



## MENTOR

### Mentoring between teachers in secondary and high schools

Project number: 2014-1-PL01-KA200-003335

## TRAINING KIT FOR TEACHERS MENTORS

#### Partners:

KCZIA (Poland), DDE FTHIOTIDAS (Greece), ISCTE-IUL  
(Portugal), University of Sibiu (Romania), INVESLAN (Spain),  
Kütahya İl Milli Eğitim Müdürlüğü (Turkey)



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.



This Training Kit was developed by the group of authors below within the “MENTOR - Mentoring between teachers in secondary and high schools” partnership among various countries.

## **Authors:**

**Maria Karkowska, Krzysztof Karkowski, Katarzyna Krukowska** - KRAKOWSKIE CENTRUM ZARZADZANIA I ADMINISTRACJI SP. Z O.O. (Poland);

**Victoria Tsaroucha, Ioannis Dimos, Polyxeni Papagiannopoulou** – DIEFTHYNSI DEFTEROVATHMIAS EKPEDEFSIS NOMOU FTHIOTIDAS (Greece);

**Leire Monterrubio, Iratxe Ruiz, Jaione Santos** - XXI INVESLAN, S.L. (Spain);

**Carmen Chisiu, Gabriela Gruber, Daniela Andron-** UNIVERSITATEA LUCIAN BLAGA DIN SIBIU (Romania);

**Marina Ventura, Mariana Mendonça, Ana Alexandre** – ISCTE – INSTITUTO UNIVERSITARIO DE LISBOA (Portugal);

**Sinan Koruc** - KUTAHYA İL MILLİ EĞİTİM MÜDÜRLÜĞÜ, (Turkey)

**Design:** INVESLAN (Spain)

2016



## Introduction

The European MENTOR project has been designed to encourage and support implementation of mentoring between teachers, by preparing teachers experienced in their profession to become mentors for beginning teachers, and thus to contribute to teachers' professional progress.

This is the **Training for Teachers Mentors (TTM) Kit**, aimed at familiarising teachers with the necessary knowledge and competence to become mentors.

It is the result of the combination of: (a) the needs analysis of teachers and desk research implemented in the first part of this project; (b) the expertise of each partner and their collaborative efforts, and (c) the results from the piloting process that took place in the second year of the project.

It was designed to support the implementation of 3 different Training Modules for teachers:

- MODULE 1: WHAT IS MENTORING ABOUT? THE MENTORING PROCESS.
- MODULE 2: HOW TO BECOME THE BEST MENTOR.
- MODULE 3: GET THE BEST FROM YOUR MENTEE.

Additionally, there is a Handbook “The method (model) of mentoring between teachers in secondary and high schools” intended to be used by both trainers and trainees before they take part in the training for mentor teachers. It is available on the project website: <http://edu-mentoring.eu/handbook.html>.

The first steps for the development of MENTOR Training kit were: a survey about the needs of teachers towards the mentoring between teachers, which took place in the partner countries (Poland, Greece, Spain, Romania, Portugal and Turkey) and a desk





research on the existing models of mentoring between teachers. Their results are presented in the Needs Analysis Report and the Research Database.

Following the results obtained, a Handbook was elaborated. It contains theoretical and practical guidance for those schools' professionals who would like to implement mentoring between teachers.

Both the Handbook and the Training kit could be used for self-learning or could serve the trainers and trainees of the teachers-mentors courses within the MENTOR project and beyond it.

The Training Kit's modules were piloted in April and May 2016. The piloting program included participants from six countries involved in the project and the information gathered was used to assess the adequacy of the contents and strategies to the European population. The results of the evaluation were taken into account in elaborating the final version of the Training Kit.

The kit consists of theoretical parts, cards, presentations and materials for activities. In this guide we suggest you follow a progressive path divided into three modules. However, all activities can also be used autonomously, according to the context and the trainees' needs.

The modules were developed taking into account that they are to be implemented through:

- Face-to-face sessions as main delivery methodology, providing trainers with sufficient guidelines and resources to organise their training.
- Online sessions as secondary delivery methodology, allowing trainers to access all the main and supporting resources.

We hope that our proposal is useful for you and can encourage the spread of the mentoring approach between teachers as a tool to improve education quality in Europe.



## **Disclaimer**

The MENTOR project has been funded with the support from the European Union. This publication reflects the views only of the authors, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

The content of this document is the effect of the joint work of the partners in the MENTOR project. The primary aim of the Training Kit is to be a guideline for any potential user. Therefore, the material cannot be considered as an exhaustive approach to the field of mentoring between teachers. The information presented is the result of the partners' findings, research and experience. The user is advised to consider his/her own situation and context and to treat this document as a proposal for a composite approach to mentoring between teachers.

The information presented in the Training Kit cannot be considered as official recommendation or advice. The whole content of the publication can and should be adapted according to the specific situation in a given place or environment. Some of the opinions presented here are general and can be applied as such. Others are more limited and should be read as possible solutions. The MENTOR partners, individually or as a partnership, cannot be made responsible for any negative consequence, damage, or loss, direct or indirect, which may arise from applying the tips or solutions contained hereof.



## Agenda of activities

The modules and the designed number of hours are:

Trainer's activities:	Due time:
<b>Module 1.1</b>	2 hours
<b>Module 1.2.</b>	4 hours
<b>Module 2.1.</b>	3 hours
<b>Module 2.2.</b>	2 hours
<b>Module 2.3.</b>	3 hours
<b>Module 2.4.</b>	3 hours
<b>Module 3.1.</b>	3 hours
<b>Module 3.2.</b>	3 hours
<b>Module 3.3</b>	1 hours
<b>Total: 24 hours</b>	

### How is the Training Manual organized?

The modules are divided into sub-modules and each of the latter is arranged in a certain way:

- Title of sub-module;
- Topic / Short description;
- Training Goals;
- Time required / Duration;
- Detailed description of the module activities, including time, and the equipment and materials;
- Bibliography and references.

The authors hope that their ideas and thoughts will help the Readers train their learners and motivate them to make the best use of their potential in mentoring between



teachers. Also, we hope that the readers-teachers will get new motivation and knowledge to excel as mentors and teachers.

For further information about the MENTOR project, please visit the project website:  
<http://edu-mentoring.eu/>.

The MENTOR project team



## Planning a Course

Before any training begins, it is important that you meet the needs of the target audience (group). We suggest you launch an initial survey among the participants to get to know their preliminary knowledge and expectations. Next, you should adjust the material to the expectations of the participants, eg. by regulating the amount of the theoretical knowledge. We advise you, and your trainees, to read the Handbook “The method (model) of mentoring between teachers in secondary and high schools” (available on the project website), before the training.

Answering the five questions below should help you to take into account all the possible variables:

- Why? - What do participants hope to gain from the training? What are you trying to achieve? What should learners understand or do at the end of the course?
- What? - What should the course content be? What can you put over in the available time? What equipment, handouts and materials will you need?
- Who? - Who is the course aimed at? What sort of variables will you need to consider, such as level, knowledge and prior experience? What do participants hope to gain from the training? (This includes new knowledge, skills, resources, etc.).
- When? - Whether the timing of the course is good for your target audiences and for you? Consider the time of year, time of week and time of day.
- Where? - Where will you conduct the training?

Moreover, when designing the exercises to be used in a course, you should consider the following issues:

- a. What are you trying to achieve with the course?
- b. Is it to give people facts?
- c. Is it to change people’s opinions or behavior?
- d. Is it to give them skills?





### **Importance of evaluation**

It is not enough to think you have organized a good course, you need to seek feedback and evaluate the course properly. We recommend you conduct evaluation after each module. Use your own tools and methods adjusted to the modules' aims.



# MODULE 1

## WHAT IS MENTORING ABOUT?

## THE MENTORING PROCESS.





## Chapter 1.1: Mentoring basics and concepts.

This Chapter provides an introduction to Mentoring, focusing on key-concepts as well as its practical application. We will also focus on some aspects concerning ethical issues in mentoring relationships.



**At the end of the session, trainees should be able to:**

- Define Mentoring;
- Separate the concept of Mentoring from other similar concepts;
- Identify the different types of mentoring and be able to point out their main advantages and disadvantages;
- Ethically criticize the mentoring activity;
- Critically think about how these concepts may be useful.

