TEACHER MENTORSHIP TRAINING PROGRAMS









MAPPED TRAINING PROGRAMMES

 They are focused on Training of Trainers and not on training teachers to become mentors

IDENTIFIED TEACHER MENTORSHIP TRAINING PROGRAMS

- Two programs identified in Kosovo* as part of the EU funded projects that include Guidelines for mentoring and Instructions for directors on how to mentor teachers
- One training program identified in Montenegro related to specific field of teaching and mentorship in that field (IT)

CONCLUSION:

- There is a need for more systemic approach to mentorship from legislation to training programs to create mentors and implementation of mentorship in schools



WHEN DOES MENTORSHIP OCCUR

Existing practice in schools

- Mentorship of students during their initial education
- Mentorship for novice teachers
- Mentorship for continuous professional development
- Mentors for specific field (subject areas, working with specific groups of children)
- Mentorship within various education project funded by different donors

MENTOR:

SUPER TEACHER

provides continuous support, provides guidance, share experience, connects theory with practice

- Motivates, encourage and provides support to mentoree
- Constantly works on his or hers own personal and professional competencies
- Point to rules and regulation
- Motivated to share knowledge
- Sensitive and ready to cooperate
- Emphatic, communicative and trustworth
- No prejudices and stereotypes

TRAINING PROGRAM FOR MENTORS

PRECONDITIONS for systemic mentorship:

- Provide unified definition of mentorship support
- Creation of legislative base
- Ensure budgetary support
- Design training programs for mentors including guidelines and instruction on how to choose a mentor and criteria for being a mentor
- Build on existing practices in schools and existing training programs



OUTCOME:

Mentors are able to prepare teachers for transferring theory into practice
 Able to transfer different teaching methodologies to novice teachers
 Mentor development of key competences of teachers

CONTENT: Mentors should be educated to provide support in:

- Understanding school culture, rules and regulations
- Applying curriculum and program
- Development of annual, monthly and ah hoc plans
- Preparation for the class (teaching unit)
- Practical work, hands-on teaching
- Mentor and mentoree jointly prepare simulation class
- Work with individual children and additional support to children with difficulties
- Support in planning professional development

PROVIDERS: Ministry of Education, Local self-governments, NGOs, donors, schools, universities, agencies, foreign donors



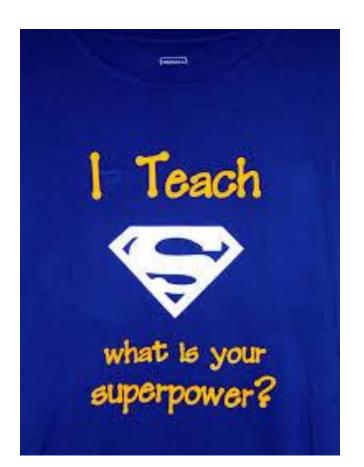
TOOLS/METHODOLOGIES/APPROACHES

- Trainings, workshops, round tables, conferences
- Study visits to other schools, countries
- Manuals, Guides, professional books
- Networking between schools
- On-line courses and usage of web platforms
- Model/simulation classes

INCLUSIVE TEACHER

- Open to change
- Knows how to learn
- Treats different people equally
- Respects diversity
- Motivating
- Creative
- Open and Imaginative
- Encourages creativeness
- Brave and Emphatic
- Patient
- Reliable
- Expert if the field

- Capable of dealing with difficult situations in an innovative way
- Interested in everything
- Good at everything
- Cooperative
- Sharing
- Good speaker
- Good listener
- Works transparently
- Interactive
- Artistic and tolerant
- Brings novelties
- Dynamic







TO TEACH IS TO TOUCH LIVES FOREVER

