

## RESPOND Multiplier Event 4 University of Florence 12 November 2024

### Product Result 2: International Guidelines for Mentorship and Peer-to-peer Support

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## 01. Leadership for mentorship and peer-to-peer programs

*How to develop good leadership, qualifications and structures for effective mentorship and peer-to-peer programs?*

## 02. Support for transitions from teacher education to teaching profession

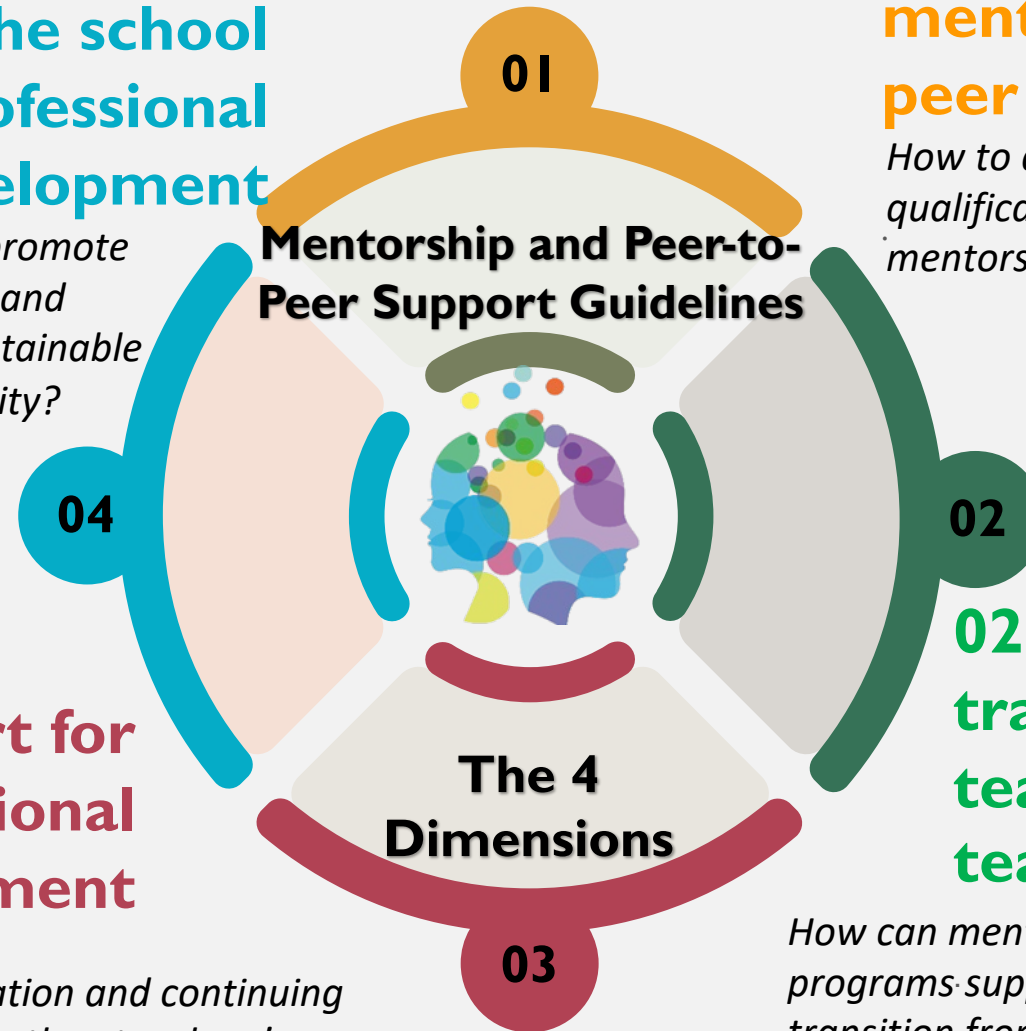
*How can mentorship and peer-to-peer programs support newly qualified teachers' transition from teacher education/training to professional practice of teachers?*

## 04. Developing the school culture for professional development

*How can systems be established to promote sustained professional development and strengthen the development of a sustainable school culture and learning community?*

## 03. Sustained support for teacher professional development

*How can peer-to-peer collaboration and continuing professional development strengthen teachers' competence and the practical application of their skills and knowledge?*



