

MENTOR - Mentoring between teachers in secondary and high schools



MEMORANDUM OF UNDERSTANDING

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Erasmus+

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MEMORANDUM OF UNDERSTANDING

Of the MENTOR Project

funded within the Erasmus+ programme with full title:

«**MENTOR – Mentoring between teachers in secondary and high schools**»

Leader:

The Cracow Center of Management and Administration Ltd, Krakowskie Centrum
Doskonalenia Kadr Oświatowych, Poland

Partners:

The Directorate of Secondary Education of Fthiotida Prefecture, Greece

Inveslan, Spain

Lucian Blaga University of Sibiu, Romania

ISCTE-IUL, University Institute of Lisbon, Portugal

Kutahya Provincial Directorate of Ministry of National Education, Turkey



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Commitment of MENTOR Partners and stakeholders on common strategies and objectives for the promotion and development of mentoring between teachers as a valuable form of new teachers' induction for and in the schools (including primary, secondary and high schools).

Taking the following facts into consideration:

- I. the Education and Training Policy of OECD for attracting, developing and retaining effective teachers among the common policy directions regards *“A lifelong learning perspective for teachers implies that in most countries much more attention will need to be focused on supporting teachers in the early stage of their career, and in providing the incentives and resources for on-going professional development. In general, there **would be better value from improving induction and teacher development throughout their career rather than increasing the length of pre-service education**”.*

- II. one of the requirements and priorities for the induction of new teachers period, indicated by the Education and Training 2020 Thematic Working Group ‘Professional Development of Teachers’, is stated as: *“teacher expertise (...) requires teaching as a deliberate, reflexive, purposeful practice and high quality feedback. This emphasizes the **importance of professional support at the beginning**, in the crucial induction period; this priority is increasingly being acknowledged in recent reforms and national policies in Europe.”*

- III. the guidelines of the European Commission’s Handbook for policymakers on induction programmes for beginning teachers: *„Coherent induction programmes should cover personal and social support (becoming a member of the teacher education community) as well as professional support (focusing on professional knowledge and learning), and could involve a mentoring system, an expert system, a peer system and a self-reflection system.”*



IV. the Erasmus + programme in the field of School Education focuses on activities designed to improve school education, which include *„guidance, counselling and coaching methods and tools; tools and methods for professionalization and professional development of teachers, trainers, and other staff, with particular focus on improved initial education and in-service training for teachers.“*

V. the MENTOR project has been funded with the support of the European Commission (Erasmus + Programme – Call for proposal 2014 – KA2 – Cooperation and Innovation for Good Practices Strategic Partnership – on 30.04.2014) and aims at:

- a. supporting the personal growth and professional development of new teachers in secondary and high schools through mentoring,
- b. promoting mentoring of beginning teachers as a critical component of the induction of new teachers into the profession,
- c. providing professional development opportunities for the mentor teachers,
- d. contributing to support beginning teachers in building an understanding of curriculum, standards, pedagogy, and how to meet student needs,
- e. facilitating the natural development of beginning teachers by supporting them in their own settings and ensuring they have the assistance they need to be successful in their everyday job,
- f. contributing to the high-quality education and training in Europe by empowering teachers.

VI. one of the main outcomes of the project is the **Memorandum of Understanding (MoU)** among schools, universities, educational authorities, professional associations, policy makers, teachers training centres that aims at ensuring the sustainability of the project by promoting and encouraging the introduction of mentoring between teachers' practice in the new teachers' induction plans in educational institutions.



It is proposed that the MENTOR Memorandum of Understanding be made up of the following articles:

Article 1

It is recognised that mentoring between teachers is a valuable tool for new teachers' induction in the schools of all levels and it has to be promoted and implemented with particular attention into educational institutions.

Article 2

It is recognised that mentoring between teachers model elaborated within the framework of the MENTOR project is based on four principles:

- 1) volunteering – neither the mentor nor the mentee should feel as being forced to participate in the mentoring activities,
- 2) relationship and matching of mentor-mentee pair is based on mutual understanding and acceptance between them,
- 3) mentor is aware of his/her role and is prepared to perform it,
- 4) school management facilitates and supports the functioning of mentoring between teachers in the school.

Article 3

MENTOR outcomes, methodologies, results and networks, in a framework of exploitation and valorisation actions, are proposed and promoted as an experimented contribution for further studies, research and educational activities, with the main aim to stimulate the introduction of mentoring practice between teachers in school induction plans for new teachers.



Article 4

Particular attention is directed to promote the design, development, implementation and delivery of educational and training activities, that is the MENTOR training for teacher mentors, involving actively schools, teacher training institutions and universities

Article 5

The Parties of the present Memorandum highlight the relevance of a mutual collaboration on the above mentioned issues and for the enhancement of networks that can support research, studies and educational initiatives about mentoring between teachers.

Article 6

The MENTOR Memorandum of Understanding shall take effect from the date of the signature by the first group of Subscribers, the MENTOR Partners, and continue, in the first instance, for two years. Everyone who is interested in the topics of the Memorandum and agrees with its spirit, aim and content can adhere asking Parties to subscribe it.

The term "Subscriber" is used for those who want to adhere to Memorandum, the term "Party" is used for those who have already subscribed the Memorandum.

Article 7

The Memorandum can be reviewed before the end of the period on request of the majority of the Parties. It is not intended to – and shall not – create any legal obligation between the Parties.

The competent bodies listed below confirm by their signature, the accuracy of the content and agree to all principles and procedures expressed herein.



SIGNATURES

1. Krakowskie Centrum Zarządzania i Administracji sp. z o.o.

(The Cracow Center of Management and Administration Ltd)

Name and Surname

Role

Signature

Stamp

Place, date



2. The Directorate of Secondary Education of Fthiotida Prefecture, Greece

Name and Surname

Role

Signature

Stamp

Place, date



3. Inveslan, Spain

Name and Surname

Role

Signature

Stamp

Place, date



4. Lucian Blaga University of Sibiu, Romania

Name and Surname

Role

Signature

Stamp

Place, date



5. ISCTE-IUL, University Institute of Lisbon, Portugal

Name and Surname

Role

Signature

Stamp

Place, date



6. Kutahya Provincial Directorate of Ministry of National Education, Turkey

Name and Surname

Role

Signature

Stamp

Place, date



(other subscriber)

Name and Surname

Role

Signature

Stamp

Place, date



(other subscriber)

Name and Surname

Role

Signature

Stamp

Place, date