Mentors' Capacity Programme

and its resources

WP 2 – Participatory design of policy instruments

Date: 4th of October 2022

Contents

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 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 teachers, the intention of which is to train teachers and school leaders who can implement the LOOP Teacher Induction Programme (TIP), which is based on mentoring. In addition, 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. 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 competencies in 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 teachers mentors. The programme is planned for a duration of 27 hours and is based on a face-to-face format, but it will also be available online.

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

8

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

LOOP
Empowering teachers

LOOP TEACHERS'
INDUCTION PROGRAMME

3

MENTORING IN TEACHERS'
INDUCTION PROGRAMME

2

MENTOR'S PROFESSIONAL
IDENTITY

1
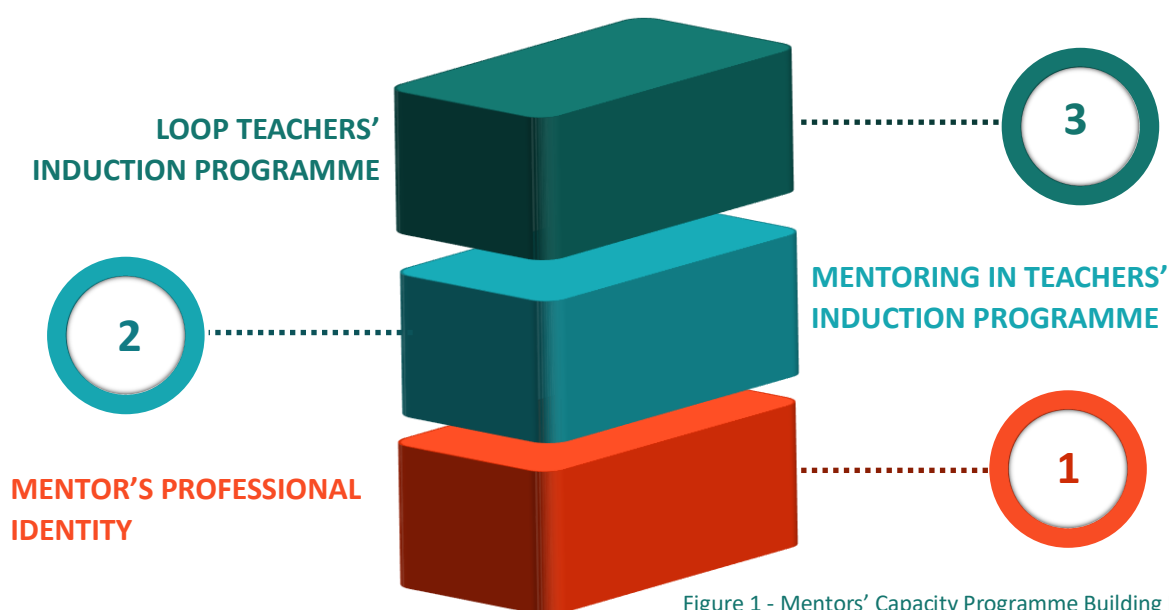
Figure 1 - Mentors' Capacity Programme Building Blocks

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

9

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
•A section introducing the LOOP approach and the key-concepts behind it.	• Presentation of the aims and objectives of the MCP Curriculum, as well as an overview of its structure (Building block).	• Dedicated to the duties, responsabilities and expectations of the mentor in the mentoring relationship.	• Focused on the different competencies that a mentor needs to be effective.	• 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 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 teachers mentors 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, **Building Block I – Mentors' Professional Identity**, focus on the different attributes that a teacher mentor needs to be effective.

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

ME AS A BEGINNING TEACHER: RECALLING MY PATH

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

11

- ME AS A MENTOR TEACHER: MISUNDERSTANDINGS AND EXPECTATION MANAGEMENT

- SELF-REFLECTION AT THE CORE OF PROFESSIONAL DEVELOPMENT

- TEACHING FOR A GROWTH MINDSET

- COMMUNICATION AND INTERPERSONAL SKILLS

- EMPATHETIC LISTENING IN THE CONTEXT OF NON-VIOLENT COMMUNICATION

- MANAGING STRESSFUL SITUATIONS

Thus, in the **Building Block II - Mentoring in the Teachers' Induction Programme**, the new teacher mentor 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 teachers will be able to explore the following units:

- ROLE OF THE TEACHER MENTOR

- DIFFERENT TYPES OF MENTORING AND HOW TO USE THEM

- MENTORING IN RELATIONSHIP STAGES

Thus, the **Building Block III – Loop Teachers' Induction Programme**, aims to introduce the LOOP Teacher's Induction Programme to the teacher mentor and to inform them about its aims, content, and material.

Through this section, teachers will be able to:

- STABLISHMENT A PROFESSIONAL NETWORK

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

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

12

BACKGROUND

CONCEPTS BEHIND THE MCP

Teaching implies the appropriation of a set of competencies 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 competencies 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 Competencies 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 competencies 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 teacher mentor 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 teacher mentor) assists another (the teacher mentee) 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.

Teachers mentors 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 teachers, professionally committed and recognized by their peers as responsible and competent professionals.

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

14

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 competencies that a teacher should possess to overcome the challenges of being a mentor, enabling and supporting full integration of 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 teachers should be explicit (not incidental), evidence-based (not circumstantial), and collaborative (not isolated), involving dedicated time for reflection and feedback.

Teachers attending the MCP will:

► Understand the duties, responsibilities, and expectations associated with the role of teacher mentor;
► Identify relevant priorities, actions and skills to develop their mentoring capacity;
► Co-develop standards and protocols to guide the mentoring relationship;
► Develop competencies 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.

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

15

3 BLOCK III – <u>LOOP TEACHERS' INDUCTION PROGRAMME</u>

- 8H
- 2 UNITS
- 6 ACTIVITIES

2 BLOCK II – <u>MENTORING IN THE TEACHERS' INDUCTION PROGRAMME</u>

- 21H
- 3 UNITS
- 10 ACTIVITIES

1 BLOCK I – <u>MENTORS' PROFESSIONAL IDENTITY</u>

- 6H
- 7 UNITS
- 22 ACTIVITIES
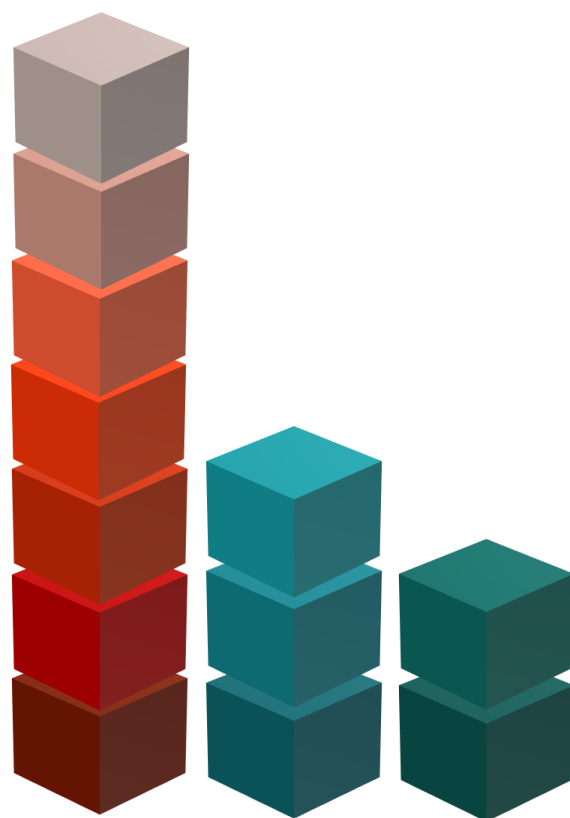
Figure 2 - Mentors' Capacity Programme content

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

16

MENTORS' CAPACITY PROGRAMME

BUILDING BLOCK I: MENTOR'S PROFESSIONAL IDENTITY

1st 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 teacher mentor, in a growing way, assumes his or her new professional identity. For this purpose, a set of 7 dynamics 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 future teachers mentors 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 competencies as teacher mentor
- Know the profile and competencies a mentor teacher should have
- Strengthen the relevant soft skills to be teacher mentor

CONTENT

- Strategies for interpersonal communication
- Strategies for stress management
- Growth mindset vs Fixed mindset
- Teachers mentors' profile

UNITS

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

DURATION

- 15H45M

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

18

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

INTRODUCTION

Mentor 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 teacher mentor, using a **reflective approach,** being invited to critically analyse their professional, personal and relational experiences and thus contribute to understanding the needs of the teacher mentee, overcoming the various difficulties and developing their competencies as mentor 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 teacher mentor, 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 teacher mentee

- To identify mentoring strategies as references for effective implementation

CONTENTS

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

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

19

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

LOOP
Empowering teachers

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 90m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. My teachers	1. Thinking about my 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 teachers | 20 Minutes

History reveals that many of the characters we know, in different areas, were teachers to others who are also great references for Humanity: Alexander the Great had Aristotle as a teacher mentor; 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 teachers have an impact on your personal and professional life, as they result in the development of multiple skills.

Dynamic 1 – Thinking about my teachers |20 Minutes

With this as a motto, learn about some historical teacher mentor [The Chronicle of Evidence-Based Mentoring | Top 25 Mentoring Relationships in History (evidencebasedmentoring.org)] and recall your teacher mentor (see Annex 1).

a. Who were your teacher(s) mentor(s)?
b. What were their main personal and professional characteristics?
c. How can you be inspired by that experience as a future teacher mentor?

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.

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

20

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

LOOP
Empowering teachers

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 2):

- 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 teacher mentor. 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).

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

21

UNIT II - ME AS A TEACHER MENTOR: 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 mentions is the obstacles its mentors have to face. This image created a notion that somehow, the challenges and issues that mentors face are less important than the ones their teachers mentees 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 teacher mentor faces, and the expectations they have to meet – towards their teachers mentees, towards their environment, and themselves.

To better manage their expectations, both teacher mentor and teacher mentee have to comprehend that the teacher mentor is not an instructor, and the teacher mentee is not a student; they are both colleagues, and that many potential benefits of their relationship also carry certain risks for teachers mentors. 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 teachers mentors' 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 teachers mentors' relationship with their teacher mentee, their environment, and themselves, as all aspects are crucial in developing a healthy and working mentoring attitude.

OBJECTIVES

- To develop a realistic understanding of teachers mentors' 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 teacher mentor - teacher mentee relationship
- To easily create common goals and set boundaries

CONTENTS

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

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

22

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

LOOP
Empowering teachers

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 120m

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 teacher mentee	1. What practices get in the way of effective mentoring	10m	65m
	2. Discussion on 4 key points	25m	
	3. Reviewing scenarios and expectations	30 m	
			120m

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 teachers mentees 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 teacher mentor can reflect on his/her expectations for himself/herself as a teacher mentor and in the mentoring relationship. Take some time to answer the next questions (see Annex 3)

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 teacher mentee?
- …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?

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

23

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

LOOP
Empowering teachers

- …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 teacher mentor 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 teacher mentor, there may be value in taking into account where you might typically fall on these hypothetical continuums.

Use Annex 4 to answer the questions.

Try to estimate how much this affects your role as a teacher mentor – are your opinions on these questions supporting or impending 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 teacher mentee. 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 teacher mentor and teacher mentee revisit the questions together and discuss them.

Activity 2: Expectations towards my environment | 20 Minutes

Managing expectations as a teacher mentor 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 teacher mentor 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 teacher mentee 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 teachers mentors cannot handle such difficulties on their own. What teachers mentors 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.