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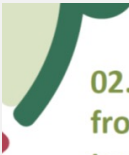
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## 01. Leadership for mentorship and peer-to-peer programs

This dimension focuses on developing strong leadership and structures for effective mentorship and peer-to-peer programs. The main points include:

- **Purpose and Vision:** Clarifying the reasons for establishing the programs, involving participants in creating a strong vision, and communicating this vision to all involved. Setting measurable short-term and long-term goals and creating a roadmap to achieve these goals.
- **Evidence-Based Leadership Practices:** Integrating up-to-date research literature and policy documents into systems and structures. This includes collaboration with other institutions, sharing experiences, and continuous reflection on results and effects.
- **Career Development and Advancement:** Establishing clear guidelines for teachers' career development, encouraging new responsibilities and leadership roles, and providing guidance and support for individual career development.

This dimension contributes to creating a sustainable and supportive school culture by strengthening leadership structures and supporting teachers' professional growth.



## 02. Support for transitions from teacher education to teaching profession


*How can mentorship and peer-to-peer programs support newly qualified teachers' transition from teacher education/training to professional practice of teachers?*

## 02. Support for transitions from teacher education to teaching profession

This dimension focuses on supporting newly graduated teachers as they transition from teacher education to professional practice. The main points include:

- **Sustainable Mentorship Programs:** Implementing mentorship programs that prioritize guidance systematically during the initial years of teaching. This includes creating a plan collaboratively between the mentor and the newly graduated teacher, fostering personal skills and competencies, and building a trusting relationship between mentor and mentee.
- **Personalized Mentorship Plans:** Assessing the current competencies of mentees, identifying their professional development needs, setting development goals aligned with the school's ecosystem, and facilitating continuous meta-reflection on the process and outcomes.
- **Social and Professional Engagement:** Increasing social and professional membership and engagement within the learning community and strengthening collaboration between schools and teacher education institutions. This involves recognizing newly graduated teachers as valuable resources and contributors to the professional community and establishing forums for reflective dialogue where they can share their knowledge and experiences.

This dimension contributes to the overarching focus by reducing isolation, increasing confidence among newly graduated teachers, and fostering a positive and inclusive school culture that supports continuous professional growth.



### 03. Sustained support for teacher professional development

*How can peer-to-peer collaboration and continuing professional development strengthen teachers' competence and the practical application of their skills and knowledge?*

### 03. Sustained support for teacher professional development

This dimension focuses on developing sustainable mechanisms for collegial support and continuous learning opportunities for teachers. The main points include:

- **Collegial Support Mechanisms:** Providing tools and methods for various forms of collegial support, such as observing each other, being observed, and guiding each other. Structuring the school day to allow time for these activities.
- **Active Participation in School Leadership:** Communicating clear expectations for individual and collective professional development. Developing individual development plans for all teachers that align with the school's overall goals.
- **Creating a Culture of Collaboration:** Developing a school culture where staff trust each other, discuss challenges and successes, share experiences, and reflect on each other's practices. Encouraging critical reflection and creating systems for feedback and evaluation.

This dimension enhances the collective competence of the teaching staff and contributes to a culture of continuous improvement.



#### 04. Developing the school culture for professional development

*How can systems be established to promote sustained professional development and strengthen the development of a sustainable school culture and learning community?*

## 04. Developing the school culture for professional development

This dimension focuses on establishing systems that promote continuous professional development and strengthen a sustainable school culture and learning community. The main points include:

- **Collective Ownership of the School's Mission, Values, and Goals:** Conducting a joint assessment and evaluation of the school's current status and future goals. Encouraging active participation in identifying future improvements and developing strategies to achieve them.
- **Culture of Continuous Improvement:** Piloting and testing new approaches and alternative practices regularly and evaluating the results. Promoting innovative teaching practices and recognizing valuable learning from both successes and failures.
- **Structure for Ongoing Professional Learning:** Supporting processes for acquiring, sharing, and using knowledge. Coordinating opportunities for exchange, sharing, and collaboration among staff and students. Ensuring staff have defined roles and responsibilities to achieve collective initiatives.