**Duration:** 2 hours.



### **Bibliography and references.**

- [http://www.mint-mentor.net/en/pdfs/Papers\\_FischerAndel.pdf](http://www.mint-mentor.net/en/pdfs/Papers_FischerAndel.pdf), Dietlind Fischer and Lydia van Andel, *"Mentoring in Teacher Education - towards innovative school development"*.  
<http://www.ianphi.org/documents/pdfs/Mentoring%20Guide%20for%20Mentors.pdf>, Center for Health Leadership & Practice, Public Health Institute, *"Mentoring Guide. A Guide for Mentors"*.

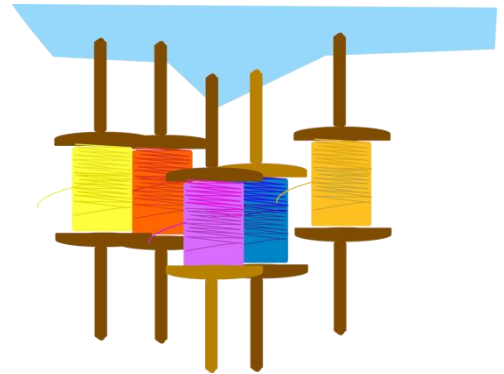


## Learning activities

### Presentation with the “The ball of yarn technique”.

One participant presents himself, holding the end of the ball of yarn. After he has finished, without letting go of the yarn, he throws the ball to another colleague, and so on. At the end, all participants should be tied together. The trainer concludes underlining the importance of everybody's participation and of the establishment of a “good network” to training success.

**Duration:** 15'



**Material:** A Ball of yarn.



### Brainstorming.

- What is Mentoring?
- Who can be a mentor?
- What are the advantages of Mentoring?

**Duration:** 10'

**Material:** Flipchart/ Blackboard, Markers.



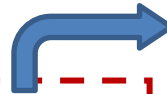
Multimedia presentation:  
The concept and origin of the Mentoring  
activity.

Presentation MENTOR - 1.1 A

**Duration:** 10'



**Material:** Computer and  
projector.



Multimedia presentation:  
The different types of mentoring  
(Traditional, formal, informal, groups and colleagues).

Presentation MENTOR - 1.1 B

**Duration:** 10'



Group work:  
Advantages and Disadvantages Board - Formal vs.  
Informal Mentoring

Participants are divided in two groups.

Each group must gather arguments to prepare the “defense” of one type of mentoring, identifying the advantages of the type of mentoring they are assigned to, as well as the disadvantages of the type of mentoring assigned to the other group. After identifying them, they should write them down on cards (green cards-advantages; red cards-disadvantages).

The exercise ends with the presentation of the overall ideas (and cards) on a board. Let's see which type of mentoring will prove to be the most advantageous.

At the end the mentor will provide some feedback and make the overall review of the exercise.

**Duration:** 20'

**Material:** Red and green cards, writing material





Multimedia presentation:  
Truths and myths about mentoring.

Presentation MENTOR - 1.1 C

(After the presentation of each sentence, the participants should decide if it's truth or myth).

**Duration:**10'



**Material:** Computer and projector.

Video  
Coaching vs. Mentoring

Assistance of a video on the differences between Coaching and Mentoring;

<https://www.youtube.com/watch?v= byMEoalk2E>

**Duration:**20'

**Material:** Computer and projector

Multimedia presentation:  
Mentoring's Ethic.

Presentation MENTOR - 1.1 D

Time for questions and final overall review.

**Duration:**25'





## Chapter 1.2: Benefits of mentoring: application in school environments.

In the school environment, mentoring is a temporary collaborative relationship between two teachers that is based on a relationship between an experienced teacher or a master teacher and a novice or new teacher. The aim of the mentoring between teachers is to equip the new teacher with a support system that would help him/her succeed in his/her work at school.

In some EU countries' legal systems one could find regulations of relations between new teachers and their mentors or supervisors, as well as internal regulations in the schools, also for the school management bodies (e.g. headmasters). When planning and implementing the mentoring model, the existing legal regulations should be respected.

One should also be aware that the mentoring model implementation may face some barriers and problems. The mentor should be prepared for that and be able to prevent potential problems or to solve any, when they appear.



**At the end of the session, trainees should be able to:**

- Convince the management bodies of the school and the other teachers to implement the mentoring program in their school;





- Implement the mentoring program in their school and adjust it to the existing legal regulations;
- Cope with problems that may emerge during the implementation of the mentoring program between teachers.

**Duration:** 4 hours.



### **Tips for Trainer:**

It is very important that the trainer presents the opportunities of implementing mentoring between teachers in the context of the country's legal regulations and traditions. The materials (e.g. the presentations) are only suggestions for the trainer, who can adjust and develop them.

### **Bibliography and references.**

- *Needs Analysis Report*. Available at: [edu-mentoring.eu/raport.html](http://edu-mentoring.eu/raport.html).
- Handbook - *The method (model) of mentoring between teachers in secondary and high schools Handbook*.



- Raymond, L., Flack, J., Burrows, P. (2014). *Reflective Guide to Mentoring and being a teacher-mentor.State of Victoria* (Department of Education and Early Childhood Development).
- New Zealand Teachers Council (2011). *Professional Learning Journeys.Guidelines for Induction and Mentoring and Mentor Teachers*.
- Ehrich Lisa Catherine, Dr., (2013). *Developing Performance Mentoring Handbook.Department of Education, Training and Employment*.Queensland University of Technology.
- <http://chalkboardproject.org/sites/default/files/ment-17.pdf> Gary M. Kilburg, “Three mentoring team relationships and obstacles encountered: a school-based case study”.
- <http://ijebcm.brookes.ac.uk/documents/vol08issue2-paper-07.pdf>, Michele A. Parker, “Mentoring Practices to Keep Teachers in School”.
- <http://www.zs21.pl/awans/opiekun.pdf>, Tomasz Garstka, “Warsztatpracyopiekunastazu – kurs”.
- <http://www.edutopia.org/blog/why-new-teachers-need-mentors-david-cutler> David Cutler, “Why New Teachers Need Mentors”.
- [http://www.mint-mentor.net/en/pdfs/Papers\\_FischerAndel.pdf](http://www.mint-mentor.net/en/pdfs/Papers_FischerAndel.pdf)Dietlind Fischer and Lydia van Andel, “Mentoring in Teacher Education - towards innovative school development”.
- [http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse\\_pubs](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs)  
Richard Ingersoll, Michael Strong, “The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research”.
- <http://eduooptimists.blogspot.com/2008/06/teacher-mentoring-and-student.html> Liam Goldrick, ”Teacher Mentoring and Student Achievement”.
- <http://www.ianphi.org/documents/pdfs/Mentoring%20Guide%20for%20Mentors.pdf>,  
Center for Health Leadership & Practice, Public Health Institute, “Mentoring Guide. A Guide for Mentors”.



## Learning activities

Multimedia presentation:  
Welcoming and introduction.

[Presentation MENTOR - 1.2 A](#)

**Duration:** 20' + 15' Group discussion.



**Material:** Computer and projector.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net

**Material:** Quiz questions.

### QUIZ:

Mentoring in school.

[Handout MENTOR - 1.2 A](#)

**Phase 1:** The trainer should divide the participants into groups of 3-4 people. Each group gets a sheet of paper with the questions of the quiz. The groups solve the quiz and write the answers in the papers.

**Phase 2:** The trainer reads the questions out loud and the groups read their answers. In case of incorrect answers, the trainer gives the correct answers and explains them.

**Duration:** 20' + 20'



## BENEFITS OF MENTORING IN SCHOOL

For school and students	For the mentors	For the mentees

**Material:** Paper, marker pens, tables, flipchart(s).

### Group work: Benefits of mentoring in school.

#### Sheet MENTOR - 1.2 A

**Phase 1:** The trainer should divide the participants into groups of 3-4 people.

Each group receives a sheet of paper divided into three parts (columns) and has to write benefits from mentoring between teachers:

- 1st column: for school and students;
- 2nd column: for the mentors;
- 3rd column: for the mentees (beginning teachers).

**Phase 2:** Presentation of the results of the groups' work and group discussion.

**Duration:** 30' + 20'

### Multimedia presentation: Implementation of the mentoring between teachers step by step.

#### Presentation MENTOR - 1.2 B

**Duration:** 30 + 10' Group discussion.



**Material:** Computer and projector. At the end of the discussion the trainer hands out to each of the trainees the printouts of: [Handouts 1.2 B](#) and [1.2 C](#).



Image courtesy of Stuart Miles at FreeDigitalPhotos.net

**Material:** Paper, marker pens, tables, flipchart(s).

### Group work:

Implementing the mentoring in school - overcoming the barriers.