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

24

Dynamic 1 – Environment checklist | 20 Minutes

What is helping my work, and what is obstructing it within my environment – the checklist (see Annex 5) 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 the **teacher mentor 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 teacher mentee | 65 Minutes

As mentoring is a two-way relationship, and equally depends on the actions and attitude of the teacher mentee, as well as the actions and attitudes of the teacher mentor, 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 teachers mentors and teachers mentees. 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 teacher mentor or teacher mentee 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 teachers mentors can help to reassess first notions about the expectations of a mentoring process (record your reflections in Annex 6).

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 teacher mentee, and lead with them a discussion on key points of your relationship, and how it can be more transparent. You can write

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

25

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

LOOP
Empowering teachers

your conclusions in Annex 7. We identified four key points that you should discuss with your teacher mentee to synchronize your expectations and avoid potential misunderstanding. Speak with your teacher mentee plainly and openly, and allow them to express their opinions as well.

Dynamic 3 – 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 8, you will find four categories of scenarios that most commonly challenge teachers mentees 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 teacher mentee 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.

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

26

UNIT III - 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**:

| The autobiography of self as student and self as teacher | The observation of his/her students | The experiences of colleagues | The theoretical literature |

Figure 3 – 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, competencies, 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

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

27

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 teacher mentor 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 teachers mentors' 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 teacher mentee 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: 260m

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

28

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

LOOP
Empowering teachers

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. Reflection on values and principles	1. My professional values	30m	60m
	2. Mentoring principles	30m	
3. Reflection on experience	1. Be a reflective practitioner	45m	45m
4. Reflection on critical events	1. Reflection on group	50m	95m
	2. Individual reflection	45m	
5. Socratic questions	1. Socratic questioning	45m	45m
			260m

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 teacher mentor explores his/her self-reflective attitude and discusses the findings with a colleague. The teacher mentor reflects on ways to deepen their self-reflective practice.

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

a. Please answer the questionnaire about self-reflection ability (see Annex 9). After filling it in, reflect and discuss the following aspects:
   o What do you find?
   o What are your strengths and opportunities?
   o Discuss the experience with a colleague.

b. The questionnaire about self-reflection ability is based on the Beatson model of neurological levels (see Annex 9). Consider how this model might be used to guide a teacher mentor (teacher mentee).

Activity 2: Reflection on values in teaching | 60 Minutes

In this activity, the teacher mentor 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 teacher mentor to reflect and identify their most important values from a list provided (see Annex 10) and think on key-questions about it.

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

29

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

LOOP
Empowering teachers

Dynamic 2 – Mentoring Principles | 30 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 teachers mentors and teachers mentees and guide their actions in the course of the relationship.

With the support of Annex 11, 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.

Activity 3: 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

This should be done in group (group coaching) or 1:1 mentoring, to avoid that the teacher mentor come to close answers that doesn't allow learning other perspectives and growth.

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 teacher mentor 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 teacher mentor, 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

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

30

have achieved all my goals with this method? What other strategies do I have at my disposal to achieve these goals?

Activity 4: 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 – Reflection in group | 50 Minutes

a. Divide the teachers mentors 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 teachermentor, 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 12.

Dynamic 2 – 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?

Activity 5: Socratic questions | 45 Minutes

Socratic questions are a method used to guide the teacher mentee'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 teacher mentor and teacher mentee. The latter chooses an unpleasant event from his/her professional life, and the teacher mentor guides the teacher mentee 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 teacher mentor and a teacher mentee. The teacher mentee chooses a challenge or negative experience from their daily practice that presents

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

31

them with a professional dilemma, while the teacher mentor guides them in a structured self-reflection on the situation using Socratic questions (see Annex 13) to gain insight into the various possible responses and potential choices about possible solutions.

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

32

UNIT IV - 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 competencies.

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, teachers mentors will get to know ways to empower teachers mentees 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: 95m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Mindset quiz	1. Mindset Quiz	20m	20m
2. Growth mindset theory	1. It is a fixed or growth mindset?	60m	60m
3. Growth mindset language	1. The value of the growth mindset language	15m	15m
			95m

Activity 1: Mindset quiz | 20 Minutes

Each teacher mentor receives a printed version of a mindset quiz, which is included in Annex 14. It is better to print the first two pages separately from the scoring instructions. In this way, teacher

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

33

mentor 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 teacher mentor the first two pages of the mindset quiz (see Annex 14). Each teacher mentor individually solves the questionnaire.

b. Once all the teacher mentor 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 teacher mentor. Each teacher mentor 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 teacher mentor 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 2: 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. Teachers mentors 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. Teachers mentors 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

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

34

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

LOOP
Empowering teachers

- 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. Teachers mentors 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?

Activity 3: Growth mindset language | 15 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 15. Moreover, teacher mentor 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 15.
b. After a short introduction, teachers mentors 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 teachers mentors 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 the teachers mentors can watch the video about the Pygmalion effect to better understand the meaning of expectations: https://www.youtube.com/watch?v=R1Yl9nvXIE0

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

35

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:

Effective listening	Questioning	Feedback

Figure 4 – 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 teacher mentor should have** and **strengthen** to ensure a successful and effective mentoring relationship with teachers mentees. Furthermore, by knowing and understanding the value of these skills, teacher mentor will be more able of endowing teachers mentees 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 teacher mentee, many times the teacher mentor 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 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 a teacher mentor, it can be very easy to want to just jump in and solve the teacher mentees's problems for him/her. However, the teacher mentor's role is to guide the teacher mentee to think for him/herself, following a **questioning technique** fostering teacher mentee self-discover. Is critical to ask open-ended questions to help the teacher mentee reflects on his/her experiences and learn from the conversation with the teacher mentor. Once again, when asking questions, teacher mentor must first listen well and try **to understand the other person.** Being a questioning peer gives the teacher mentor, an opportunity to: uncover additional facts and information about the teacher mentee; confirm the teacher mentee's goals, aspirations, and needs; explore strong feelings about situations; define problems and possible solutions and discover the teacher mentee's commitment to his/her growth.

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

36

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

LOOP
Empowering teachers

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 teachers mentees
- 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: 180m

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, teachers mentors 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 teachers mentors play a specific role in a fictional setting, to evidence/show the most suitable 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 16).

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

37

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

L∞P
Empowering teachers

Dynamic 2 – Role playing on effective conversation | 60 Minutes

a. Identify two volunteers willing to play the roles of an teacher mentor and a teacher mentee among the teachers mentors

b. The volunteers will have 15 minutes to prepare a scenario of a mentoring session between them.

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 17)

d. After it, the volunteers will have 30 minutes to present the role play while other teachers mentors will:
   o Take notes related to the presentation following the observation sheet, justifying their positioning related to it
   o Interrupt the presentation of the colleagues, whenever they consider that something could be done more adequately. In this case, the teacher mentor will substitute the teacher mentee to represent it.

e. At the of the role-playing the trainer will do a debriefing of the activity related to the:
   o Volunteer's feelings while performing their role
   o The overall perception of the group related to the hear, think and ask the position of the teachers mentors.

Activity 2: Embracing the feedback mastery| 90 Minutes

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

Following a brief presentation on key aspects to be considered while providing feedback, the group of teachers mentors will have the opportunity of simulating situations where a teacher mentor 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 18).

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

38

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

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

39

UNIT VI - EMPATHETIC 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 5):

Observation	Feelings	Needs	Request
• What do I and the other person in the communication situation see/hear?	• What do I and the other person in the communication situation feel?	• What do I and the other person in communication situation need?	• How can I sincerely express my needs and emotions and how can I empathically accept feelings and needs of other

Figure 5 – The four elements present in any communication situation.

This means that people should consciously…

1 Try to differentiate observations/fact and their interpretations and try to avoid interpretations/evaluations

2 Identify and name their emotions

3 Raise their awareness and verbally express the needs in the core of their emotions

4 Verbalize their request
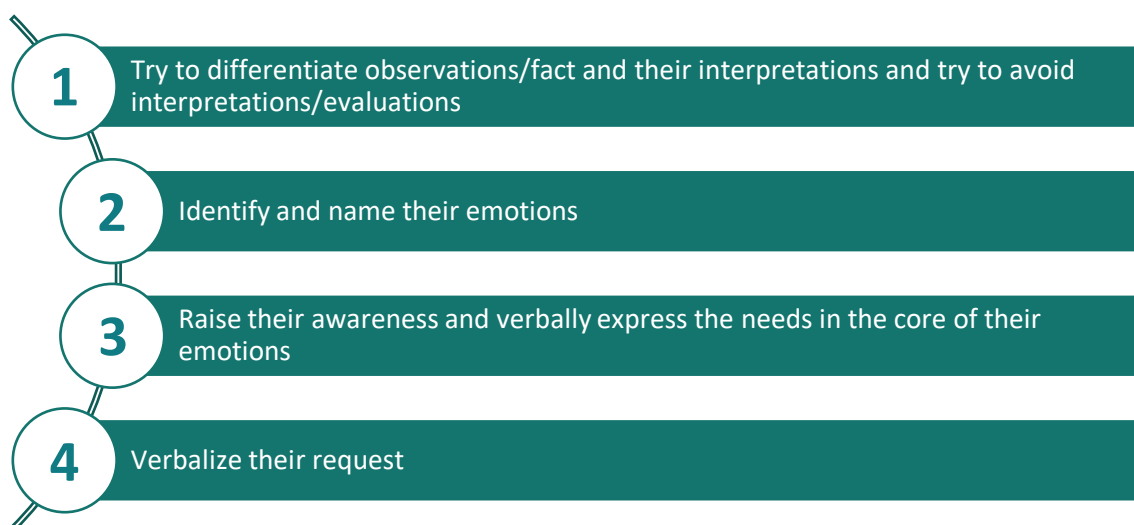
Figure 6 – What people need to do when communicating.

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 7):

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 end 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 7 – 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.

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

41

OBJECTIVES

- To deep knowledge of the theory of nonviolent communication (M. R. Rosenberg, 2003)
- To raise awareness of teacher mentor' 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 teacher mentor-teacher mentee relationship:
    a. how to support the teacher mentee in self-reflection on his/her communication in the classroom
    b. how to direct teachers mentees' 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: 120m

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
			120m

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

42

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

LOOP
Empowering teachers

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 …"

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

43

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

LOOP
Empowering teachers

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 situations where you 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 ...)

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

44

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 | 30 Minutes

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 teacher mentor, the other is the teacher mentee. Set the communication context, then enter the communication situation trying (from the role of the teacher mentor) 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?

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

45

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

LOOP
Empowering teachers

UNIT VII - MANAGING STRESSFUL SITUATIONS

INTRODUCTION

Teachers are often faced with stressful situations in their work, arising from the different circumstances of teaching. A teacher mentee is mostly exposed to similar situations or challenges as a teacher mentor–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 teacher 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: 80m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. What I know/can do and what I need	1. Stressful situations I	20m	20m
2. Balance Wheel	1. Balance Wheel	30m	30m
3. Pyramid Of Logical Levels (Dilts)	1. Pyramid Of Logical Levels (Dilts)	30m	30m
			80m

Activity 1: What I Know/Can Do And What I Need | 20 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 competencies, as well

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

46

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 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: 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 (a 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 a teacher mentor'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 19).

Activity 3: 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 20).

BUILDING BLOCK II: MENTORING IN TEACHERS' INDUCTION PROGRAMME

2ⁿᵈ *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 teachers mentors, 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 teacher mentor's action, as a way to manage expectations in the mentoring relationship, supporting the teacher mentee.

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 teacher mentor's professionalism in his or her action of induction of teachers mentees.

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 teacher mentor
- Mentoring styles
- How to develop a mentoring relationship (managing expectations)
- Identifying the duties and responsibilities of teachers mentors
- Code of ethics for a teacher mentor
- Challenges of mentoring

UNITS

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

DURATION

- 5H10M

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

48

UNIT VIII - ROLE OF THE TEACHER MENTOR

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 teacher mentor and the teacher mentee gives the mentoring relationship a special complexity because many of the skills required for their professional exercise advocate ethical competencies.

