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PROMENTORS

Promoting Mentors' Work in Education

ERASMUS+ – EU programme for education, training, youth and sport

Capacity Building in Higher Education

Deliverable D4.1

Development of quality plan

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Abstract

The present plan describes the internal and external quality control of the project. The internal quality control will be coordinated by MOFET and Exeter and is planned to focus on the projects' outputs using the success indicators from the LFM. Data collection will be based on questioners and interviews which will be distributed to all key players before (pre) and after (post) the piloting period. Evaluation of key issues related to mentoring training framework and mentoring conceptions will be conducted by joint teams from the different colleges. External monitoring and quality control, as part of total quality management approach to the project will be done by CM Consulting company (subcontracted by the projects' coordinators).



Keyword list:

Quality plan, internal quality, external quality, evaluation,
partnership , MIT, mentors, interns, beginning teachers



Introduction

The Promentors Project builds on the success of the Proteach project (573877-EPP-1-2016). The present project aims at expanding the successful MIT (Multi players Induction Teams) model developed in Proteach to serve as a basis for a new model of mentors training carried by the academia, in Israel. In the new model, we will strengthen the MIT model to include both BA and MA accredited courses, where mentors, pedagogical guides, accompanying teachers together with the school staff, will work together for enhancing mentors' professional development. To reach our goals we expect to study new models that take place in European HEIs to enrich our model of implementation. For example, we will use teachers' peer group mentoring (PGM) techniques (e.g Pennenan et. al 2018) which involve teachers sharing and reflecting on their experiences, discussing problems and challenges that they face in their work, listening, encouraging one another, and, above all, learning together and from each other (Heikkinen et al., 2012).

The main goal of the project is to improve the quality of teacher education in Israel through an efficient and sustainable mentoring system based on best European practices with their mentees. To achieve that the project will:

- 1) Develop and refine via pilot implementation and evaluation an efficient and sustainable mentoring system in Israel and Implement it in at least 18 MIT training courses in the Israeli HEIs.
- 2) Train 360 mentors in the new MIT courses.
- 3) Facilitate 3 international mobility and train-the trainers' schemes for implementation of mentoring system in Israel
- 4) Provide a certification system for mentors in Israel as label of quality through teachers' peer group mentoring
- 5) Disseminate the learning process of MIT developed within PROMENTOR partner institutions to other Israeli HEIs
- 6) Enhance communication and sharing with ICT.

Israel needs to concretize and change its mentoring training due to an enormous lack of participation of mentors in existing training courses. To achieve this goal there is a need to explore other mentor training courses in Europe and elsewhere and re-design an alternative training course for mentors. It is expected that all HEIs in this consortium will conduct at least 18 re-designed mentor training courses (for at least one semester) based on the MIT model and the knowledge gained from the European partners. As the implementation of our new model is seen as a pilot to assess and concretize the model, we expect each HEI to commit to implementing at least 2 courses during the project's span. Bearing in mind that each college has its own agenda and needs, we will be able to get a balanced view over the training courses according to the varied needs of the HEIs. The minimum number of participants in a course is 13 (according to the ministry of education's instructions) therefore; we expect to have a minimum of 234 mentors participating in all the courses. We expect that work conducted in these courses will be the basis for the re-construction of the mentor training courses in Israel. The new training courses will be based on the work done within a community of learners - that emphasizes mediation skills for group work. The new requirements will influence the professional profile of the guides from the HEIs and therefore there is a need for a special training for them. Accreditation and certification of the mentors will sustain and affect the new professional mentors as well as the profile of the staff that train them. More specifically, accreditation of our courses



will support the concretization of the new profile of mentors based on information from the European partners and experience gained from our pilots. A community of learners needs to be sustained through ongoing communication and sharing. It is therefore essential to support the work in the courses with an interactive website where participants will be able to share their ideas and reflect on the work they have done. In the project, we expect to use an existing platform established by the project coordinator.

The quality plan described in this report aims at developing the best ways to evaluate the success and the quality of the project's activities, and its outputs. The plan has three complementary sections: (1) Following the execution of the project, i.e. the timely production of work package' deliverables, and holding national and international meetings and dissemination forums, and (2) Evaluating the quality of each of the project's work packages outputs. (3) Overall evaluation of the project's achievements through internal and external mechanisms.

In the following, a detailed description of the quality monitoring plan is provided.

1. Internal quality control

1.1 The internal quality committee will conduct a short survey after each meeting asking participants about their impressions from these meetings: the degree to which they are well organized, whether each meeting's goals were achieved, and how meetings can be further improved.

The internal quality control will conduct short satisfaction survey by the end of each year. The internal quality committee will establish and monitor the distribution of questioners and interviews, to assess the projects' outputs based on what we promised in the LFM. In the table below, we describe how we are going to evaluate the projects' achievements and success according to what was detailed in the LFM. The committee will be responsible for execution of the internal evaluation work. This will be done through a task-force built of representatives from most of the Promotors' colleges whose main task will be to write the questioners and the questions for the interviews, to collect the data from all relevant participants, analyse the findings, and contribute to the relevant deliverables.

1.2 the external quality control will review and comment on the internal evaluation's survey following each project event. Based on the internal evaluation progress reports and our own observations and interviews where necessary, we will write the mid-term and final evaluation reports.