This dimension supports a comprehensive and sustainable school culture by fostering continuous learning and development at the organizational level

# Example of guidelines *(from dimension 2)*

Dimension 02. Support for transitions from teacher education to teaching profession	
Guiding Question	<i>How can mentor and peer-to-peer programs support newly qualified teachers' transition from teacher education/training to professional practice as teachers?</i>
Areas of actions	Specific steps of action
Implement sustainable mentorship programs	<ul style="list-style-type: none"> <li>○ Implement an induction phase where mentoring is prioritized in a systematic way during the first years of teaching, based on: <ul style="list-style-type: none"> <li>• A co-designed plan between the mentor and the newly qualified teacher.</li> <li>• The encouragement of building personal skills and competence.</li> <li>• The promotion of new skills and competence.</li> <li>• A trustful relationship between the mentor and the mentee.</li> </ul> </li> </ul>
Design personalized mentoring plans for the mentees	<ul style="list-style-type: none"> <li>○ Assess the mentees' current competences (with PR1 self-assessment tool).</li> <li>○ Identify the mentees' needs for professional development.</li> <li>○ Set development targets for mentees according to the schools' eco-systems.</li> <li>○ Facilitate a continuous meta-reflection on the process and outcome.</li> </ul>
Enhance social and academic membership and engagement in the learning community, and strengthen cooperation between school and teacher education	<ul style="list-style-type: none"> <li>○ Include and recognize the newly qualified teachers as important resources and contributors in the professional community.</li> <li>○ Establish forums for reflexive dialogue where newly qualified teachers can share their knowledge on issues such as new teaching methodologies, the use of technology in education, interdisciplinary perspectives, and action-based research-initiatives to strengthen the quality of teachers' own teaching.</li> </ul>
Establish and distribute in-depth knowledge about school culture, the teaching profession, and transitions from teacher education to professional practice	<ul style="list-style-type: none"> <li>○ Create spaces for reflecting on connections between qualification in teacher education and further professional development in professional practice.</li> <li>○ Facilitate opportunities for collaboration and joint planning between newly qualified teachers and more experienced colleagues.</li> </ul>
Cultivate professional flexibility and resilience	<ul style="list-style-type: none"> <li>○ Motivate newly qualified teachers to further develop and stay in the profession.</li> <li>○ Provide and initiate programs where newly qualified teachers can further develop their competence.</li> <li>○ Reduce the experience of isolation by newly qualified teachers and increase their self-confidence and self-esteem.</li> </ul>