There is no neutral education, schools, teachers, or classes (Azevedo, 2003), teachers mentors 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 teacher mentor 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 teacher mentor 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 teacher mentor, 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 teachers mentors define a role (a role model) 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

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

49

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

LOOP
Empowering teachers

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 teacher mentor 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 8).

Figure 8 - Objectives of the unity

- To define the guidelines for action, give security to the teacher mentor and ensure the conditions for a good mentoring relationship
- To empower the teachers mentors 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 teacher mentor
- Responsibility in the mentoring relationship
- Ethics and mentoring: a close relationship

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

50

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 70m

Running time for activity and dynamic:

Activity	Dynamic	Duration	Total Duration
1. Role of the teacher mentor	1. How you act when you trust	30m	30m
2. Responsibility in the mentoring relationship	1. What will it be like?	20m	20m
3. Ethics and Mentoring: a close relation	1. No drive by teachers (Schulman, 2003)	20m	20m
			70m

Activity 1: Role of the teacher mentor | 30 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 together 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 teacher mentor. Go to Annex 21 and fill in the exercises.

Activity 2: Responsibility in the Mentoring Relation | 20 Minutes

Teachers mentors are professionals committed to the personal and professional development of their teachers mentees. Therefore, some elements that can affect the teacher mentor'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 teacher mentor 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 22).

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

51

Activity 3: Ethics and Mentoring: a close relation | 20 Minutes

The mentoring action should also benefit from the debate on the teachers mentors' 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 – No drive by teachers (Schulman, 2003) | 20 minutes

a. Read the text of Schulman (see Annex 23) and reflect on the ethical principles that must guide a teacher mentor in his/her role. The trainer may promote a discussion in small groups to share their thoughts.

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

52

UNIT IX - 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 teacher mentor 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 9).

Group mentoring: One or several teacher mentor guiding and supporting a group of multiple teachers mentees.

> **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.
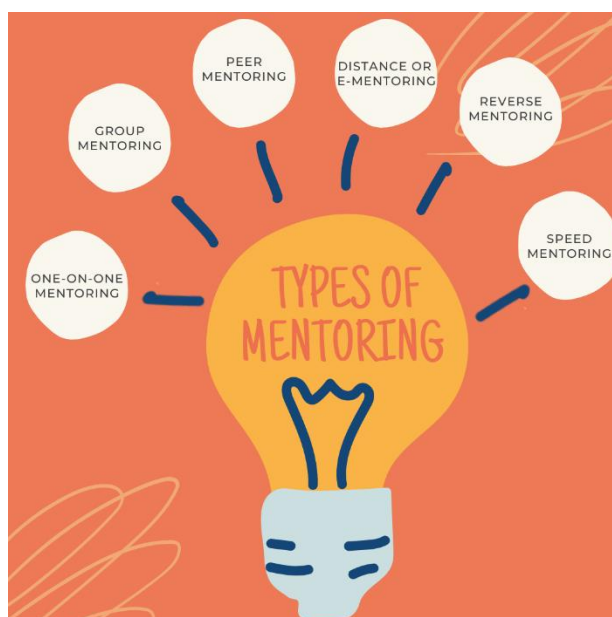
Figure 9 - Identification of the 6 types of mentoring

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

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

53

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 teachers mentors can benefit from the different types of mentoring in the induction programme

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 120m

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, teacher mentor will prepare and present a simulation to exemplify different types of mentoring.

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

54

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

LOOP
Empowering teachers

Dynamic 1 - Preparation of the simulation | 40 minutes

a. Depending on the number of teachers mentors in the capacity programme, teachers mentors 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 teachers mentors into groups, ask each group to select a card related to the types of mentoring (see Annex 24) without showing them. The groups of 6 to 8 elements should choose between the cards "multiple teachers mentees" and "multiple teachers mentors". The other groups from the other four cards.

c. The trainer starts to presenting some of the characteristics, benefits and disadvantages of the types of mentoring (see Annex 25).

d. Each group will need to discuss, prepare and present a simulation representing the type of mentoring assigned, by:

COMMON UNDERSTANDING	PREPARATION OF THE SIMULATION	PRESENTATION OF THE SIMULATION
Exchanging ideas and perspectives on the type of mentoring	Planning the action: definition of the setting, distribution of roles, actions,…	Rehearsal of the simulation at least one time
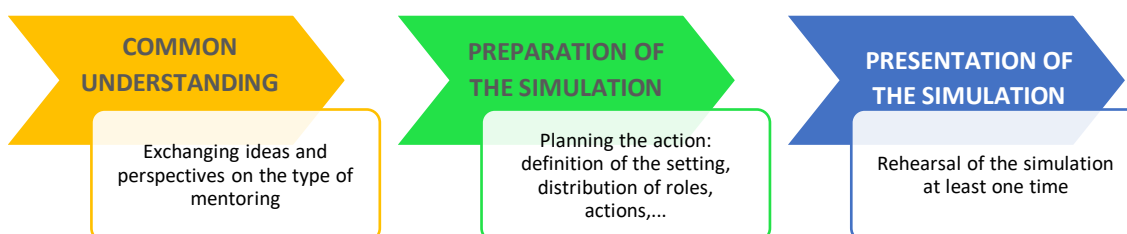
Figure 10 – Steps to be followed by the groups to prepare the simulation.

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 teacher mentor will need to observe and register the type of mentoring focused, main characteristics, benefits and disadvantages, using the observation sheet (see Annex 26). This needs to be mentioned to all teachers mentors.

c. At the end of each presentation, all teachers mentors will debate the type of mentoring, main characteristics, benefits and disadvantages of each simulation, registering the main ideas on a flipchart or whiteboard.

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

In this 2nd activity, teachers mentors 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, teachers mentors will be challenged to think about how they can plan to benefit from the different types of mentoring while implementing the LOOP induction programme.

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

55

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 teachers mentors can use the multiple types of mentoring. To close the activity is important to present some ideas on how teacher mentor can use these types of mentoring at the same time (see Annex 27).

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

56

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

LOOP
Empowering teachers

UNIT X - MENTORING RELATIONSHIP STAGES

INTRODUCTION

There are four sequential mentoring stages: 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 teachers mentors and teachers mentees are matched through social or professional interactions. Potential teachers mentees look for teachers mentors, 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 teachers mentors and teachers mentees, or teachers mentors may choose their teachers mentees. Regardless of the approach, a successful mentoring relationship would include mutual exploration of the relationship and assessment of the suitability of the teacher mentor and teacher mentee match.

2. CULTIVATION STAGE: is the primary stage of learning and development (enabling growth). If the initiation stage is successful, the teacher mentee gains knowledge from the teacher mentor throughout the cultivation stage. At this period, the two main mentorship functions are at their maximum. When the teacher mentor observes and gives the teacher mentee advice on how to perform more successfully and efficiently, the career-related role frequently comes into play first. After the teacher mentor and teacher mentee create an interpersonal bond, the psychosocial function takes shape. Within this role, the teacher mentor affirms and accepts the teacher mentee's professional identity, and the connection develops into a solid, productive working friendship. Both the teacher mentor and the teacher mentee often enjoy the cultivation stage. The teacher mentor provides the teacher mentee with important knowledge and skills acquired through experience and specialization. The teacher mentor may learn priceless lessons from the teacher mentee 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 teacher mentee might want to forge a separate identity, or the teacher mentor might decide to send the teacher mentee off on their own. This stage can be stressful if the end of the relationship is not accepted by both parties. Teachers mentees may feel abandoned, cheated, or unprepared if they believe the breakup was fast, and teachers mentors may feel misled or used if the teacher mentee no longer seeks their advice or support.

4. REDEFINITION STAGE: both the teacher mentor and the teacher mentee 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 teacher mentee's professional progress, in contrast to the cultivation stage. With new teacher mentee, the former teacher

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

57

mentor may forge mentoring connections. The former teacher mentee may also act as a teacher mentor 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 teacher mentee(s) and establish a professional relationship
- To challenge the teacher mentor 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 teacher mentors' progress in each phase of the mentoring relationship.

DURATION, ACTIVITIES AND DYNAMICS

Estimated working time: 120m

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 teacher mentor	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 teacher mentor and the teacher mentee 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 28).

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

58

Dynamic 1 – Preparation checklist | 15 Minutes

The preparation checklist is an activity for the teacher mentor 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 teacher mentor in the initiation stage should define his/her own goals as teacher mentor to reach excellence in mentoring. This activity requires trust in his/her competencies to outline goals for the relationship and the year ahead.

Before defining your goals, reflect on some ideas following the tips available in Annex 29.

Dynamic 1- Interview Questions to get to know your goals as a teacher mentor | 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 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?
g. Tell me about your current teaching activities and responsibilities.
h. What are the most challenging things about teaching?
i. Where do you see yourself in 5 years? 10 years?
j. What motivates you? What stresses you?
k. 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? The goal should be measurable.
- **Attainable**: the goals need to be appropriate and achievable.

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

59

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

LOOP
Empowering teachers

- **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 teacher mentor and the teacher mentee 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 teacher mentor to prepare himself for the first meeting and also receive strategies about how to engage with the teacher mentee.

Dynamic 1 – Getting acquainted |10 Minutes

Maintaining an environment of <u>confidentiality</u> is a critical component in building trust between the teacher mentor and the teacher mentee. 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, <u>constructive feedback</u> 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 30 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 teacher mentee know how to address me.	
Learn how to pronounce the teacher mentee's name.	
Tell the teacher mentee how I will notify him or her if I cannot make the meeting.	
Accept the teacher mentee 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.

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

60

Activity 4: Enabling Growth | 40 Minutes

The following dynamics allow the teacher mentor to encourage and empower the teacher mentee 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 competencies, 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 31 as support).

 a. How do I perceive myself in the many roles that the teacher mentor plays?
 b. How well do I understand the teacher mentee's overall expectations for our mentoring relationship?
 c. What is my objective in this conversation?
 d. Am I too formal or informal?
 e. What assumptions have I made in this conversation?
 f. What kind of response do I expect from the teacher mentee?
 g. Do I give him/her enough time to respond or ask questions?
 h. If I think I have been misunderstood, can I clarify and paraphrase?
 i. Am I willing to set aside my agenda to listen to his/hers at any time?

Dynamic 2: Encourage & Empower | 20 Minutes

The teacher mentor and the teacher mentee 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 teacher mentee is more likely to exercise self-discipline. This activity presents empowering questions for the teacher mentor to work with the teacher mentee 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?

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

61

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

LOOP
Empowering teachers

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 teacher mentee 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 32 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?

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

62

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 teacher mentor 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 a teacher mentor in the LOOP induction programme
- Self-reflect on his/her role as a teacher mentor

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

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

63

UNIT XI - 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 teachers mentors with a place where they can share cultural practices and activities and strengthen their competencies, also engaging in learning to become a teacher mentor as a process of knowledge-creation with other teachers mentors.

