning teachers to deal with administrative requirements and the necessary bureaucratic documentation and to open up a broader view of the international educational environment. Through this module, the beginning teacher is confronted with the administrative tasks of the school, the management of school documentation, the educational environment for his/her profession, the writing and implementation of educational projects, and the possibilities and opportunities of networking with colleagues from all over Europe, the possibilities of disseminating his/her activities at the school-local-national level.

The module includes a checklist of reports (and other documents to be prepared by the teacher, a guide to setting up and presenting the repository), an introduction to the international environment (including Erasmus+ KA1 and KA2 programmes, eTwinning network), a list of organisations working with the school, examples of good practice, data, application guide, international project planning template with checklist - is an interactive tool that combines dialogue boxes with a flowchart structure, guiding teachers through a logical, easy to follow the path of all the steps in planning and applying for a project. The template follows a bottom-up approach and helps teachers to develop a project idea from an abstract question/problem/objective to concrete actions and project activities.



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