#### Sheet MENTOR - 1.2 B

**Phase 1:** The trainer should divide the participants into groups of 3-4 people.

Each group receives a sheet of paper divided into two parts (columns). Each group writes in the first column the possible barriers/problems that implementers of the mentoring between teachers can face in school.

**Phase 2:** The paper is handed clockwise to the next group. Now each group has to find solutions to the barriers written by the previous group and write them down in the second column opposite to the barriers.

**Phase 2:** Presentation of the results of the groups' work and group discussion.

**Duration:** 20' + 20' + 30'

### Summary.

**Duration:** 5'



## MODULE 2

# HOW TO BECOME THE BEST MENTOR.





## Chapter 2.1: Communication skills.

In this chapter, we will approach some of the competences required for the mentor's role, such as assertiveness and empathetic communication. Besides that, we will also approach the role of emotional intelligence on communication skills.

### At the end of the session, trainees should be able to:

- Identify the most important characteristics to the role of mentor;
- Understand the importance of the way we communicate and how it may influence others;
- Identify the different styles of communication, using examples;
- Understand the principles of empathetic communication;
- Distinguish the different emotions and their role on communication;
- Develop active listening skills;
- Apply the latter concepts to practical situations.

**Duration:** 3 hours.

### Bibliography and references.

- Handbook - *The method (model) of mentoring between teachers in secondary and high schools Handbook.*



- Certi.MenTu (2012).European Competence Matrix “Mentor”. Available at:  
[http://www.certimentu.eu/certimentu/web.nsf/77F78BC068EA5FE9C1257BF900586397/%24file/D08\\_European\\_matrix\\_mentors\\_final\\_ENG.pdf?OpenElement](http://www.certimentu.eu/certimentu/web.nsf/77F78BC068EA5FE9C1257BF900586397/%24file/D08_European_matrix_mentors_final_ENG.pdf?OpenElement).
  - <http://chalkboardproject.org/sites/default/files/ment-17.pdf> Gary M. Kilburg, “*Three mentoring team relationships and obstacles encountered: a school-based case study*”.
  - <http://www.zs21.pl/awans/opiekun.pdf>, Tomasz Garstka, “*Warsztatpracyopiekunastazu – kurs*”.
- <http://www.ianphi.org/documents/pdfs/Mentoring%20Guide%20for%20Mentors.pdf>,  
Center for Health Leadership & Practice, Public Health Institute, “*Mentoring Guide. A Guide for Mentors*”.





## Learning activities

### Introduction.

#### Handout MENTOR - 2.1 A

The trainer hands out to each of the participants the printed Handout 2.1 A - European Matrix “Mentor” or a part of it, and describes the basic mentor’s skills with the use of the Handbook: Chapter 2.1. Mentor’s role and responsibilities: Rights, duties, skills.

**Duration:** 15’



**Material:** Handout  
MENTOR - 2.1 A.

### Individual thinking.

Each participant is asked to write down in a white sheet **three characteristics of the people he usually seeks when he needs help.**

Then, they must write down, on a different column, **two characteristics of a good communicator.**

When they have finished, they are asked to share what they wrote in each column, and the mentor will gather the main ideas on a board/ flipchart.

Possibly, they will find similar adjectives in both columns. So, they should conclude that relational skills are very important to mentoring. The trainer should reinforce that the way we communicate influences the relationship and, logically, the results. (Introduction to the communication topic).

**Duration:** 15’



**Material:** White sheets, writing material, board of flipchart for presentation.



**Material:** Computer and projector.

Multimedia presentation:  
Communication: concept and underlying assumptions.

Presentation MENTOR - 2.1 A

**Duration:**25'

Group work:

Individual thinking.

Handout MENTOR - 2.1 B

Participants are divided in groups of up to 4/5 members. Each group receives a card with a small study case (that portrays a practical situation). For each story, they are presented with several answers possibilities, associated with different communication styles. Participants should individually identify the one that resembles more their own, if they were to be in the situation described. Second, the small group is asked to identify what is the communication style associated with each sentence.

**Duration:**20'



**Material:** Sheets of paper, pens, Handout MENTOR 2.1 B - Cards with case studies.



### Multimedia presentation:

#### Presentation MENTOR - 2.1 B

Some example answers of non-assertive communication style will be presented. The challenge, now with all participants, is to present alternative assertive answers to each situation.

The trainer may suggest a new scenario, related to the school situation: “In a meeting, the coordinator defines a new procedure for evaluation. You don't say anything during the meeting but after that you find another teacher in the hall and you decide to share your view with him. You say: "What a bad decision! Don't you think? Maybe we should complain. Don't you want to go there and talk to the coordinator? You're so good at handling these situations.”

**Duration:** 15'

**Material:** Computer and projector.



### Multimedia presentation:

#### Presentation MENTOR - 2.1 C

Showing an image with multiple facial expressions, participants are asked to identify the emotions being shown in each image. It is to be concluded that, even without saying anything, a person is still communicating and sending a message across. The importance of **non-verbal communication** should be highlighted. It is important to understand what the other person is feeling, so we have to be sensitive to his/her signals.

Introduction to the concept of empathy: More than recognizing their emotions, empathy is the ability to put ourselves in other people's shoes (analyzing the reality according to their values and not enforcing our own). This is what the mentor must do: support the mentee's development without imposing his own way of working.

**Duration:** 15'





## Emotional Intelligence.

Several authors have shown interest in the topic of emotional intelligence (EI).

Bar-On mentions the following EI's dimensions: self-respect, emotional self-conscience, assertiveness, empathy, interpersonal relationship, stress tolerance, drive control, reality test, flexibility, problem solving.



Image courtesy of Akarakingdoms at FreeDigitalPhotos.net

### Exercise: Phase 1

#### Presentation MENTOR - 2.1 D

Divide the room in North, South, East, West and present the traces associated with each sign:

- ➔ North: Acting – “Let’s do it;” Likes to act, try things, plunge in.
- ➔ East: Speculating – likes to look at the big picture and the possibilities before acting.
- ➔ South: Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.
- ➔ West: Paying attention to detail —likes to know the who, what, when, where and why before acting.

Participants must walk towards the sign they most identify with.

**Duration:** 10’



## Exercise: Phase 2

### Presentation MENTOR - 2.1 D

Participants must distribute the following roles:

- Recorder – record responses of the group;
- Timekeeper – keeps the group members on task;
- Spokesperson — shares out on behalf of the group when time is called

After the roles are defined, each group will have about 5 to 8 minutes to answer the following questions:

1. What are the strengths of your style? (3-4adjectives)
2. What are the limitations of your style? (3-4adjectives)
3. What style do you see as the more difficult to work together with?
4. What do people with a different style than yours need to know about you in order to work/cooperate successfully?
5. One aspect you admire in each of the other styles?

At the end, they should present the conclusion drawn to the other groups.

**Conclusion of the activity:** Self-knowledge allows better relationships with others and, lastly, facilitates the advantages of the relationships (even on professional level). Mentors need to know themselves and they also need to make an effort in order to understand their mentees' styles, so that they can approach them and help them in their development.

**Duration:** 25'



Image courtesy of Renjith Krishnan at FreeDigitalPhotos.net

### Roleplay activity:

Participants should come together in pairs. One of them (mentee) must think of a problematic situation to present. They simulate a session in which the other person (mentor) must seek ways to cope with the given situation, considering the concepts mentioned.

At the end, one or two groups are expected to volunteer and present their work to others.

**Duration:**30'

Time for questions.

**Duration:**10'





## Chapter 2.2: Communication with parents.

Students' parents belong to the group of the school's stakeholders new teachers must learn to communicate and cooperate with. As a follow up to the previous module (2.1.), here we want to focus on the communication with this group, as it is likely to cause problems to the beginning teachers on the one hand, and it influences the relationships between teachers -parents, teachers – students, on the other hand.

The trainees will learn about different kinds of individual communication with students' parents (carers) depending on types (styles) of parents' attitudes to school.

### At the end of the session, trainees should be able to:

- Define rules of communication with students' parents (carers),
- Support their mentees in their communication with students' parents (carers).



**Duration:** 2 hours.

### Bibliography and references.

T. Garstka, "Zasady prowadzenia rozmów z rodzicami. Poradnik dla nauczycieli (*Principles of conversations with parents. A Guide for Teachers*)", Warszawa: Raabe (2009).

Image courtesy of  
coward\_lionat  
FreeDigitalPhotos.net



## Learning activities

### Introduction.

Welcoming and revision of the main concepts related to the communication from the previous module, which may be useful in the topic of teacher's communication with students' parents.