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 the teacher mentor 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 teachers mentors have. That is, we operate through and **spiral model** where schools are used to identify and request teachers mentors' participation who, in turn, through their participation in these professional networks, can set the foundations for building up more holistic school networks (Figure 11).
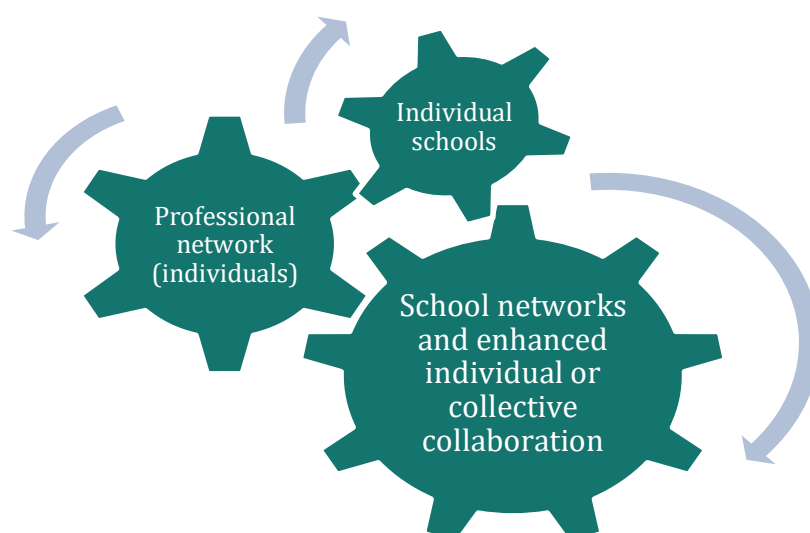
Figure 11 - The spiral of professional networks

This unit revolves around an action plan teachers mentors 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).

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

64

OBJECTIVES

- To identify and understand the key stages involved in the creation of a professional network
- To make teachers mentors competent professionals in the organization of networks though 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 teachers mentors
- 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 teacher mentors' relationships and creating and 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 need 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 teachers mentors 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 teacher mentor 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 teacher mentor + 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.

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

65

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

LOOP
Empowering teachers

Strategy B: Select one teacher mentor 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, teachers mentors will need to discuss.

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

a. Teachers mentors 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, teachers mentors 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 teachers mentors' 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 teachers mentors 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 teachers mentors and teachers mentees presented in the LOOP project (see Annex 33).

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

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

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

66

- Review meetings: arrange one-off meetings to focus on the teachers mentors 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 beginnings: sharing and discussing pitfalls, challenges, unexpected barriers, and ways teachers used different strategies to overcome these.
- Promoting dialogue: among teachers who want to become teacher mentor 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 teachers mentors 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, teachers mentors 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 teachers mentors and the teacher mentee 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 teachers mentors 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 teacher mentor within an organization takes ownership and responsibility for the part they play. In effect, shared leadership enables each teacher mentor to shoulder their work without the oversight from a command-and-control style manager.*" Discussion in groups and then among all teachers mentors.

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.)

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

67

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 conductive 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

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

68

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.

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

69

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

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.

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

70

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

LOOP
Empowering teachers

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, 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

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.

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

71

REFERENCES

Alderman, M. K. (1990, September). *Motivation for at-risk students. Educational Leadership*, 48, 27-29.

Allen, D. W. (1967). *Microteaching. A description. San Francisco: Stanford University Press*

Azevedo, J. (2003). Cartas aos directores das escolas. Porto: Asa.

Barnett, B. G. et all. 2004. *Reflective practice: The cornerstone for school improvement.* Hawker Brownlow Education.

Brueggeman, Amanda (2022). *Student-Centered Mentoring. Keeping Students at the Heart of New Teachers' Learning.* California: Corwin.

Campus Compact. (1994, March). *Resource manual for campus-based youth mentoring programs*. (Available from Campus Compact, P.O. Box 1975, Brown University, Providence, Rhode Island 02912, (401) 863-1119. Please make checks payable to "The Education Commission of the States")

Carrington, Jody (2019). *Kids these days. A game plan for (re)connecting with those we teach, lead, & love*. Altona: FriesenPress.

Coppock, M. L. (1995, April). *Mentoring at-risk Hispanic students in self-esteem, academic growth, and citizenship awareness.* Equity & Excellence in Education, 28, 36-43.

Cunha, P. O. (1996). *Ética e educação*. Lisboa: Universidade Católica.

Dorrell, L. D. (1989, January). *At-risk students need our commitment*. NASSP Bulletin, 73, 81-82.

Dubois, D. L., & Neville, H. A. (1997). *Youth mentoring: Investigation of relationship characteristics and perceived benefits.* Journal of Community Psychology, 25, 227-234.

Goodson, I. (2001). *Conhecimento e vida profissional. Estudos sobre educação e mudança*. Porto: Porto Editora.

Hadley, Wynton H., & Hadley, R. T. (1991, Summer). *Motivational strategies for at risk students*. Education, 111, 573-575.

Holland, S. H. (1996, Summer). *PROJECT 2000: An educational mentoring and academic support model for inner-city African American boys*. Journal of Negro Education, 65, 315-321.

Ion, G. & Brown, C. (2020). "Networks between schools for educational improvement: what practices are the most effective?". *What works in education?,* 19. Barcelona: Ivalua/Fundació Jaume Bofill.

Isidori, E. 2003. *La formazione degli insegnanti principianti. Problemi e strategie. Perugia: Morlacchi Editore*

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

73

Lieberman, A. (1994). Teacher development: commitment and challenge Em P. Grimmett e J. Neufeld (Eds.), *Teacher development and struggle for authenticity: professional growth and restructuring in the context of change*. New York: Teachers College Press.

Maia, C. F. (2011*). Elementos de ética e deontologia profissional* (3.ª ed.). Chaves: SNPL.

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.

Nóvoa, A. (2009). *Para uma formação de professores construída dentro da profissão.* Revista Educacion, 350, 203-218. Consultado em 2022, setembro, 29, em: http://www.ince.mec.es/revistaeducacion/re350/re350_09por.pdf

OECD (2018). "Responsive School Systems: Connecting Facilities, Sectors and Programmes for Student Success", *OECD Reviews of School Resources*. Paris: OECD Publishing.

OECD, Teachers Ready Platform. *Case study: Professional learning communities and master teacher networks: Building collective responsibility for the profession and for supporting new teachers.* [link]

Pedone, F. and Ferrara, G. *(*2014). La formazione iniziale degli insegnanti attraverso la pratica del microteaching. In *Italian Journal of Educational Research, (13), 85-98.*

Peterson, R. W. (1989, August). *Mentor teacher handbook [8 sections*]. Available online: http://www.gse.uci.edu/doehome/edresource/publications/mentorteacher/contents.html

Portner, H. (2008). Mentoring new teachers. California: Corwin press.

Révai, Nóra (2020). "What difference do networks make to teachers' knowledge? Literature review and case descriptions". *OECD Education Working Papers*, 215. Paris: OECD Publishing.

Schulman, L. 2003. No Drive-by Teachers. Carnegie foundation archive.

Seiça, A. B. (2003). *A docência como praxis ética e deontológica*. Um estudo empírico. Lisboa: Departamento de Educação Básica.

Sliwka, A. (2003). "Networking for Educational Innovation: A Comparative Analysis", In OECD (Hrsg.), *Networks of Innovation – Towards New Models for Managing Schools and Systems*, pp. 49-65. Paris: OECD Publishing.

Sparks, W. G. (1993, February). *Promoting self-responsibility and decision making with at-risk students*. Journal of Physical Education and Recreational Development, 62, 74-78.

Stone, Douglas in Sheila Heen (2014). T*hanks for the feedback: The science and art of receiving feedback well*. Penguin Group.

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

74

Sweeney, Diane in Leanna Harris (2020). *The essential guide to student-centered coaching: What every K-12 coach and school leader needs to know*. Corwin.

The Education State (2019). *Mentoring Capability Framework*. State of Victoria: Department of Education and Training.

Turner, S., & Scherman, A. (1996, Winter). *Big brothers: Impact on little brothers' self-concepts and behaviors*. Adolescence, 31, 875-881.

Volusia County School Board. (1993). *VIPS youth motivator handbook.* (Available from Volusia County Schools, P.O. Box 2410, Daytona Beach, Florida 32115-2410).

Online References

Allen, Brian and *etal* in Siguccs Mentor Guide. https://www.educause.edu/-/media/files/wiki-import/2014infosecurityguide/mentoring-toolkit/siguccsmentorguidepdf (retrieved Sep 27, 2022).

Teaching degree in Professional Networking in Teaching. https://www.teachingdegree.org/resources/professional-networking/ (retrieved Aug 8, 2022).

Cherry, Kendra (2020). What is negativity bias? From https://www.verywellmind.com/negative-bias-4589618 (retrieved Jun 9, 2022).

European project . www.unigrowthminds.eu

García, Emma in Elaine Weiss (2019). *U.S. schools struggle to hire and retain teachers. The second report in 'The Perfect Storm in the Teacher Labor Market' series. 16. April*. Https://www.epi.org/publication/u-s-schools-struggle-to-hire-and-retain-teachers-the-second-report-in-the-perfect-storm-in-the-teacher-labor-market-series/ (retrieved Jun 1, 2022).

McKinley, Dianne in The Importance of Mentoring New Teachers. Https://incompassinged.com/2017/07/14/the-importance-of-mentoring-new-teachers/ (retrieved Jun 8, 2022)

Global level (Common European Principles for Teacher Competences and Qualifications, 2010. https://www.cedefop.europa.eu/en/news-and-press/news/common-european-principles-teacher-competences-and-qualifications (retrieved May 25, 2021).

Comparative report (2021), Comparative report. https://empowering-teachers.eu/wp-content/uploads/2022/07/LOOP_WP1_D1.6-Comparative-Report_Final.pdf (retrieved Jun 8, 2022).

Official Journal of the European Union, 2020/C 193/04, 9 June 2020.

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

75

https://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:52020XG0609(04) (retrieved Jun 9, 2022).

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

76

ANNEXES

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

LOOP
Empowering teachers

Annex 1 - Thinking about my teachers
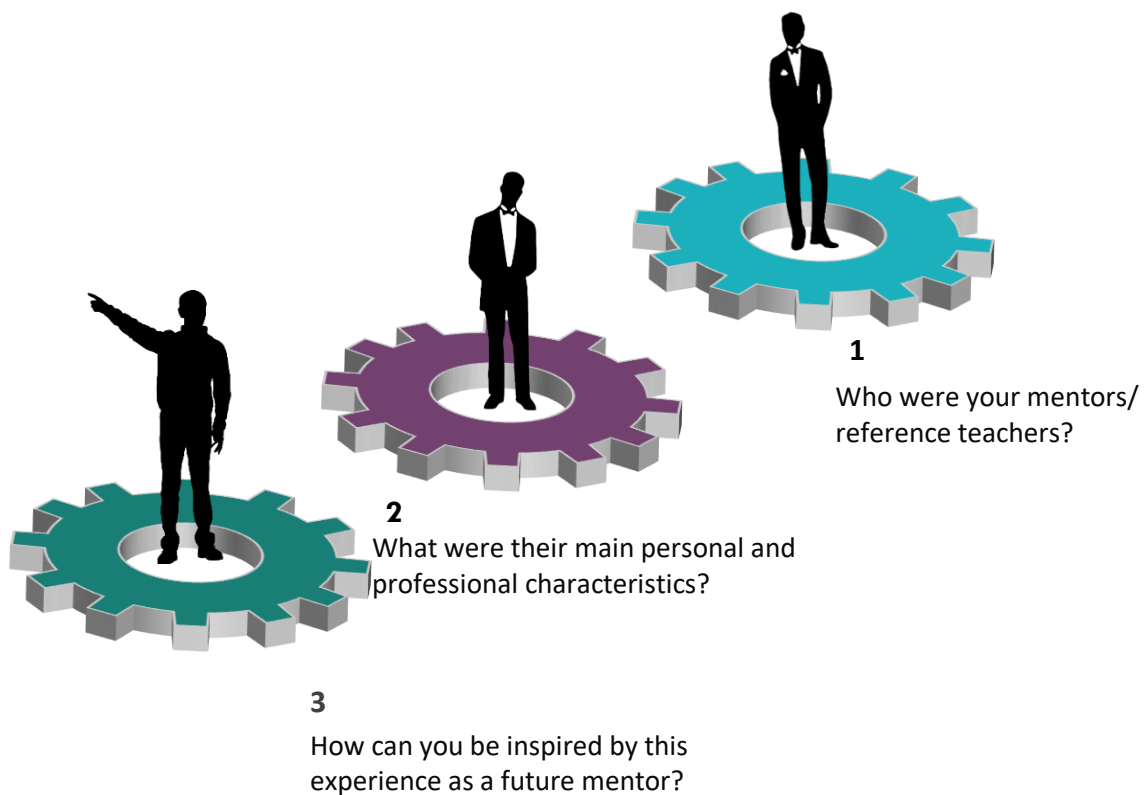
1
Who were your mentors/
reference teachers?

