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# BUILDING BLOCK III: TEACHERS' INDUCTION PROGRAMME

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



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

## **INTRODUCTION**

This building block or brick aims at presenting the induction programme (TIP) to the teacher mentor attending the mentors' capacity programme. The LOOP Project focuses on an induction process through the relationship between the teacher mentor and the teacher mentee. The core idea of the project is to enable teacher mentor and the teacher mentee 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 teacher mentor and the teacher mentee pair might find useful and helpful along the way. The idea of this building block is to familiarize the teacher mentor 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 the teacher mentee, to be used by trained, formally appointed teacher mentor. 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 teacher mentor with it to ensure that they would later feel comfortable using it
- Ensure that the teacher mentor understands the TIP as a modular, non-binding and adaptable toolbox, with materials that must be adapted to themselves and their teachers mentees

## **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 teacher mentor: imagine that you are tasked with preparing a programme for the induction of a teacher mentee 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 teachers mentors 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 teachers mentors 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 teachers mentors, but you might want to steer them towards some principles that are included in the TIP programme (see [Annex 34](#)).
- 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 teachers mentors adapt the programme and insert themselves in it.

### *Dynamic 2 – Gather ideas for content | 20 Minutes*

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- a. Everyone makes a personal list with contents for a TIP 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 teacher mentee 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 35](#)).

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 teachers mentors 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 teachers mentors present each module.

### *Dynamic 1 – Exploring and presenting the modules | 30 Minutes*

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- 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, teacher mentor should be encouraged to do a role-playing exercise (one as teacher mentor and another as a teacher mentee).
- c. In the roughly 30 minutes teacher mentor 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*

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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 teacher mentee,
- Room for improvement and what would need a different/more careful implementation,
- Is something missing from their perspective.

# ANNEXES



## Annex 34 – 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 teacher mentee must make the programme their own

### Teachers mentees need to be active

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





## 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 6 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 mentors' capacity programme and the 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



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

In this sense, the 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 teacher mentor - teacher mentees' pair might find useful and helpful along the way. The idea of this building block is to familiarize the teachers mentors 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 teachers mentees, to be used by trained, formally appointed teachers mentors. 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 teachers mentees**, 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 teachers mentors and not as an exclusive training programme. The teacher mentor must put in the effort to personalize and adapt the materials to the needs of teachers mentees 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 teachers mentors and teachers mentees, **a toolkit with suggestions and ready-to-use activities for schools and teachers mentors 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 6 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 and teachers mentees in:

**Professional aspects linked with pedagogical competencies**, 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 teachers mentees are to be allocated, namely the specific school(s) context, culture, and particular '**staffroom politics**' where and teachers mentees' 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 and teachers mentees' 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 teachers mentors 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 teachers mentees, 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 programme 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** and teacher mentor - teachers mentees **relationships** and activities. It requires that diverse members of the school are responsible

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for the implementation of the induction programme, to push for a shared commitment to supporting the early stages of teachers mentees.

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

The last remark should be made about the role of teachers mentees. **This induction programme aims at supporting, motivating and challenging teachers mentees in a way they can actively participate in these activities and propose ways to select, adapt and implement them.** It is key that teachers mentors always present these activities as an invitation for teachers mentees 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 teachers mentors and teachers mentees.



## 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 teacher mentee, and the teacher mentee 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.

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

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 teacher mentor 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.

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

After the table, all of the developed materials are presented in a paragraph so that the teacher mentor 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, teacher mentor and a welcome for the teacher mentee. 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 teacher mentor and other colleagues. The development of a professional plan, a plan for the professional and social integration of the teacher mentee, ways of negotiating between the teacher mentee and the teacher mentor, and the search for an answer to the question "Why am I here?", help the



teacher mentee 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 teachers mentees 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 teacher mentor and teachers mentees, 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 teacher mentee in acquiring the competencies that will enable him/her to meet professional goals with progressive independence and autonomy. It is highly recommended that the teacher mentor 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 teacher mentor-led discussion with a teacher mentee. A questionnaire for the students, a self-reflection for the teacher mentee, and a survey on the teacher mentee'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 teacher mentee and the teacher mentor can do as a preventive measure to reduce stress. It is preferable that the teacher mentor first carries out the activities himself and only then suggests them to the teacher mentee.

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 teacher mentor and the teacher mentee 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 teachers mentees 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 teachers mentees 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 teacher mentor with a wealth of useful material and approaches that will benefit the teacher mentee in interacting with students (and also with the teacher mentor). The module provides the teacher mentee 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 teachers mentees 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 teacher mentee and a progression checklist. The tools can be used independently by the teacher mentee. At important stages in their career, they serve as reminders and tools for self-evaluation and as a basis for discussing their career with teachers mentors and peers.

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

## **MODULE 9 - CLASSROOM MANAGEMENT AND SETTING THE DISCIPLINE**

This module offers guidance to teacher mentee 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 teacher mentor and the teacher mentee) and a classroom management record sheet (for the teacher mentor).

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

This module helps teacher mentee 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 teachers mentors and guidelines for discussion.

## **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 teacher mentee to learn how to assess and give feedback to pupils.

The module helps the teacher mentor choose how to give feedback to the teacher mentee.

## MODULE 12 - WORK WITH PARENTS

This module helps to prepare the teacher mentee 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 teacher mentor is very important in this module, as he is the one who shares his experience of working with parents. The teacher mentor should support the teacher mentee 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 teacher mentee may encounter when working with parents.

In this module, the teacher mentor 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 teacher mentor 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 teachers mentees 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 teacher mentor in preparing a presentation for the NQF, is provided for the teacher mentor.

#### **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 teachers mentees 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 teacher mentee 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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