**Duration:** 10'



**Material:** Computer, projector.

### Multimedia presentation.

#### Presentation MENTOR - 2.2 A

The types (styles) of parents' attitudes towards the school.

**Duration:** 15'

### Work in groups.

The cooperation with students' parents (carers) depending on the types (styles) of the attitudes of parents towards the school.

**Phase 1:** The trainer should divide the participants into groups of 3-5 people. The aim for each group is to point out how the teacher should communicate with a parent characterized by a given type/style, so that the communication is effective.

**Phase 2:** Presentation of the results of the groups' work and group discussion.

**Duration:** 20' + 25'

**Material:** Paper, marker pens, tables, flipchart(s).





Work in groups.

Possible communication problems  
between young/new teachers and  
students' parents (carers).

**Phase 1:** The trainer should divide the participants into two groups. Each group receives a piece of paper divided into two parts (columns).

The first task of each group is to point out possible problems in communication with students' parents (carers), that a young/new teacher can face, and to write them down in the first column.

The second task is to swap the papers between the groups. Then, each group has to find solutions to the given problems and write them down in the second column, next to each problem.

**Phase 2:** Presentation of the results of the groups' work and group discussion.

**Duration:** 20' + 25'



**Material:** Paper, marker pens, tables, flipchart(s).

Summary.

**Duration:** 5'



## Chapter 2.3: Positive Thinking and Conflict Management.

This chapter is divided into two parts: the first part provides an insight into positive thinking, how it can be cultivated in the classroom and how beneficial it can be for the learning process. The second part focuses on conflict management, exploring the causes and consequences of conflicts among students and suggesting ways of resolving them effectively and constructively.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net

### **At the end of the session, trainees should be able to:**

- Define positive thinking and assess how optimistic or pessimistic they are themselves;
- Understand how they can improve their own positive thinking so as to set a good example to their students;
- Understand the importance and learn how to encourage positive thinking while teaching;
- Change their own negative thoughts into positive ones and train their students to do the same;



- Distinguish between a disagreement, a conflict and a violent incident and learn whether, when and how they should react;
- Accept that conflicts will always arise and talk openly with colleagues and students about them;

Image courtesy of Stuart Miles at FreeDigitalPhotos.net



- Develop conflict management skills;
- Prepare students to cope with conflicts in real life;
- Apply this knowledge to practical situations.

**Duration:** 3 hours.

### **Bibliography and references.**

- Martin E P Seligman,(1998). *Learned Optimisim*, PhD, Freepress.
- Harry Webne-Behrman,(1998). *The Practice of Facilitation: Managing Group Process and Solving Problems*,by pp 5-10.
- Townley, A. (1994). Introduction: *Conflict Resolution,Diversity and Social Justice*.
- DeJong, W. (1994). *School-Based Violence Prevention: From the Peaceable School to the Peaceable Neighborhood*.
- Weeks, D. (1992). *The Eight Essential Steps to Conflict Resolution*.
- <http://www.journeytoexcellence.org.uk/index.asp>.
- [http://www.educationscotland.gov.uk/images/FocusingOnInclusion\\_tcm4-342924.pdf](http://www.educationscotland.gov.uk/images/FocusingOnInclusion_tcm4-342924.pdf).
- <http://education.cu-portland.edu/blog/teaching-strategies/4-effective-conflict-resolution-strategies-in-the-classroom/>.
- <http://www.eduportal.gr/kales-praktikes-gia-tin-kalliergia-thetikou-klimatos-sti-scholiki-kinotita/>.

### **Recommended resources for further individual study.**

- “*Conflict Resolution an essential life skill*”, a book with carefully structured activities, which direct students along the conflict resolution pathways of 'Communicate', 'Negotiate' and 'Consolidate'. The book can be found and ordered at [www.prim-ed.com](http://www.prim-ed.com) , where corresponding Conflict Resolution Posters for the classroom walls are also available.



- A *Resolving Conflict* DVD pack for age 14 years + by Team Video Productions which contains 9 fully interactive documentary sequences suitable for students to watch, as well. ([www.team-video.co.uk](http://www.team-video.co.uk) ).



## Learning activities

### Introduction.

**Phase 1:** Brainstorming – what is positive thinking?

The trainer writes on the board POSITIVE THINKING and tries to elicit from the participants words relevant to the topic. They will probably come up with words like optimism, smile, light, hope, day, wish, expectations, dreams, etc. The trainer writes them on the board/flipchart.

**Phase 2:** ([Sheet MENTOR - 2.3 A](#)) Participants are divided into small groups. Each one is given a piece of paper and a pen and asked to write down one positive thought about their physical appearance, one about their personality, one about their job and one about their life

**Phase 3:** When they finish, they share their positive thoughts within their groups and finally with everyone.

Discussion: how often do we do that in real life? Retrospection and self-awareness.

The aim of this activity is to help the teacher control his/her own internal dialogue and adapt a positive way of thinking. This way, he will set a good example for the students.

The activity is also suitable for online self-study as the trainees can do it individually or share their ideas with other colleagues via skype.

**Duration:** 20'

**Material:** Board/flipchart,  
writing material, [Sheet  
MENTOR - 2.3 A](#).



Image courtesy of Master at FreeDigitalPhoto



**Multimedia presentation:  
Positive thinking and its effects on the  
learning process.**

[Presentation MENTOR - 2.3 A](#)

Definition and examples of positive thinking, the concepts of “internal dialogue” and “learned optimism” and its implications for the school and the classroom, the example of Scotland.

Special emphasis should be put to the Scottish curriculum whose agenda is focused on *‘‘helping each of our young people imagine a positive future for themselves and those around them and helping them to make that future possible.’’*

For further individual study on the Scottish National Curriculum trainees are advised to visit:

[http://www.educationscotland.gov.uk/images/FocusingOnInclusion\\_tcm4-342924.pdf](http://www.educationscotland.gov.uk/images/FocusingOnInclusion_tcm4-342924.pdf)

**Duration:**20’



**Material:** Computer and projector.



### Group work: Positive vs Negative Thoughts.

#### Handout MENTOR - 2.3 A

Participants are divided into small groups of 4/5 members. Each group receives a set of 20 cards (Handout MENTOR - 2.3 A) with positive and negative thoughts students normally make at school. First, the participants distinguish the negative from the positive thoughts; there are 10 positive and 10 negative thoughts. Next, they match each negative thought with its positive equivalent, thus replacing the negative thoughts with positive ones. (Alternatively, get the trainees to write down one positive thought for each negative one).

This activity aims to show how important positive thinking is and urge teachers to work on building up their students' self-esteem and self-confidence. It is a prompt to discuss in their groups possible ways of encouraging positive thinking in their classrooms. They write down their suggestions on a piece of paper and share them with the other groups.

The activity is also suitable for online self-study as the trainees can do it individually or share their ideas with other colleagues via skype.

**Duration:**20'

**Material:** Handout MENTOR 2.3 A, white sheets, pens.



**Material:** Computer and projector.

### Multimedia presentation: Practical tips for cultivating positive thinking.

#### Presentation MENTOR - 2.3 B

The trainer begins with the trainees' ideas and moves on to present some more practical tips for cultivating positive thinking in the classroom.

**Duration:**10'



### Brainstorming:

What is a conflict? What are the causes and what are the consequences in the classroom?

#### Handout MENTOR - 2.3 B

The trainer sets the topic by showing an image of two people in conflict and elicits answers from the participants (Handout MENTOR 2.3 - Image for brainstorming).

The trainer writes the answers on the board/flipchart.

Short discussion.

Trainer and trainees draw on their own life and teaching experiences.

The idea is to get everyone start talking about conflicts in the school environment.

In the case of online training the discussion could take place in small groups on Facebook or yahoo messenger. For individual learning, the trainees are advised to define what conflict is and to think about the causes and consequences of conflicts in the classroom.

**Duration:** 15'

**Material:** Handout MENTOR - 2.3 B, board, flipchart.





**Material:** Computer and projector.

### Multimedia presentation:

#### Presentation MENTOR - 2.3 C

Definition of conflict, distinction from disagreement and/or a violent incident, the five most common types of conflict we encounter in class, exploring the underlying causes and the teacher's role when two students are in conflict.

#### **Short discussion:**

What is the teacher's role? When and how does the teacher intervene?

In the case of online training the discussion could take place in small groups on Facebook or Yahoo messenger. For individual learning, the trainees are advised to describe the teacher's role and possible interventions on their own.