2
What were their main personal and
professional characteristics?

3
How can you be inspired by this
experience as a future mentor?

REFLECTION

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

78

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?

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

79

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

LOOP
Empowering teachers

Annex 3 - Self-reflection activity

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

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

"What is my stance, about…"

- …the purpose of the mentoring?
- …the relationship with my teacher mentee?
- …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

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

80

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

Annex 4 - 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 a teacher mentor.

Do you usually:

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

0	1	2	3	4	5	6	7	8	9	10

Difficulties and obstacles   Reality and objectives   Advantages and possibilities
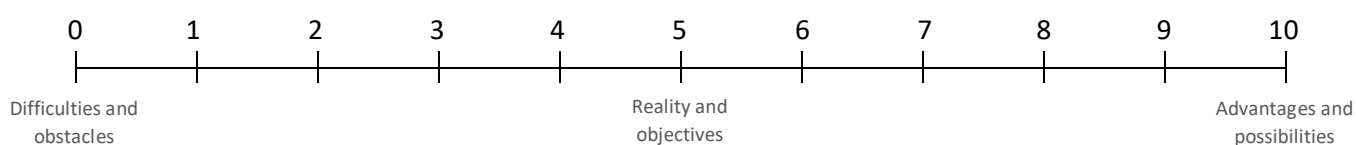
- concentrate more on flaws and issues than on virtues and accomplishments?

0	1	2	3	4	5	6	7	8	9	10

Flaws and issues   Characteristics and results   Virtues and accomplishment
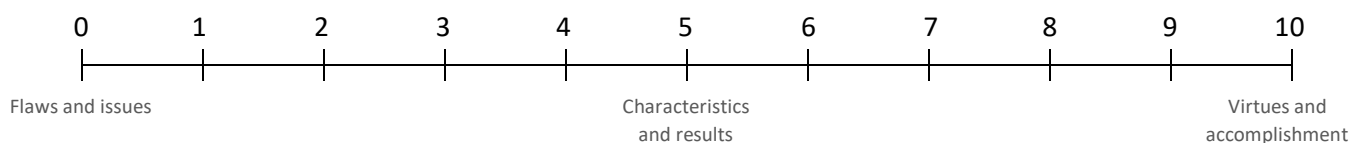
- ask difficult questions more often than acknowledge successes or offer encouragement and praise?

0	1	2	3	4	5	6	7	8	9	10

Difficult questions   Constructive feedback   Encouragement and praise
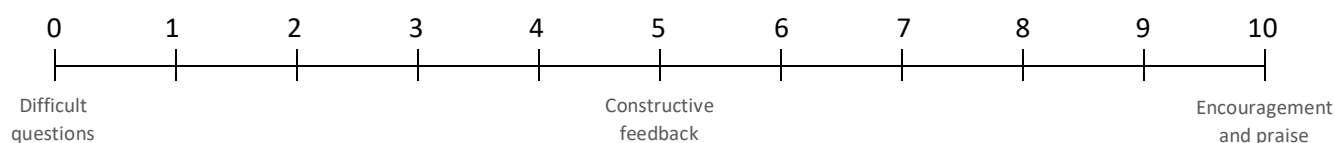
- tend to be critical towards other people's mistakes or do you tend to be more sympathetic and forgiving?"

0	1	2	3	4	5	6	7	8	9	10

Critical towards mistakes   Moderately tolerant   Sympathetic and forgiving
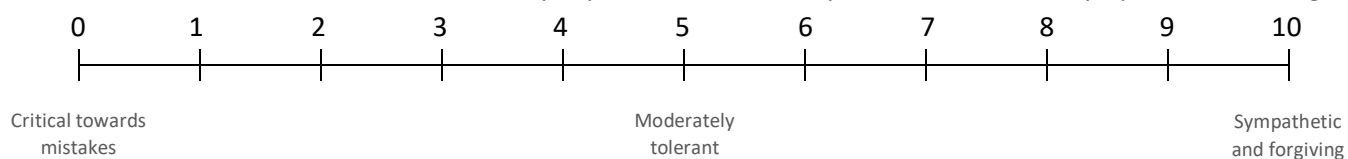
- favour structure and order or prefer to let things unfold naturally?

0	1	2	3	4	5	6	7	8	9	10

Unfold naturally   Have a broader plan   Structure and order

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

81

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

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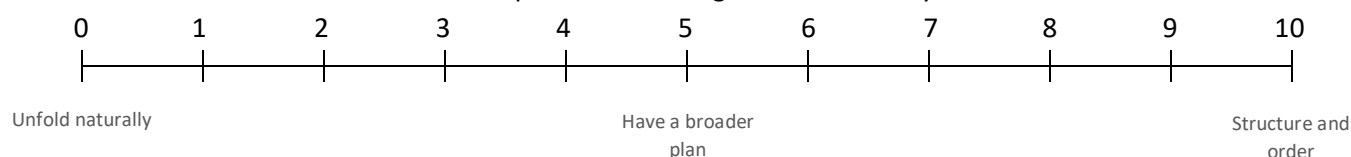
- prefer to be in charge of things or just participate in them?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Participate   Help organizing but not have full control   Be in charge
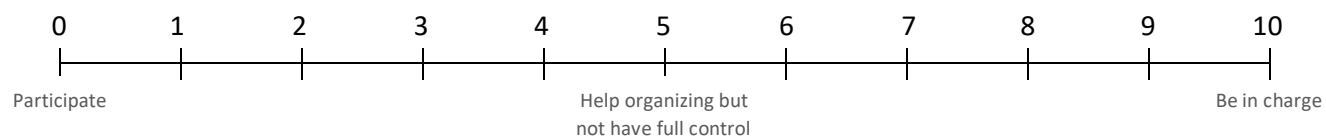
- concentrate more on the small details than the broader picture?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Small details (micro-level)   Find the balance (meso-level)   Broader picture (macro-level)
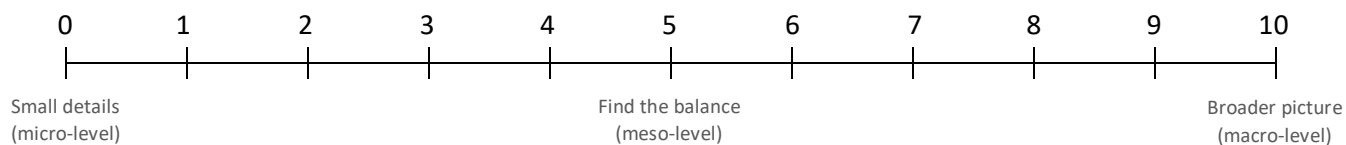
- view every minute as important and precious, and believe that there is never a moment to waste, or do you tend to be more relaxed and neglecting time management?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Relaxed about time   Punctual when needed   Time is precious

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

82
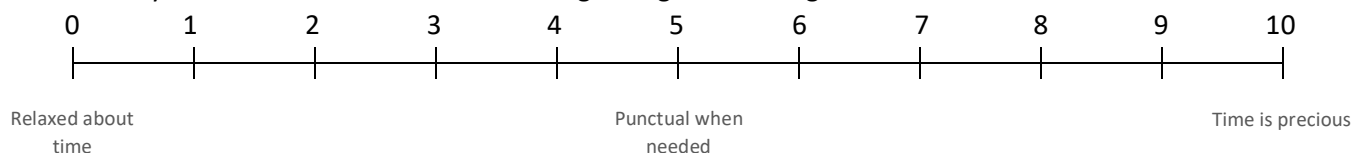
Annex 5 - Environment checklist

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 **the teacher mentor 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
Teachers are offered an induction plan and support resources when they first start working at this school.		Y/N		
The matching of **teacher mentor and the teacher mentee** is carefully considered, as is the degree to which the **teacher mentor and the teacher mentee** are compatible on a professional and interpersonal level.		Y/N		
Supporting **teacher mentee** is provided by a wide range of individuals, systems, and procedures at the school; it is not only the **teacher mentor**'s job.		Y/N		
Enough time is set aside for meetings and collaboration between the **teacher mentor and the teacher mentee.**		Y/N		
Regular mentorship meetings between **teacher mentor and the teacher mentee** are scheduled.		Y/N		
Recognizing the necessity for time away from the classroom to collaborate, the **teacher mentor and the teacher mentee** share less amount of face-to-face class time.		Y/N		
Professional learning opportunities exist for a **teacher mentor and a teacher mentee**.		Y/N		
The teaching schedule and class placement are taken into account in accordance with the experience, aptitude, and requirements of the **teacher mentee.**		Y/N		
The teacher mentor and the teacher mentee share the same workspace.		Y/N		
The teacher mentor and the teacher mentee are both teaching at the same grade level or subject.		Y/N		
There are systems in place to track and discuss the teachers mentees' progress, level of professionalism, and sense of self-efficacy regularly.		Y/N		
Both **the teacher mentor and the teacher mentee** receive active, direct assistance from school administrators.		Y/N		
Teachers mentors 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		
Teachers mentors 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 **teachers mentors** and mentoring.		Y/N		

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

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

Annex 6 - *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

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

84

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

LOOP
Empowering teachers

Annex 7 - Discussion of 4 key points

Take some time with your teacher mentee, 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 teacher mentee to synchronize your expectations and avoid potential misunderstanding.

- **Milestones**: Along the way, what will I offer my teacher mentee? What does the teacher mentee 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 the teacher mentor should spend on mentoring? How much time does the teacher mentee 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 process as successfully? What does a teacher mentor perceive a successful mentorship to be? What does the teacher mentee perceive a successful mentorship to be? What situations might happen that any of you might perceive as a failure of the process?

REFLECTION

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

85

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 teacher mentee 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 teacher mentee 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 teacher mentor 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 teacher mentee 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 teacher mentee 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	

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

86

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

LOOP
Empowering teachers

Category: Emotions			
The tensions, feelings and attitudes experienced in the exercise of the profession.			
Example		Exercise	
Your situation	The teacher mentee 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	

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

87

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

LOOP
Empowering teachers

Annex 9 – 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

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

88

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

LOOP
Empowering teachers

Purpose: Why am I
doing this?

Identity: Who am I? What is the
essence of me? What are my
strengths, what are my potential
weaknesses?

Beliefs and values: why am I doing this?
What are my beliefs? What do I believe?
What is important to me?

Behaviour: what am I doing? What strategies am I
using? How do I influence others in the situation?

Environment: where do I do it? What are the circumstances?

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

89

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

LOOP
Empowering teachers

Annex 10 – 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 teacher mentor?

d) How important do you think it is to clarify values, both your own and those of your teacher mentee?

e) How will you guide your teacher mentee to become aware of the core values that guide his/her professional decisions?

f) What would such reflection mean for your teacher mentee?

