

# TEACHER MENTORSHIP TRAINING PROGRAMS



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# 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

**I**   
**to Teach**

## 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







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