**Duration:** 20' + 10' for discussion.

### Multimedia presentation: Conflict Management in 8 steps.

#### Presentation MENTOR - 2.3 D

The eight steps suggested by Harry Webne-Behram (1998) and Dudley Weeks (1992), who are experts in conflict management. The frequent and conscious application of these steps leads to the acquisition of the communicative skills we wish our students to develop. The teacher acts as a mediator between the two students.

**Duration:** 15'



**Material:** Computer and projector.

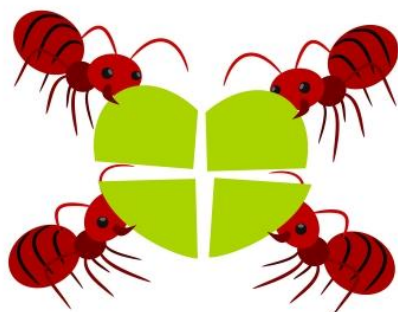


Image courtesy of SweetCrisis at FreeDigitalPhotos.net

**Material:** Handout  
MENTOR 2.3 C - Case  
studies Cards, white sheets,  
writing material.

### Group work: Case study.

#### Handout MENTOR - 2.3 C

Trainees are divided into small groups of 4/5. Each group is given a card with a different case study to work on. They study their case and they plan and organize their action. Each case presents a serious conflict between two students and each group is required to put theory into practice, apply what they have learnt so far and suggest the steps to be taken for resolving the conflict and restoring peace and harmony in the classroom.

They discuss, one in each group takes notes and in the end they share their cases and suggestions with the other groups.

This activity is also suitable for online training, as the trainees can discuss the case studies on Skype, Facebook, Facetime, Yahoo messenger, etc. For individual learning, the trainees are advised to prepare a plan of action for dealing with problem presented in the case study.

**Duration:**20'

### Group work: Role play.

#### Handout MENTOR - 2.3 C

Trainees work in groups of three. They choose a case study from above and act out a role-play. One of them is the teacher – mediator and the two are the two students in conflict. The teacher listens to both sides and helps them to put an end to their conflict.

This activity is also suitable for online training, as the trainees can work in groups of three on skype, Facebook, Facetime, Yahoo messenger, etc. For individual learning, the trainees are advised to prepare a plan of action for dealing with problem presented in the case study.

**Duration:**20'

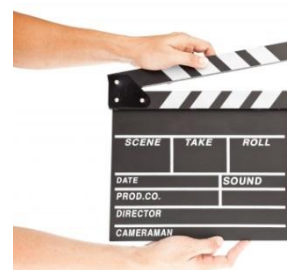


Image courtesy of digitalartat FreeDigitalPhotos.net

**Material:** Handout MENTOR  
2.3 C - Case studies Cards.



**Material:** Computer and projector.

Multimedia presentation:  
Practical tips.

[Presentation MENTOR - 2.3 E](#)

**Duration:** 10'



## Chapter 2.4: Creativity and Innovation in Adults' Training.

This Chapter provides an insight into creativity – defining creativity, divergent thinking, lateral thinking and innovation as a result of creative thinking. The chapter also provides practical applications, creative thinking exercises and creative teaching approaches. Participants will exercise new ways of developing their own creative abilities and innovative training instruments.



**At the end of the session, trainees should be able to:**

- Identify their own creative potential and ways of improving their own creativity;
- Define creativity and innovation in teaching/training;
- Identify creative approaches to teaching/training activities;
- Propose creative exercises meant to solve teaching situations;
- Develop creative teaching/training instruments and techniques;
- Apply creative thinking instruments developed during the training module to real life situations and teaching/training situations.



**Duration:** 3 hours.

### **Tips for Trainer:**

Participants will be encouraged to find alternative ways of thinking, to freely speak and never contradict/criticize other participants. A creative ice-breaker will allow participants to adopt the suitable attitude required for the most effective approach of the material to be developed. A U-shaped or circle distribution of participants' sitting is advisable.

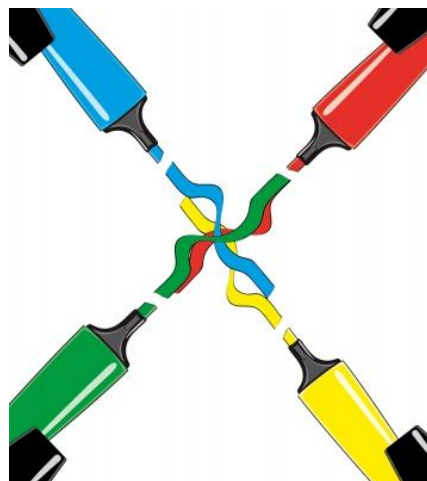


Image courtesy of Idea goat FreeDigitalPhotos.net

Time allowed for each exercise will be respected; do not rush participants and do not exceed time provided for exercises.

### **Bibliography and references.**

- Edward de Bono, De Bono's, (2009). *Thinking Course: Powerful Tools to Transform Your Thinking*, MICA Management Resources, Romanian translation – CurteaVeche Publishing.
- Edward de Bono, (2008). *Six Thinking Hats®*, The McQuaig Group Inc., Romanian Translation – CurteaVeche publishing.
- Sir Ken Robinson, (2015). *Creative Schools: The Grassroots Revolution That's Transforming Education* (Romanian version), Publica Bucharest.



## Learning activities

### Ice-breaker: Automatic writing exercise.

#### Presentation MENTOR - 2.4 A

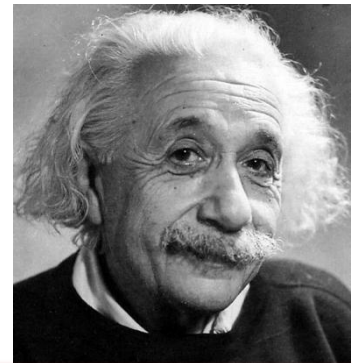
Participants are invited to spontaneously and freely write on a sheet of paper, for 5 minutes, continuously, all their thoughts generated by an idea presented (Slide 1 - "Creativity is intelligence having fun" – Albert Einstein). On a second sheet of paper, they are invited to write the reasons of eventual interruptions.

After 5 minutes of continuous writing, possible definitions/traits of creativity produced will be written on the flipchart. The blocking reasons will be discussed, and also the ways for improving automatic writing as a tool of spontaneous expression of thoughts, impressions, feelings.

Objective: Training the mind to think flexibly

For individual learning: a warm-up exercise.

**Duration:** 15'



**Material:** Computer, projector, flipchart, writing material.



**Material:** Computer and projector.

### Multimedia presentation:

#### Presentation MENTOR - 2.4 B

Creative thinking is a creativity trait, which is generated by divergent thinking and lateral thinking. Creative thinking is the source of productive creativity, leading to innovation. Creative thinking can be taught by exercising certain mental processes, determinants of creative thinking.

**Duration:** 10'

### Multimedia presentation:

#### Presentation MENTOR - 2.4 C

The rules to be followed during creative thinking exercises.

Explanation of the conditions for the workshop.

It is important to respect the time suggested for each activity.

For individual learning too, it is important to consider these directions.

**Duration:**5'



**Material:** Computer and projector.

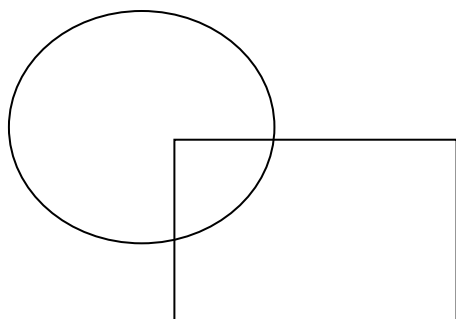
### Warming up exercise.

#### Presentation MENTOR - 2.4 D

Participants are shown a simple figure, containing a hidden characteristic (Presentation MENTOR - 2.4 D). They are invited to experiment finding this characteristic, by providing other drawings that should be different, yet containing one specific characteristics of the given model. There is no wrong answer, aiming to provide as many ideas as possible. The ideas will be transferred on the flipchart and discussed.

There are different traits that can be identified, such as: geometrical figures, intersected figures, anything being acceptable. For individual learning, try to find as many different new figures as possible.

**Duration:**5'



**Material:**Computer, projector, flipchart, writing material.



## Attention Directing Exercise: The PMI Instrument.

### Handout MENTOR - 2.4 A and Presentation MENTOR - 2.4 E

This is an exercise for directing attention. Participants are divided in groups of 2- 3 individuals.