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

90

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

LOOP
Empowering teachers

Annex 11 - Mentoring Principles

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

- **Trust:** trust must be the basis of the relationship between teacher mentor and teacher mentee, 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:** teachers mentors in the programme commit to devoting time and effort to the process

REFLECTION

Support material

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

- They understand how teacher mentee learn and adjust their practice and knowledge to the interests, needs and competencies of the teachers mentees;
- 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 teachers mentees;
- They have an expert knowledge base and a range of matching strategies and can link these to the teacher mentee's efforts;
- They anticipate where difficulties are likely to arise and propose multiple pathways to resolve them, believing in the first place that the teachers mentees 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;

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

91

■ Co-funded by the
Erasmus+ Programme
of the European Union
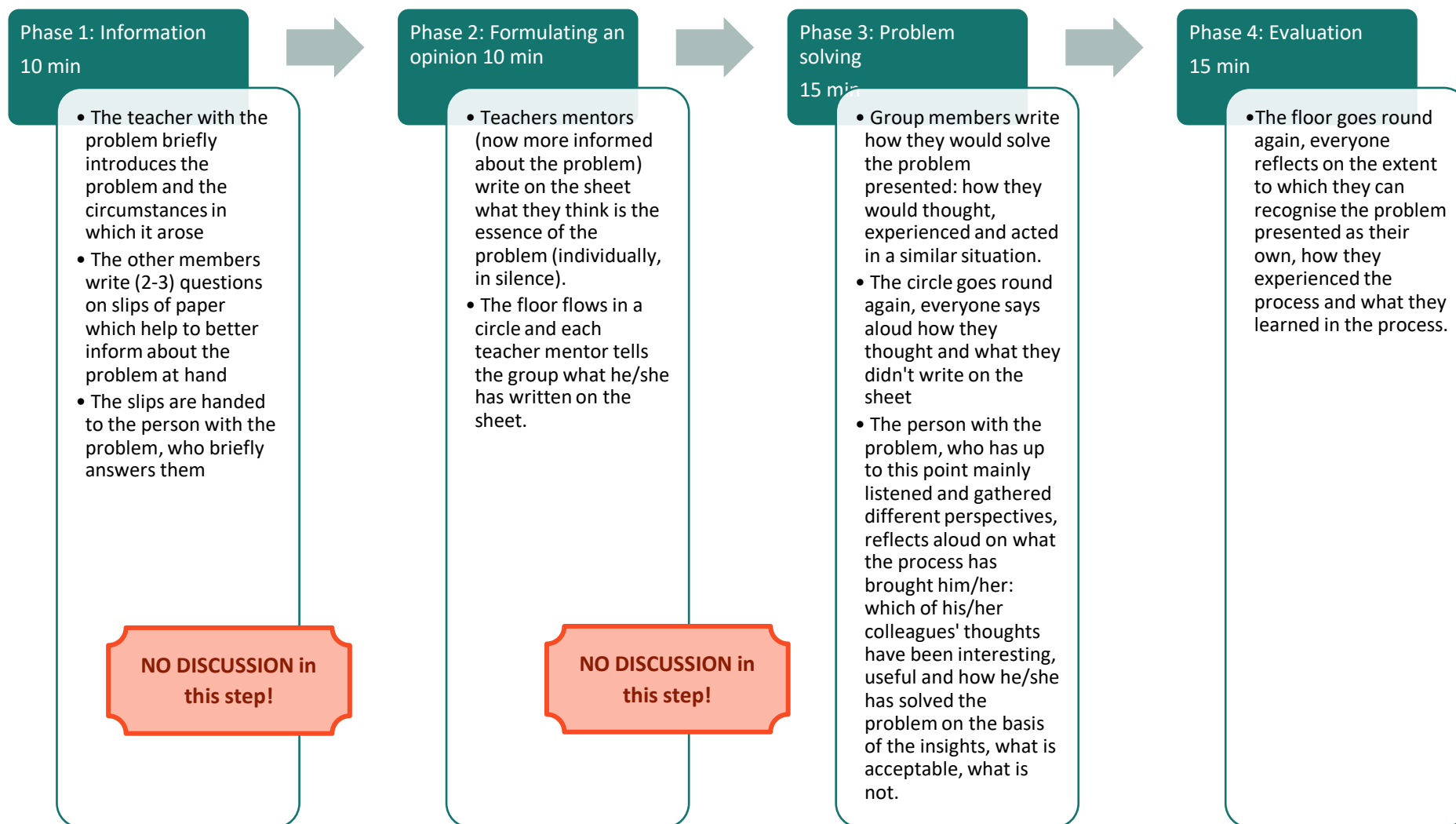
LOOP
Empowering teachers

- 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 eight characteristics that should constitute the ethical profile of an education professional, an educator or teacher, which support the design of the teacher mentor's ethical profile, taking into account the activities that the teacher mentor has to perform:

- **Enthusiastic knowledge** - the teacher mentor 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 teachers mentees, awaken in them questionings, and discoveries, which help them to develop personally and professionally. In this action, it is fundamental that the teacher mentor demonstrates enthusiasm and passion.
- **Rationalized affectivity** - the teacher mentor is the centre and reason of the teacher mentor'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 teachers mentees 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 teacher mentor 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 teacher mentee.

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

92

LOOP
Empowering teachers

Annex 12 – Reflection in groups

Phase 1: Information 10 min

- The teacher with the problem briefly introduces the problem and the circumstances in which it arose
- The other members write (2-3) questions on slips of paper which help to better inform about the problem at hand
- The slips are handed to the person with the problem, who briefly answers them

NO DISCUSSION in this step!

Phase 2: Formulating an opinion 10 min

- Teachers mentors (now more informed about the problem) write on the sheet what they think is the essence of the problem (individually, in silence).
- The floor flows in a circle and each teacher mentor tells the group what he/she has written on the sheet.

NO DISCUSSION in this step!

Phase 3: Problem solving 15 min

- Group members write how they would solve the problem presented: how they would thought, experienced and acted in a similar situation.
- The circle goes round again, everyone says aloud how they thought and what they didn't write on the sheet
- The person with the problem, who has up to this point mainly listened and gathered different perspectives, reflects aloud on what the process has brought him/her: which of his/her colleagues' thoughts have been interesting, useful and how he/she has solved the problem on the basis of the insights, what is acceptable, what is not.

Phase 4: Evaluation 15 min

- The floor goes round again, everyone reflects on the extent to which they can recognise the problem presented as their own, how they experienced the process and what they learned in the process.

Socratic questions to guide reflection:

Phase	Questions (examples for each phase)
1. *Description* Describe your experience: Identify the problem and state it clearly. Don t make conclusions, don t judge at that point.	What happened? What did you do?
2. *Essential factors which determine the experience* Searching for different data, relevant to the understanding of the problem and its roots	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?
3. *Evaluation (judge)* Create evaluation: what is good, what is bad in this experience	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)
4. *Analysis* Searching the problem from different perspectives.	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?
5. *Alternative solutions to this problem* Think about all possible solutions. Don t evaluate them at this point, just brainstorm.	What could be done? What could you do next time in a similar situation?
6. *Evaluation of solutions → decision of the best one* Choose the most suitable decision.	What could be the consequences of each solution? Which solution is the best?
7. Action plan 8. Resources 9. Monitoring progress	Describe precisely what are you going to do now? What resources will you need and how will you monitor your progress?

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

94

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

LOOP
Empowering teachers

Annex 14 – 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

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

95

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.

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

96

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

97

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?

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

98

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.

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

99

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

LOOP
Empowering teachers

Annex 16 - Hear, think, ask

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

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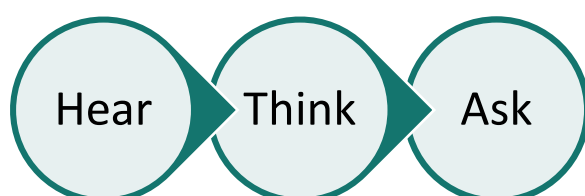
The first phase is just listening: **listening carefully**.
In the next phase, we have some time to think, **process** what we have heard and try to **understand** it.
Then we **ask** questions **based** on what we have **heard**.
Listening therefore consists of three steps as it can be shown in the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

Hear — LISTEN UP

- **PREPARE TO LISTEN** - Effective listening requires preparation. Put aside papers, books, and other materials that may distract. Make sure that the teacher mentee has your full attention.
- **PAY ATTENTION** - Give your teacher mentee your undivided attention.
- **SHOW THAT YOU ARE LISTENING** - Especially if you are meeting over the phone, encourage your teacher mentee 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 teacher mentor often learn from their teacher mentee. Also, teachers mentors can serve as models for the behaviour of others by not being over opinionated.
- **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.

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

100

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?

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

101

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

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

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

102

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

LOOP
Empowering teachers

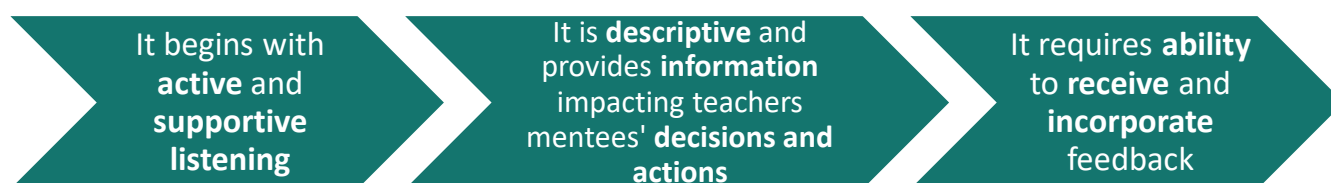## Annex 18 – Be givers and receivers of feedback

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

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

Prompt and frequent feedback will go a long way toward cementing the teacher mentor - teacher mentee relationship, and it will be helpful to avoid the teacher mentee 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**:

It begins with **active** and **supportive listening** → It is **descriptive** and provides **information** impacting teachers mentees' **decisions and actions** → It requires **ability** to **receive** and **incorporate** feedback

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

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

Feedback based on strengths

Continually go through the process of giving feedback

New feedback is linked to previous feedback

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

103

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

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

• The process really helps teachers focus their thinking about a difficult issue.

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 and whether you saw a need for more or less in the future?
• If you were to do this task again, what could you do to increase the quality of the responses?
• What would have changed if teachers had worked collaborativly?
• What opportunities did teachers have to be involved in the assessment process – either self-assessment or peer assessment?
• How could you increase teachers' opportunities to make more decisions for themselves during the unit?

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?

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

104

So, feedback needs to be constructive to be effective, generate an impact on teachers mentees' behaviour and decision-making and strengthen the teacher mentor - teacher mentee 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 teacher mentor and the teacher mentee as long as you both understand that you share the same commitment to developing the teacher mentee's career.

> When you give feedback, it is important to acknowledge the teacher mentee'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 teacher mentee.

