

The Mentor's Capacity Programme at a glance

How is it organised?

3

Blocks

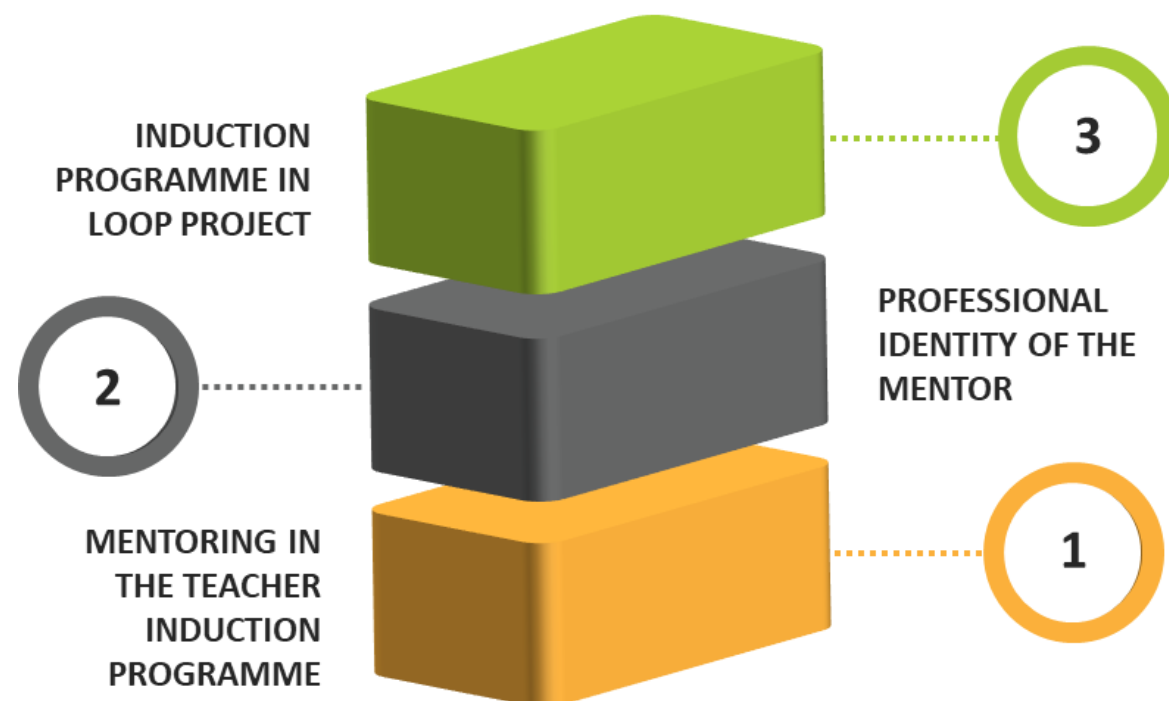
11

Modules

35

**Hours of training
in hybrid format**

For experienced teachers, mentoring presents itself as a challenge that requires training to improve competencies and respond effectively to professional situations. By establishing relationships between supervision and supporting the induction of another professional, mentoring also offers an opportunity for professional development.



Building Blocks of the Mentors' Capacity Programme

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LOOP Mentors' Capacity Programme



February 2023

Find the full document [here](#)



What is the LOOP Mentors' Capacity Programme?

The LOOP Mentors Capacity Programme aims to provide experienced teachers with opportunities to diversify their roles by serving as mentors to their peers and supporting their induction. The training of mentors is a crucial factor in ensuring the successful implementation of the induction programme.

Mentoring should be explicit (not incidental), evidence-based (not circumstantial) and collaborative (not isolated), involving dedicated time for reflection and feedback.

- The LOOP Mentors' Capacity Programme enables participants to:
- understand the responsibilities and manage the expectations associated with their role as a mentor;
 - develop competencies in different areas of teaching professionalism, including scientific/didactic, administrative/normative, interpersonal, and moral/social competencies;
 - receive support for informed intervention in professional contexts;
 - participate in the development of norms and protocols to implement the mentoring programme;
 - access exercises, activities, and resources to enhance their mentoring competencies.

Who is the Mentors' Capacity Programme intended for?

This programme is designed for a group of experienced and dedicated teachers who are recognized by their peers as competent and responsible professionals

What are the key features of the Mentors' Capacity Programme?

- The Mentors' Capacity Programme is characterized by the following features:
- **Focused well-defined objectives**, yet flexible enough to adjust to national contexts and specific needs.
 - **Adaptable** to differences in national contexts and the group of mentors during programme implementation.
 - **Inclusive**, as it allows for the addition and modification of activities to meet specific adaptation needs.
 - **Reliable**, as it is the result of the collaborative work of various entities with different expertise and working groups.
 - **Positive**, as it recognizes that competencies can be improved and all participants have the potential to change and grow.

How to implement the Mentors' Capacity Programme?

The Mentors' Capacity Programme can be adapted to various national contexts and needs. Each country can design policies that are most suitable for their context, specifying the criteria to select the teachers and evaluate the impact.

Structure of the programme

Building Block I	Mentoring in the Teacher Induction Programme. Duties, rights and principles of the different types of mentoring. <ul style="list-style-type: none">• Role of the experienced teacher• Different types of mentoring and how to use them• Mentoring by relationship stages	
	Professional Identity of the Mentor. Attributes to be effective in mentoring. <ul style="list-style-type: none">• Self-reflection• Communication and interpersonal skills• Empathic listening and non-violent communication• Teaching to open mindsets• Managing stressful situations• Digital competencies, tools and strategies• Me as a beginning teacher	
Building Block II		
Building Block III	Induction Programme in LOOP project. Introducing the programme to teachers <ul style="list-style-type: none">• Establish a professional network• Learn about the Teacher Induction Programme and how to use it	