Each group is offered a card (Handout MENTOR 2.4 A - PMI Problems Cards) and is invited to solve the problem on the card received, by identifying the Plus (or positive) aspects, the Minus (or negative) aspects and the Interesting ideas that might be generated by the hypothetic situation exposed on their card (use Presentation MENTOR - 2.4 E).

**Duration:** 20' (2' instructions + 3' elaborating + 7' presenting ideas + 3' for proposing own similar problem (in same groups).

At the end the trainer will provide feedback and conclusions; the groups will discuss ideas emerged and whether these might be creative ideas or not, and why.

The exercise is also suitable for individual learning.

**Material:** Handout MENTOR 2.4 A - PMI Problems Cards, computer, projector, writing material.

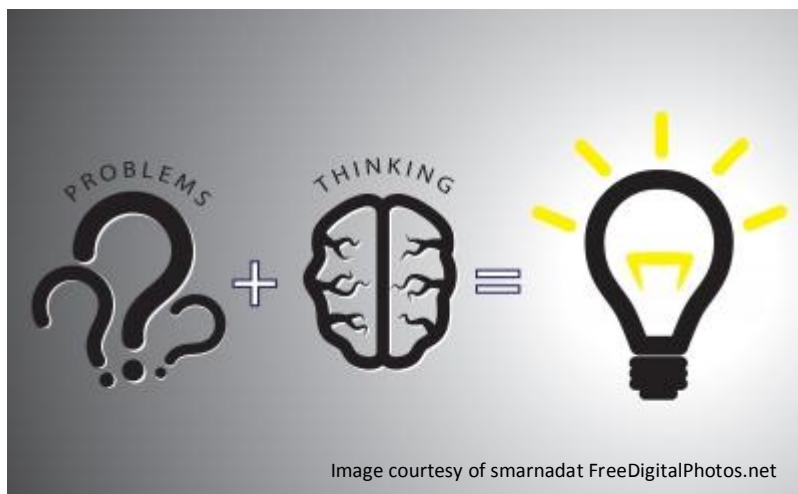


Image courtesy of smarnadat FreeDigitalPhotos.net





## Searching for Alternative Choices: The APO Instrument.

Handout MENTOR - 2.4 B, Presentation MENTOR - 2.4 F and Presentation MENTOR - 2.4 G

The instrument intends to help you to exercise for finding alternatives and options.

**Warm-up exercise:** "Having a glass of water on the table, find as many solutions as possible for taking the water out of the glass, without touching or damaging the glass". Duration: 2'.

**Example of creative alternative search:** Find out what the drawing on the slide might represent (Presentation MENTOR - 2.4 F). It is a classic creativity problem: try to find out as many alternatives as possible for explaining what the figure represents. Imagination is the key-factor, there is no wrong answer. Duration: 2'.

**The APO Instrument:** Participants divided in same groups are given cards (Handout MENTOR 2.4 B - APO Problems Cards) and invited to solve the problems by finding alternatives to the hypothetical situations presented by each problem (Instructions in Presentation MENTOR - 2.4 G).

**Duration:** 25' (2' instructions + 3' elaborating solutions + 7' presenting ideas + 3' for creating similar APO problems).

At the end the trainer will provide feedback and conclusions; the groups will discuss ideas emerged and whether these might be creative ideas or not, and why. In the discussion, the group tries to find applicability of this ability in mentoring activities.

For individual learning: After solving one problem, identify at least one similar real-life situation in mentoring/teaching and search for alternatives.

**Material:** Handout MENTOR 2.4 B - APO Problems Cards, computer, projector, writing material.



### Thinking Patterns.

Our mind tends to search problem-solving patterns which are time-efficient even if a little creativity-stifling. Proving this ability is simple even if apparently different concepts are brought together. Participants are working in the same groups and they are invited to group a list of eight randomly chosen objects in two groups of four objects each and thus check out that our mind will rapidly find patterns for such unexpected combinations. Example: dog, umbrella, fish, car, tooth-paste, office, hat, money

**Duration:** 10' (2' Thinking time + 7' discussions: How can we use such an ability for creative learning/ teaching/ training?).



**Material:** Writing material.



**Material:** Handout MENTOR 2.4 C - PO Problems Cards, computer, projector, writing material.

### PO – Provocative Operation.

#### Handout MENTOR - 2.4 C and Presentation MENTOR - 2.4 H

The instrument intends to help in exploring possibilities. Try to find the essence in the idea presented, follow the eventual consequences, identify the positive/useful idea in the unusual situations presented.

Working in same groups, participants are invited to find the core idea, to identify eventual consequences and the positive aspects of the unusual situations presented by the problems offered (Handout MENTOR 2.4 C - PO Problems Cards).

Objective: Training lateral thinking, accepting challenge, extracting the core idea.

Either in group or in individual learning, the exercise may serve to search for innovation in own career or identify situations that need to be changed in teaching practice.

**Duration:** 15' (2' instructions + 3' thinking time + 10' discussion).



## Investigating Experiences: The CAF Instrument.

### Handout MENTOR - 2.4 D and Presentation MENTOR - 2.4 I

The instrument intends deliberate directing of attention by considering all factors while solving a hypothetical situation presented. Groups will be given different situation problems (Handout MENTOR 2.4 D - CAF Problems Cards) and will be invited only to list all the factors that should be considered, without evaluating them.

Objective: Training abilities to search for information, connect information, direct attention.

Alternatively/additionally, find ways of using the trained abilities in own career projects and/or draw a list of all factors that you must consider when deciding to become a mentor.

**Duration:** 15' (2' Instructions (MENTOR 2.4 I) + 3' Thinking time + 10' discussions).

**Material:** Handout MENTOR2.4D - CAF Problems Cards, computer, projector, writing material.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net



## Time Setting: The C&O Instrument.

### Handout MENTOR - 2.4 E and Presentation MENTOR - 2.4 L

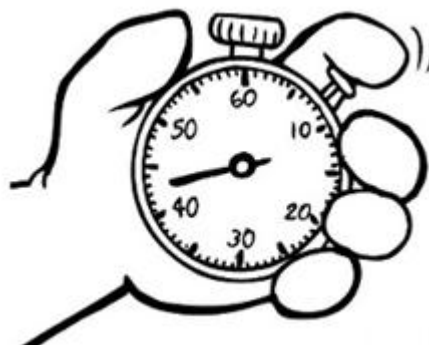
The instrument intends to determine participants to deliberately focus on temporal delimitations. The exercise is a valuable tool for removing vagueness of thinking. Participants will be informed on the difficulty of the exercise, due to the natural reluctance in delimitation of time zones. We naturally tend to consider the short term of a possible situation (immediate attraction or rejection of ideas or/and actions) being able to admit that consequences might appear "at a certain time", but it proves to be rather difficult to identify that moment.

The exercise invites participants to find the consequences/output of the hypothetical situation given (Handout MENTOR 2.4 E - C&O Problems Cards), also distributing these over time (immediate/short-term/medium term/ long term). Also, they should define the duration of the time frame set for each situation.

Alternatively/additionally, analyze the consequences and the outputs of your decision for mentoring activity. Establish the time frames for these consequences and outputs. What does it mean, for this decision, immediately, in short term, medium term, long term?

**Duration:** 25' (5' instructions with example (Presentation MENTOR - 2.4 L) + 10' thinking time + 10' discussion).

**Material:** Handout MENTOR 2.4 E - C&O Problems Cards, computer, projector, writing material.





Closing discussions, analysis, extracting conclusions, self-assessment, feed-back.

Handout MENTOR - 2.4 F and Presentation MENTOR - 2.4 M

Closing session will be organized according to The **Six Thinking Hats** structure.

Edward de Bono's creative thinking method "The Six Thinking Hats" is a valuable technique for improving creative and efficient thinking in business decision-making processes as well as in education. The method invites participants to think and analyze situations under different and clearly defined perspectives (symbolized by the colors of the six hats). The order is established for starting with the white hat identifying data and information, and ending with the blue hat – drawing the conclusion. This is an instrument for developing deliberate innovative thinking.

Instructions will be presented to participants (Presentation MENTOR - 2.4 M), who will randomly regroup in 6 groups, wearing badges to determine their group color (white, black, blue, red, yellow, green) as well as colored instructions cards (Handout MENTOR 2.4 F - Color Instructions Cards). The theme is announced and written on the flipchart:

### **Creativity and Innovation in Adults' Training - Why and How?**

Participants are invited to think about this and share their opinions/ ideas/ thoughts according to the rules of The Six Thinking Hats. The ideas will be written down on the flipchart, as they are generated.