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

LOOP - Empowering teachers personal, professional and social continuous development through innovative peer-induction programmes
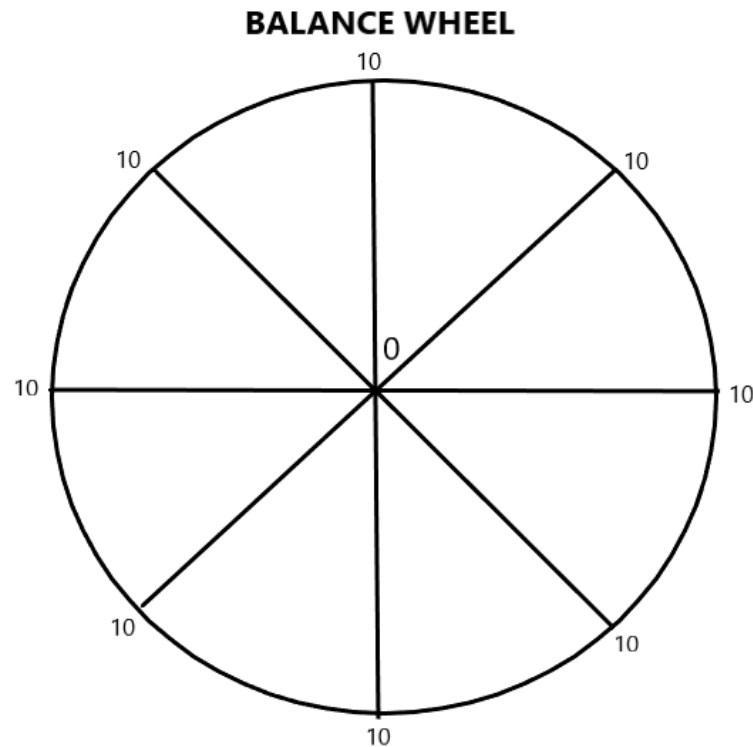
105

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

Share your intentions. Remind your teacher mentee that your feedback is NOT to tell them what they are doing wrong. Instead, you are trying to bring out the best in them.
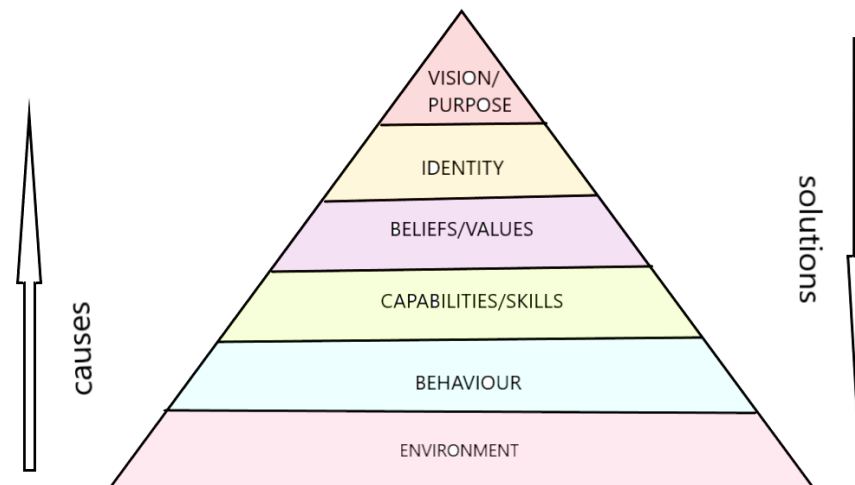
LOOP - Empowering teachers personal, professional and social continuous development through innovative peer-induction programmes

106

LOOP
Empowering teachers

Annex 19 - 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.

BALANCE WHEEL

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

Annex 20 - 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

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

108

Annex 21 - 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 teacher mentor and the teacher mentee; thus, it matters how the teacher mentee can trust the teacher mentor.
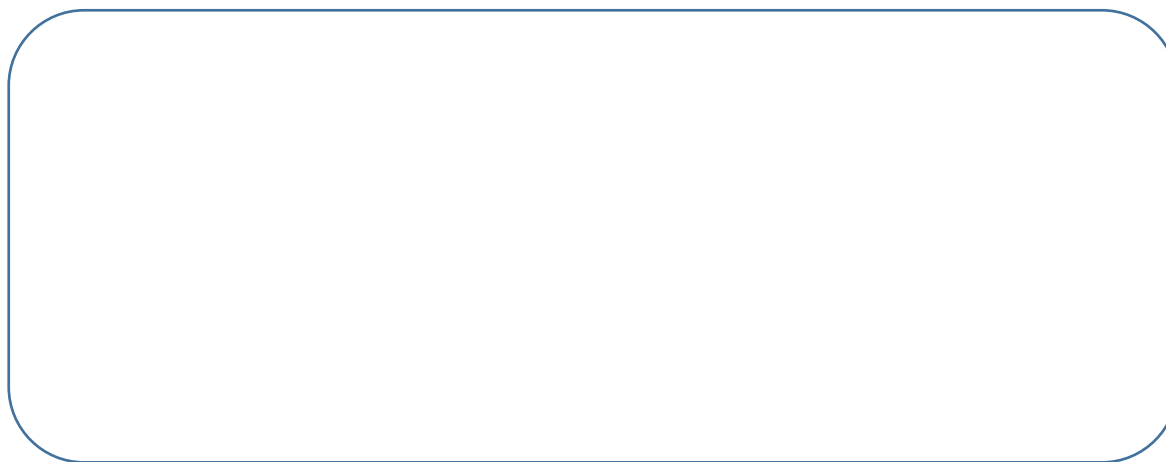
   2.1. Complete the following sentence:

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

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

109

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

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

- **The context:** effective teacher mentor plan and monitor behaviours concerning physical and psychological environments that reflect the local culture; the activities of the teachers mentors are appropriate, timed and aligned with the mission and goals of the community;

- **The content:** effective teachers mentors incorporate actions into their practice to meet the professional needs of teacher mentee; strategies are based on adult learning principles, teacher development theories, interpersonal communication, coaching and best mentoring practices;

- **The process:** effective teachers mentors collect and analyse formal and informal data that describe the professional performance of teacher mentee and their evolution, to facilitate the teachers mentees' development;

- **Adjustment:** effective teachers mentors seek to continually increase their knowledge and skill base; they regularly collect and reflect on data regarding the professional growth of teachers mentees and modify their practice to ensure mentoring is most appropriate;

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

110

- **Collaboration:** effective teachers mentors 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 teachers mentors seek out and participate in knowledge-sharing opportunities and contribute to improving practice among fellow teachers mentors and within the mentoring field.

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

111

Read the text of Shulman and reflect on the ethical principles that must guide a teacher mentor 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

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

112

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.
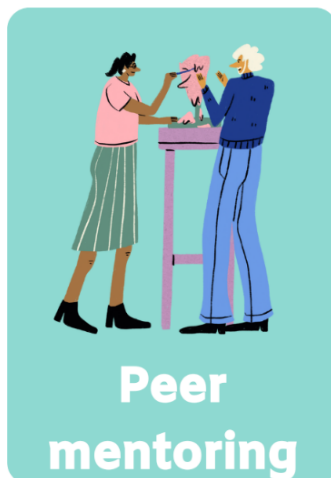
Consider the case of one of last year's U.S. Professors of the Year (a programme co-sponsored by Carnegie and the Council for Advancement and Support of Education). Dennis Jacobs is a Professor of Chemistry at the University of Notre Dame. Several years ago, teaching the introductory course in his department, 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.

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

113

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

LOOP
Empowering teachers

Annex 24 - Type of mentoring - cards

Peer mentoring

Distance mentoring

Reverse mentoring

Speed mentoring

Multiple mentees

Multiple mentors

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

114

Types	Characteristics	Benefits	Disadvantages
One-on-one mentoring	▪ Traditional model ▪ Most used in education ▪ Involve 1 teacher mentor and 1 teacher mentee ▪ More experienced individual paired with a less experienced or much younger teacher **In schools with teachers**: ▪ When a teacher mentor becomes the teacher mentor of a less experience teacher.	▪ A teacher mentor can also benefit from it: development of leadership skills, learning from their teachers mentees 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	▪ Can be limited when schools are short on experienced teachers ▪ Requires more time from both parties
Group mentoring	▪ One or several teachers mentors work with a group of teachers mentees. ▪ A collaborative group that is guided by one or more experienced teachers ▪ Different examples: peer group mentoring; 1 teacher mentor to many 1 teachers mentees; many teachers mentors to 1 teacher mentee; many teacher mentor to many teacher mentee. **In schools with teachers**: ▪ Schools often apply this model because there may not be enough time or resources to have one teacher mentor for each teacher mentee.	▪ More fluidity in the mentoring process ▪ Useful when teachers are working on multiple subjects and different years/levels ▪ Allows to reach and impact more teacher mentee 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 teacher mentor 's teamwork skills	▪ When involving multiple teachers mentees, the individual goals and needs can be reached superficially ▪ When involving multiple teachers mentors, requires more time for common preparation and analysis

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

115

LOOP
Empowering teachers

Types	Characteristics	Benefits	Disadvantages
Peer mentoring	▪ Teachers mentors 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. **In schools with teachers**: ▪ Commonly schools have groups of teachers with similar qualifications and experiences.	▪ 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 teachers mentors / teachers mentors to support each other while being in a mentoring relationship; or for teachers mentees /teachers mentees to support each other while being in a mentoring relationship	▪ It doesn't foresee the cooperation between more experienced and less experienced teachers ▪ It doesn't promote intergenerational learning, transference of knowledge or inclusion
Distance or e-mentoring	▪ Mentoring relationships established/maintained through advanced technology ▪ Teachers mentors and teachers mentees use online tools and communication apps to connect virtually without losing the personal touch **In schools with teachers**: ▪ Gained popularity and strengthen within the pandemic situation	▪ 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-person meetings or that prefer to connect virtually ▪ Reduce the footprint through the reduction of domestic travelling	▪ 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
		▪ Make mentoring more efficient and effective ▪ Aligned with processes of online work and cooperation	
Reverse mentoring	▪ Flipped from the traditional model ▪ A junior professional teacher mentor a more senior professional ▪ it is usually technical **In schools with teachers**: ▪ Is more common when the teacher mentee promotes the acquisition/strengthening of teacher mentors' digital skills or teaches them how to use a new application or technology	▪ 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 teachers mentors and teachers mentees (feeling of being equal)	▪ Considering that the focus will be more on experienced teachers, the integration and inclusion of new or less experienced teachers are reduced
Speed mentoring	▪ The teachers mentees has a series of one-on-one conversations with a set of different experienced teachers ▪ The teachers mentees moves from one teacher mentor to the next after a brief meeting ▪ Usually occurs as part of a corporate event or conference **In schools with teachers:** ▪ It happens in schools, informally, when new/less experienced teachers look for support from different experienced teacher mentor	▪ It can be a useful strategy to identify an adequate teacher mentor for the teacher mentee ▪ Useful to complement the one-on-one mentoring, once it wides the opportunity for the teacher mentee to interact with other teachers mentors ▪ Increases the opportunity for the social inclusion of the new/less experienced teachers in the school	▪ Can be limited when schools are short on teachers mentors ▪ The teacher mentee should come prepared with questions for advice from the senior-level professionals ▪ It is not structured and thus less effective in terms of integration of the new/less experienced teachers

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

Annex 26 - Observation sheet

NOTES

Group identification

Type of mentoring

Main characteristics

Benefits

Disadvantages

Other observations

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

118

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

Annex 27 - Combination of types of mentoring

Speed mentorig

- Prepare a session to promot the match between mentors and teacher mentee

Group mentoring

- Group sessions joining all your teachers mentees
- Group sessions with another mentor of your school and his/her teachers mentees

Peer mentoring

- Supporting meetings with other mentors
- Incentivate your teachers mentees to have meetings between them

Distance mentoring

- Combine face-to-face meetings with at distance meetings

Reverse mentoring

- While preparing and analysing the observation of your classes

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

119

Annex 28 - Strategies for Preparing the Relationship

Initiate contact with your teacher mentee.

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.