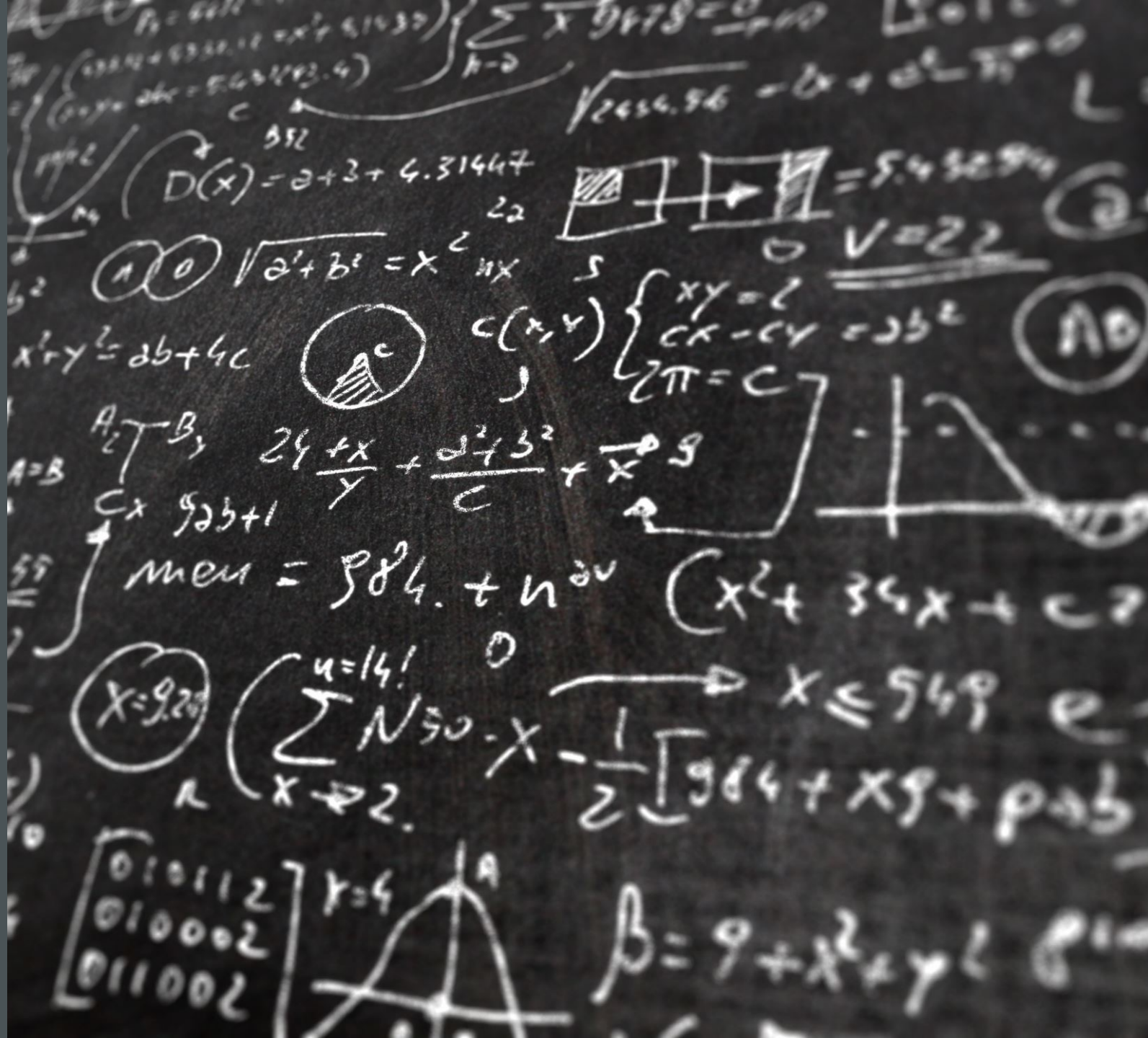


# EXAMPLES OF SUPPLEMENTARY DOCUMENTS

## Observation form

## Individual development plan for teachers

## Agreement for leaders of mentor and peer-to-peer programs



# Observation form: Peer-to-peer observation

## Information about the observation:

Date, time, place and name of the person observing, and the person being observed, and the purpose of the observation

## Observation points:

A list of specific points to be observed. These points must be clear, measurable and relevant to the purpose of the observation

## Notes section:

An area where the observer can take detailed notes during the observation

## Feedback section:

An area to give constructive feedback based on the observations. This may also include a section for the observed to reflect on the feedback

## Action section:

An area to create an action plan based on the feedback. This may include specific steps for improvement, resources that may be helpful, and a schedule for when those steps will be implemented

Observation of:	Subject:			
Observer:	Date:			
	Class/group:			
Purpose of the observation				
Subareas/assessment criteria	Very good	Good	Less good	Notes
Observation point 1				
Observation point 2				
Observation point 3				
Observation point 4				
Comments				
Actions				





## **Agreement for mentors and leaders of peer-to-peer programs: Supporting transitions from teacher education to teaching profession**

Name of Mentor:

Name of Mentee:

As mentor/leader you agree to:

1. Provide an induction phase where mentoring is prioritized in a systematic way during the first years of teaching
2. In the first academic year, design a personalized mentoring plan for the mentee (including an assessment of current competencies, needs for professional development, targets for development, and opportunities for continuous meta-reflection on process and outcome)
3. Introduce the mentee to the institution in ways that acknowledge the mentee as an important resource and contributor in the professional community
4. Create spaces that secure professional opportunities for the mentee to collaborate and engage in joint planning with more experienced colleagues
5. Facilitate opportunities for the mentee to participate in further professional development programs
6. Meet with the mentee regularly, if possible at least once a week, for discussions, support, feedback, advice and guidance

Signed (Mentor/leader) Date:



## Individual Development Plan for Teachers

Name	
Date	
Position	
Organization	

**Timeline:** This plan is designed for implementation over a one-year period

**Goal:** To improve professional competence and expand knowledge and skills in teaching practices

**Review and adjust:** The development plan should be reviewed at regular intervals (e.g., each quarter) and adjusted as needed based on assessments and changing professional development goals or needs

**Use:** The plan should be filled out individually and adjusted/discussed with a supervisor. The plan should be followed up collectively.