For individual learners: this exercise is better used if groups elaborate ideas that are generated for each direction of thinking; still you can follow the steps one by one.

**Duration:** 30'

**Material:** Handout MENTOR 2.4 F - Color Instruction Cards, computer, projector, colored badges, flipchart, colored markers.





Summary and evaluation.

**Duration:**5'



Image courtesy of ratch0013at FreeDigitalPhotos.net



## MODULE 3

# GET THE BEST FROM YOUR MENTEE.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net





## Chapter 3.1: Working at the school: organizational culture and relation with school management and workmates.

Briefly, the organizational culture determines “the way we do things around here”. Thus, it is important to make any new member of the school’s society acquainted with it. This module has been designed to provide information on different elements of the organizational culture at schools as a quick reference tool and a kind of toolkit for mentors for relation with school management and workmates.



**At the end of the session, trainees should be able to:**

- Describe and explain the term “organizational culture”;
- Learn about main components of the organizational culture (symbols,slogans,values, behaviour norms, rituals, ceremonies, stories, myths);
- Review information about different school climates;
- Analyse cultural organizations in schools;
- Make a definition of school culture and school climate;

**Duration:** 3 hours.

### **Bibliography and references.**

- *The method (model) of mentoring between teachers in secondary and high schools Handbook;*

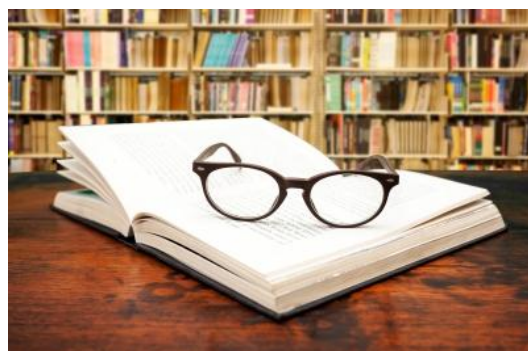


Image courtesy of pannawatat FreeDigitalPhotos.net





- Pink Floyd, *Another Brick In The Wall*:  
<https://www.youtube.com/watch?v=YR5ApYxkU-U>
- *Myths related to school*,  
<http://www.ascd.org/publications/books/109041/chapters/Myths-Related-to-Learning-in-Schools.aspx>
- *Building a Positive School Climate - Quality Counts 2013: Code of Conduct*  
<https://www.youtube.com/watch?v=YNs6aFlpoTY;>
- *How to conduct a case study* by Lopa Bhattacharya  
[http://mhps.net/?get=26/1321417399-Howtoconductacasestudy.doc;](http://mhps.net/?get=26/1321417399-Howtoconductacasestudy.doc)
- Case Studies from TXCC-SEDL *Teacher Mentoring Scenarios activity worksheet*  
[http://txcc.sedl.org/resources/strategies/ayp/TeacherMentoring9/TeacherMentoringHandout2.pdf;](http://txcc.sedl.org/resources/strategies/ayp/TeacherMentoring9/TeacherMentoringHandout2.pdf)
- Richard E. Lange, Scott Scafidi and Brandon Geuder  
<http://www.mentors.net/03library/mentormismatches.html>.



## Learning activities

### Multimedia presentation:

#### Presentation MENTOR - 3.1 A

General objectives of the module. The trainer points out that it is important to make a new teacher acquainted with the components of the school's culture, as it determines the function of the school as an organization.

**Duration:** 5'



**Material:**  
Computer and projector.

### Introduction.

#### Presentation MENTOR - 3.1 B and Sheet MENTOR - 3.1 A

To create an atmosphere for the participants, it may be a good idea to hold a discussion about the education system.

Human nature tends to criticise more than think in a positive way. This sometimes improves creativity. The video you are going to present, criticises the education system.

Pink Floyd - Another Brick In The Wall

<https://www.youtube.com/watch?v=YR5ApYxkU-U>

After watching the video, ask the participants the following questions:

“Will you be one of the bricks on the wall?”.

Each participants will fill PART A of a card on the song (Sheet MENTOR - 3.1 A); then they will discuss all together the answers.

Then you will have 10' to discuss the possible answers to PART 2 of the song card with participants.

**Duration:** 25' (5' video + 10' PART A sheet + 10' PART B sheet).

**Material:** Computer, projector, Sheet MENTOR - 3.1 A, writing material.



Multimedia presentation:  
The organizational culture.

[Presentation MENTOR - 3.1 C](#)

**Duration:**15'



Multimedia presentation.

[Presentation MENTOR - 3.1 D](#)

Some of the symbols/logos of different schools from partner countries (Greece, Poland, Portugal, Romania, Spain, and Turkey) will be presented and ask the participants to discuss the logos in terms of (if available):

- certain values;
- the organizational culture;
- vision.

**Duration:**15'

**Material:**  
Computer and projector.

Multimedia presentation:

[Presentation MENTOR - 3.1 E](#)

The participants will review their information about the following titles:

- The values of organization;
- School values;
- Behavior norms.

**Duration:**15'





### Discussion:

#### Presentation MENTOR - 3.1 F

Ask the participants to discuss the following question:

**Can you give us some information about the shared beliefs and values held at your school?**

**Duration:**5'



**Material:** Computer and projector.



### Multimedia presentation.

#### Presentation MENTOR - 3.1 G

The participants will review their information about the following titles:

- Rituals and ceremonies;
- Ritual types;
- Ceremonies.

**Duration:**10'

### Discussion:

#### Presentation MENTOR - 3.1 H

Ask the participants to discuss the following question:

**What observable rituals/traditions/ceremonies are a part of your school ? And how can you describe your role in them?**

**Duration:**5'



**Material:** Computer and projector.



**Material:** Computer and projector.

### Multimedia presentation.

#### Presentation MENTOR - 3.1 I

The participants will review their information about the following titles:

- Stories and myths;
- Qualities of a good story;
- Myths.

**Duration:**10'

### Discussion:

#### Presentation MENTOR - 3.1 L

Ask the participants to discuss the following question:

What do you think about the following myths?

- What the teacher wants me to say is more important than what I want to say.
- I feel proud of myself only if I receive a good grade.
- Speed is synonymous with intelligence.
- If I get too far behind, I will never catch up.
- What I'm learning in school doesn't have much to do with my life, but it isn't supposed to - it's school.

**Duration:**10'



**Material:** Computer and projector.



**Material:** Computer and projector.

### Multimedia presentation.

#### Presentation MENTOR - 3.1 M

The participants will review their information about the following titles:

- Culture&Climate at schools;
- Factors operating on school climate and / or culture.

**Duration:**5'

### Video:

#### **“Building a Positive School Climate”**

#### Presentation MENTOR - 3.1 N

The participants may discuss the design of their schools and its relation with student engagement and discipline problems.

**Duration:**10'

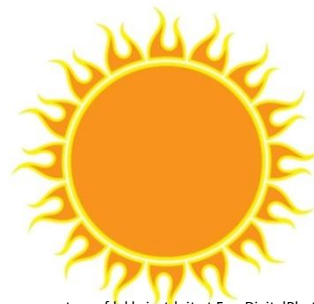


Image courtesy of lekkyjustdoit at FreeDigitalPhotos.net

**Material:** Computer and projector.



**Material:** Computer and projector.

### Multimedia presentation.

#### Presentation MENTOR - 3.1 O

The participants will review their information about the following titles:

- Types of school climate;
- Open climate;
- Closed climate;
- The employed climate;
- Unemployed climate.

**Duration:**15'



**Case Study/Scenarios:**  
**“Building a Positive School Climate”**

**Handout MENTOR - 3.1 A and Handout MENTOR - 3.1 B**

The purpose of a case study is to provide a more thorough analysis of a situation or "case" (often the story of an individual) which will reveal interesting information to the reader. Often they are used in social development to describe a person's life.

Handout the scenarios I and II to the participants for each and read the scenarios loudly and ask and discuss the following questions:

1. Which teacher do you predict will continue to teach a second year?
2. How are the beginning teachers' mentoring programs alike or different?
3. What critical elements were put into place for the successful beginning teacher's mentor program?

**Duration:** 25'

**Material:** Handout MENTOR - 3.1 A and 3.1 B.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net

**Wrap up the module.**  
**Duration:** 5'



## Chapter 3.2: Working with students: organizing the classroom, understanding students' needs, assessment and evaluation.

This chapter provides mentors with the opportunity of familiarizing with exercises of observation and reflection about the students' individual particularities and needs. Mentors will also reflect on the necessity and requirements related to organizing the classroom environment and the learning process. They will understand the impact of the teachers' mentoring on the students' development.