LOOP
Empowering teachers

Annex 29 - Mentoring Tips

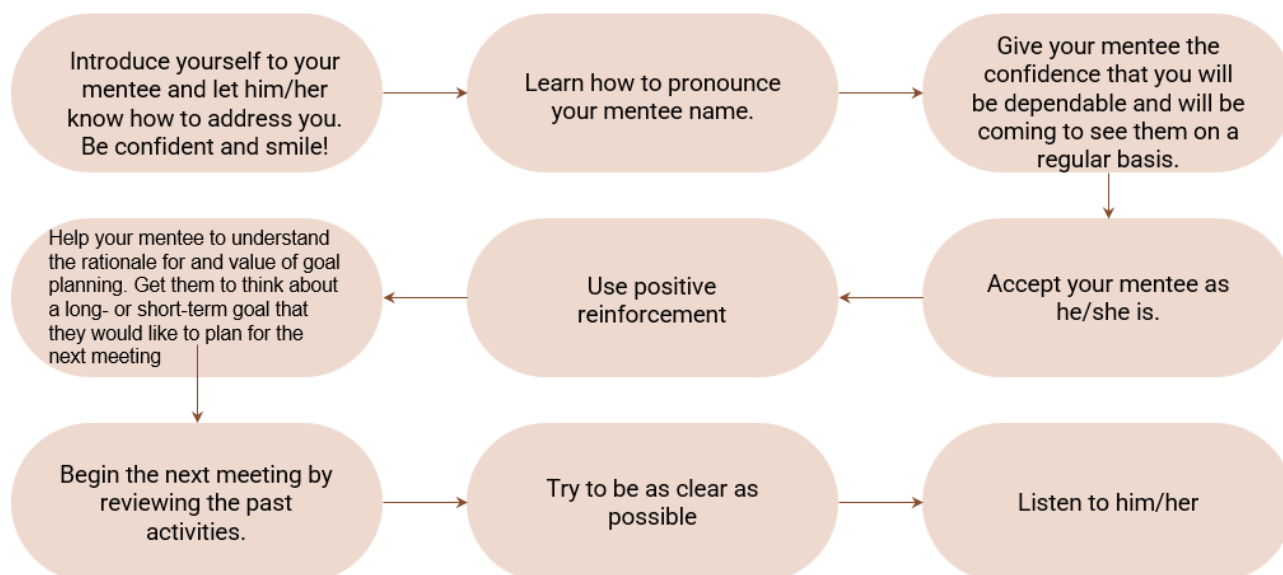As a potential mentor reflect on the following aspects:

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

L♾️P
Empowering teachers

Annex 30 - 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.

Introduce yourself to your mentee and let him/her know how to address you. Be confident and smile!	Learn how to pronounce your mentee name.	Give your mentee the confidence that you will be dependable and will be coming to see them on a regular basis.
Help your mentee to understand the rationale for and value of goal planning. Get them to think about a long- or short-term goal that they would like to plan for the next meeting	Use positive reinforcement	Accept your mentee as he/she is.
Begin the next meeting by reviewing the past activities.	Try to be as clear as possible	Listen to him/her

While establishing the relationship, I must consider:

The degree of eagerness my mentee brings to our relationship

The similarities in our personal styles

The similarities in our expected goals

Annex 31 - Enabling growth

The teacher mentor is asked to provide continued feedback on the progress of the teacher mentee and share ideas for improving his/her skills and growth. Here are some strategies to adopt.
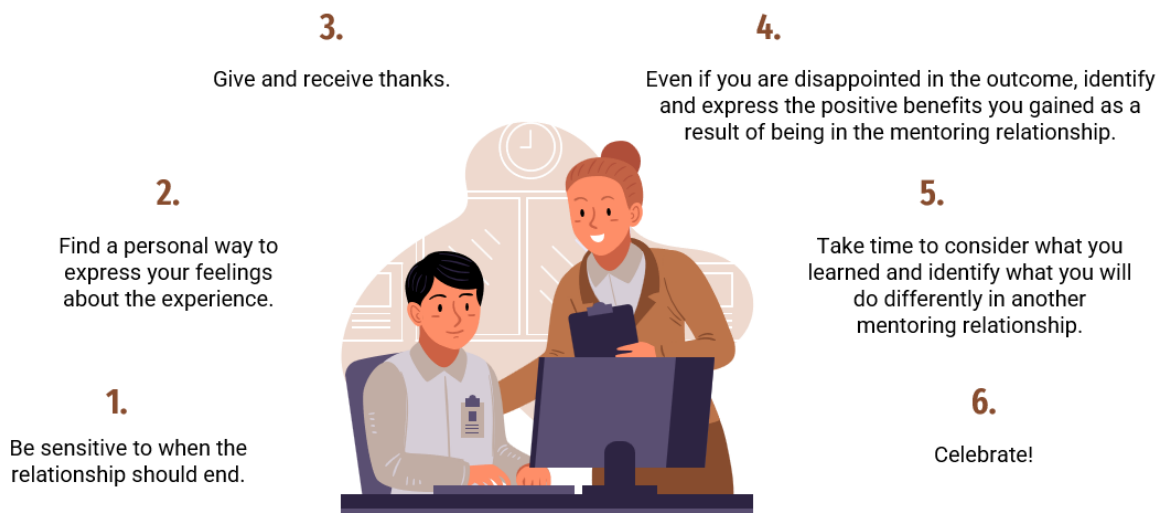
★Regularly check in

★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.

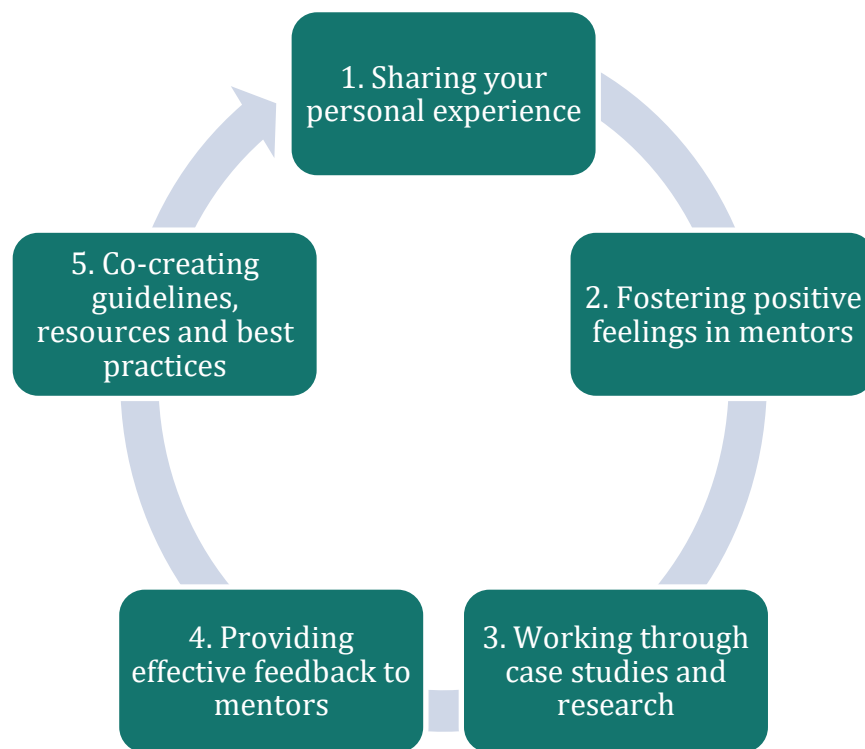★Celebrate each small success!

Annex 32 - The End is the Beginning…

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

3.

Give and receive thanks.

4.

Even if you are disappointed in the outcome, identify and express the positive benefits you gained as a result of being in the mentoring relationship.

2.

Find a personal way to express your feelings about the experience.

5.

Take time to consider what you learned and identify what you will do differently in another mentoring relationship.

1.

Be sensitive to when the relationship should end.

6.

Celebrate!

LO P
Empowering teachers

Annex 33 – Reflecting on the path for building up relationships

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

1. Sharing your personal experience

2. Fostering positive feelings in mentors

3. Working through case studies and research

4. Providing effective feedback to mentors

5. Co-creating guidelines, resources and best practices

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

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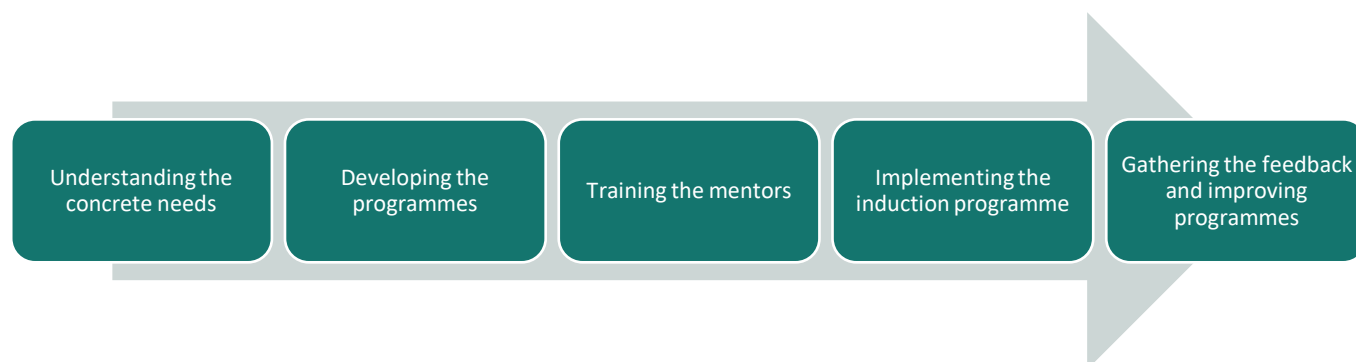
The main idea of the programme was to lead towards **systemic solutions and policy shifts** that would make the teaching profession a bit more appealing and reduce career leaving at later stages due to a more positive experience of initial workplace induction.

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:

Understanding the concrete needs	Developing the programmes	Training the mentors	Implementing the induction programme	Gathering the feedback and improving programmes

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 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 conductive 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**:

LOOP
Empowering teachers

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 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…
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 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.

SETTING THE ENVIRONMENT	ME IN MY ROLE AS A TEACHER	ME IN THE CLASSROOM	WORLD OUTSIDE THE CLASSROOM
• 1. Welcome kit • 2. Developing planning and setting objective s/goals	• 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.	• 9. Classroom management and setting the discipline • 10. Dealing with diverse students • 11. Evaluation and giving feedback	• 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 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.

ELEMENT	TARGET AUDIENCE	TYPE OF RESOURCE	TIME FOR RESOURCE	AREA
1.1 Checklist for school leaders	school leaders (supported by	checklist/list	30 min to review;	Bureaucratic/ administrative

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

LⓄP
Empowering teachers

	teachers mentors)		(greatly varying implementation)	
1.2 Checklist for a teacher mentor	teacher mentor	checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/administrative
1.3 A practical welcome kit	teacher mentor (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 teacher mentor - teacher mentee relationship	teacher mentor	guide	60 min to review; 90 min to implement with NQT	Social/cultural, Pedagogical/didactical
1.5 Teacher mentee professional & social inclusion plan	teacher mentor (possibly to consult with NQT)	list	45 min to review; implementable with 1.4 guide	Social/cultural
1.6 Monitoring agreement	teacher mentor 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 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.

LOOP
Empowering teachers

INOVA+

INOVA + Innovation Services SA

Direção – Geral da Administração Escolar

Ministry of Education and Science of Portugal

REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION

Ministry of Education, Republic of Slovenia

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΕΠ ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Institouto Ekpedeftikis Politikis (Instit ute of Educational Policy)

casadoprofessor

Casa do Professor

INSTITUTO DE EDUCAÇÃO ULISBOA

Institute of Education of the University of Lisbon

Univerza v Ljubljani

University of Ljubljana

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ
UNIVERSITY of the PELOPONNESE

University of Peloponnese

idec

IDEC SA

UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL DE CATALUNYA

Fundación Universitaria Balmes

Petit Philosophy

Association Petit Philosophy

UNIVERSITÀ LUM Jean Monnet

Libera Università del Mediterraneo Jean Monnet

LOOP

EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL

CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

https://empowering-teachers.eu/