### Action Steps:

- 1) **Identifying Areas for Improvement:** Identify specific areas that need development or improvement. This could include classroom management, curriculum development, student assessment, or use of technology in teaching. What have I not been able to identify, and why? What can I do to change this?

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- 2) **Enrolling in Professional Development Courses:** Identify relevant professional development courses or workshops that focus on these identified areas. These could be online courses, seminars, or workshops offered by educational institutions or organizations. What have I not been able to implement, and why? What can I do to change this?

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## Individual Development Plan for Teachers

- 3) **Seeking Peer Observation:** Identify a schedule for peer-to-peer observation. This includes observing other teachers' classes to gain insights into different teaching strategies and classroom management techniques. Constructive feedback from peers can also provide valuable insights. What have I not been able to implement, and why? What can I do to change this?

- 4) **Seeking Mentorship:** Identify possibilities for receiving guidance from a mentor or a more experienced teacher. A mentor can provide personal insights, advice, and feedback to help improve teaching competence. What have I not been able to implement, and why? What can I do to change this?

- 5) **Continuing Education:** Consider and identify further formal education such as advanced degrees or certification programs related to the field of teaching. What have I not been able to implement, and why? What can I do to change this?



## Individual Development Plan for Teachers

- 6) **Enhancing Self-Learning and Self-reflection:** Identify educational literature, research articles, and books to stay up-to-date with the latest trends and advancements in education. What have I not been able to implement, and why? What can I do to change this?

- 7) **Implementing Changes:** Describe your application of new learning and techniques in the classroom. Reflect on their effectiveness and potential adjustments. Which challenges have I faced in implementing these strategies, and why? What can I do to overcome these challenges in the future?

- 8) **Assessing, reviewing, and adjusting:** Identify achieved competence development and implemented measures from the development plan in the past year. What has given me new competence? What agreed-upon measures have I been able to implement? What have I not been able to implement, and why? What can I do to change this?

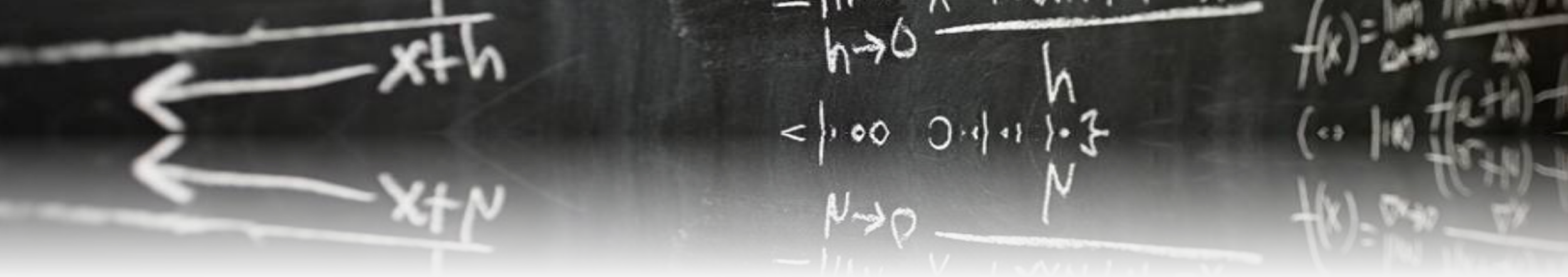
- 9) **Contributions in peer-to-peer guidance:** Describe and reflect on your role, involvement, and contributions in peer-to-peer relationships. Which aspects have I not been able to follow up, and why? What can I do to change this?

## Individual Development Plan for Teachers



10) **Contributions to overall school development:** Describe your role and contributions to the development of a professional learning community at the school. In which areas have I not been able to contribute, and why? What can I do to change this?





# Thank you for listening!

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