**At the end of the session, trainees should be able to:**

- Reflect on the necessity of an efficient use of classroom rules, procedures, routines and a well-organized classroom environment;
- Estimate their group management skills;
- Use the tools for collecting the information about students';
- Analyse critically the tools to measure the students' development degree and create their own ones in connection to the mentoring activities.



**Duration:** 3 hours.





### **Tips for Trainer:**

The trainer will use an interactive or a critical thinking method for each learning activity which s/he organizes. Thus, the training session fulfils a formative and informative purpose.

### **Bibliography and references.**

- *Supplement to the Handbook. The method (model) of mentoring between teachers in secondary and high schools Handbook.* Available at: [edu-mentoring.eu/handbook/supplement.pdf](http://edu-mentoring.eu/handbook/supplement.pdf);

- *The method (model) of mentoring between teachers in secondary and high schools Handbook*;

- *Mentor Handbook Classroom Management.pdf*  
[http://www.zacharyschools.org/ZIP/Mentor%20Handbook\\_Classroom%20Management.pdf](http://www.zacharyschools.org/ZIP/Mentor%20Handbook_Classroom%20Management.pdf), accessed 28 January 2016.

- <https://www.routledge.com/101-Answers-for-New-Teachers-and-Their-Mentors-Effective-Teaching-Tips/Breaux/p/book/9781138856141> e-Resources: Bonus Seven, Annette Breaux and Todd Whitaker.

[http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse\\_pubs](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs)  
Richard Ingersoll, Michael Strong, *“The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research.*



## Learning activities

### Introductory activity.

The trainer will present the module, explaining its main goals.

**Duration:**5'



#### **Material:**

Computer,  
projector, charts,  
Markers.

### Group- activity.

#### Presentation MENTOR - 3.2 A

The participants will discuss in groups of 4 or 5 about the meaning and the components of “classroom organization” process (classroom rules, procedures, routines, classroom environment, learning strategies and materials).

Each group will make a chart to summarize the components and define the analyzed concept.

When the charts are finished, a member of each group will display them in a visible place and will explain the groups’ vision about the concept.

The trainer will ask the participants to identify the common ideas and will complete them with the missing ones. The trainer will insist on certain requirements related to classroom organizing rules, procedures, routines and classroom environment.

After that the trainer leads a discussion about the possible problems a beginning teacher may face and might need help with in classroom management areas due to his/her lack of experience.

**Duration:**15’+ 15’



### Pair-activity.

The trainer prepares several case study examples related to students' behavior problems. S/he can follow the examples from available publications, e.g. those listed in the bibliography.

Divided in pairs the participants will analyze different case-studies. The participants should identify the missing classroom organizing element and provide effective corrective measures, applying the requirements which were previously discussed.

Each group presents their case and solution.

**Duration:**30'



Image courtesy of Stuart Miles at FreeDigitalPhotos.net

**Material:** white sheets, pens.

### Role-play activity.

The group is given the roles:

- a class, where there is one (or more) problematic student(s),
- a mentee,
- a mentor.

The group prepares a scenario and plays a scene reflecting a problematic situation within the areas of classroom management identified in the previous exercise. The mentee takes part in the scene and then mentions the problem to the mentor. The mentor and the mentee try to find a solution to the problem.

Optionally: The whole group acts out the implementation of the solution.

After the scene, the whole group discusses the situation, taking into account the rules of mentoring between teachers and analyzing the strong and weak points of the mentoring conversation in the scene.

**Duration:**30'



Image courtesy of nuttakitat FreeDigitalPhotos.net

**Material:** White sheets, pen.

### Individual activity.

The trainer prepares a tool for participants to individually assess their group management skills. S/he can follow the examples from the MENTOR sheet or from available publications, e.g. those listed in the bibliography.

The trainer will introduce and explain some theoretical information about effective teacher behavior patterns in classroom management. S/he can refer to the MENTOR Handbook Supplement and the topic of sociometric techniques.

Each participant will complete a chart to estimate his/her group management skills.

**Duration:** 20'

### Knowledge about students.

#### Presentation MENTOR - 3.2 B

The trainer speaks about the importance of knowing the students' characteristics and needs and ways of collecting this information about students. The trainer asks participants, which methods of collecting information about their students they use.

The group discusses the effectiveness, potential barriers and opportunities of the mentioned methods.

**Duration:** 35'



**Material:** Computer, projector.



**Material:** Computer, projector, flipchart, markers.

## Impact of mentoring on students' achievement.

### Presentation MENTOR - 3.2 C

The trainer explains that teachers' mentoring affects positively the students' achievement. Therefore, it is worth monitoring students' performance in connection with the mentee's activities to draw conclusions on the impact of mentoring between teachers on the students.

The group discusses how to use the evaluation tools to assess the impact of mentoring on students.

**Duration:**25'

Time for questions and final overall review.

**Duration:**5'





## Chapter 3.3: Working with parents and parents' education.

Cooperation between the school and the parents (carers) of the students is one of the most important elements of the function of every school.

In the framework of this module the participants will learn about the basic rights and duties of parents, defined in Parents Rights Charter (by The European Parents Association), exchange the experiences in cooperation with students' parents, get to know other forms of cooperation, in particular various activities aiming at parents' education and get prepared to cooperate and help the mentee in this field.



Image courtesy of graurrazvanionut at FreeDigitalPhotos.net



**At the end of the session, trainees should be able to:**

- Plan different areas and forms of cooperation with students' parents (carers), including the organization of various activities aiming at parents' education.
- Support the mentee in his/her cooperation with students' parents (carers).



**Duration:** 1 hour.

**Bibliography:**

Garstka, T. (2009) Zasady prowadzenia rozmów z rodzicami. Poradnik dla nauczycieli. Warszawa: Raabe.

- <https://www.routledge.com/101-Answers-for-New-Teachers-and-Their-Mentors-Effective-Teaching-Tips/Breaux/p/book/9781138856141> e-Resources: Bonus Seven, Annette Breaux and Todd Whitaker.



## Learning activities

### Introductory activity.

#### Presentation MENTOR - 3.3 A

Welcoming and introductory multimedia presentation with the basic aims of the module.

**Duration:** 5'



**Material:** Computer, projector.



**Material:** Computer, projector, Handout MENTOR - 3.3 A.

### Multimedia presentation.

#### Presentation MENTOR - 3.3 B and Handout MENTOR - 3.3 A

The basic thesis of The Parents Rights Charter in the context of the cooperation between schools and students' parents (carers).

**Duration:** 10' + 10' Group discussion.





Work in groups.

Forms of cooperation of the school with students' parents (carers).

Handout MENTOR - 3.3 B

**Phase 1:** The trainer should divide the participants into groups of 3-5 people. The task for each group is to write down different forms of cooperation of schools and students' parents (carers) with special attention to innovative forms and activities aiming at parents' education. In order to stimulate the groups' creativity, the trainer may use the examples from the Handout MENTOR - 3.3 B.

**Phase 2:** Presentation of the results of the groups' work and group discussion.

**Duration:** 15' + 15'



**Material:** Paper, marker pens, tables, flipchart(s), Handout MENTOR 3.3 B - Examples of good practices.

Summary.

**Duration:** 10'



Image courtesy of graurrazvanionutat FreeDigitalPhotos.net



# INDEX

<b>Introduction .....</b>	<b>3</b>
<b>Agenda of activities .....</b>	<b>6</b>
<b>Planning a Course .....</b>	<b>8</b>
<b>MODULE 1 - WHAT IS MENTORING ABOUT? THE MENTORING PROCESS.....</b>	<b>10</b>
Chapter 1.1: Mentoring basics and concepts. ....	11
Chapter 1.2: Benefits of mentoring: application in school environments.. ....	16
<b>MODULE 2 - HOW TO BECOME THE BEST MENTOR.. ....</b>	<b>22</b>
Chapter 2.1: Communication skills.. ....	23
Chapter 2.2: Communication with parents .....	31
Chapter 2.3: Positive Thinking and Conflict Management... ..	34
Chapter 2.4: Creativity and Innovation in Adults' Training .....	44
<b>MODULE 3 - GET THE BEST FROM YOUR MENTEE .....</b>	<b>55</b>
Chapter 3.1: Working at the school: organizational culture and relation with school management and workmates... ..	56
Chapter 3.2: Working with students: organizing the classroom, understanding students needs, assessment and evaluation.... ..	64
Chapter 3.3: Working with parents: communication and parents' education.....	70