2. Quality assurance of the project's work packages deliverables (outputs) detailed evaluation plan of the internal committee

WP	Estimated ¹ end date	Outputs	Details	Success Indicators	Indicator Assessment	Comments
WP1 Preparation	15/8/2022	<p>Review European models / frameworks of teacher training mentoring systems</p> <p>Guide for mapping mentoring systems in Israel.</p> <p>Guide for best ways of operating communities of</p>	<p>At least 5 programs will be analysed with the support of the European partners.</p> <p>Elaboration of comparative report on different mentoring systems, based on differences of approaches to the mentoring system in Europe.</p> <p>Producing operative documentation on how to re-design the MIT according to the new concepts.</p>	<p>1. Timely provision of the review.</p> <p>2. At least 5 models are comprehensively reviewed</p> <p>3. Participants' satisfaction with WP1, and in particular WP2 staff's satisfaction, since WP1 should provide WP2 the</p>	<p>Indicators 1 and 2 will be assessed by the internal evaluation committee and notes on submission will be taken by the external evaluators</p> <p>Indicator 3 will be assessed by WP4 staff.</p>	<p>During this WP stock-taking of European practices and experiences in the field of BT's mentoring system and teacher education will be performed.</p> <p>This package will provide the necessary background for the development of further WPs</p>

¹ We mentioned here the end date of the WP as it reported in the workplan. This does not mean that assessments and monitoring – of the internal and external evaluation will take place only towards the end date of the WP. In most cases WPs' carry ongoing work through the whole duration of the project and we expect to monitor and asses its work on a regular basis.



		mentors and mentees	<p>Delivery of peer group mentoring system proposal and other mentoring models to institutional and educational authorities for further implementation.</p> <p>At the beginning of the project, during its first 6 months, materials for Development (WP2 & WP3) will be provided, in order to start the pilot in Sep. 2020.</p>	necessary basis for Promentors' guidelines.	WP2 staff will report how WP1 was implemented (or contested) while designing Promentors' guidelines.	(especially wp2 + wp3)
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WP2 Developing a mentoring system	15/10/2022	Organisation of the MITs based on the work done in WP1 that following the analysis and evaluation of the 5 models of mentoring presented, WP2 will then develop a new mentoring	The main tasks: prepare all the necessary materials, lesson plans, procedures to communicate between schools, policy makers and HEIs' teaching staff to design the best practice of MIT, promoting PGM and other ways to support mentors' training.	The feasibility of the guidelines will be assessed through all project participants' feedback (including those from European institutes)	Participants' feedback will give initial indication concerning the guidelines' quality.	<p>This WP is planned to be active continuously from M6 until M36</p> <p>Recommendations taken from the analysis taken in WP1 will serve as a basis of the</p>
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		<p>model including international mobilities. Organizing the work of the mentors and mentees communities.</p>	<p>Smooth transition between schools' MITs and the courses in HEIs to ensure a reciprocal process between Mentors training activities in the MITs and teachers' training in the colleges.</p> <p>During the second stage, we'll carry the needed adjustments for the MITs model of mentors' training. Special attention will be devoted to structure the involvement of all players in the MITs (school principals, key pedagogical staff from the schools and the HEIs etc.) within the mentors' training processes.</p> <p>Weeklong international seminars (3 in total, each at the end of a school year). MITs' participants will take part in these workshops to present their experiences and share their views related to the ongoing work within the MITs.</p>		<p>design and re design the activities to be implemented in the MITs to support mentors' and mentees training process</p> <p>In the first 6 months of the project, participants will work closely with WP1 to ensure the coherency between the new models analyzed and the work done in the MITs.</p> <p>After the academic year we will have meetings to consolidate lessons learned throughout the year and plan for the next phase and update the model</p>
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				Each one of the seminars will be summarized in a brief document (highlighting the main issues discussed and conclusions), to be uploaded to the project's website.	The seminars will be assessed by the internal evaluation committee will examine participants' satisfaction by surveys.	
WP3 Piloting of mentoring system	14/11/2022	Integration of the MIT-PGM and other guidelines in 9 HEIs of Israel during year 3. Participation of experts for peer review and assessment.	Identify a number of schools that will be willing to participate during the pilot process. School teachers and mentors will be trained using MIT-based methods of mentoring. Implementation of pilot phase-BTs (internes and teachers in	In order to know whether the MITs model of mentors' training is improved we will examine every year whether: the models are applicable, there is a smooth transition between Mentors training activities in the MITs and teachers' training in the	Each one of the colleges will implement an internal quality plan in order to evaluate the pilot. The partnership between schools and	In this WP, the Israeli colleges will pilot the mentoring system developed in WP2.

		Community of practice function	their first year at school) will be doing internships in schools and mentors will be using MIT-based methods to mentor and assist their work.	colleges, any difficulties arise etc. European partners will be invited to prepare, participate and reflect on the pilot work done in the MITs during their visits to the international seminars. Experts from the ministry of education and HEIs will be invited to the seminars for "on the site" peer review and assessments.	HEIs and transition between the two will be assessed based on colleges' internal evaluations of their MITs	
WP4 Quality plan	14/01/2023	Quality plan, internal and external monitoring reports. Enhancement of internal and external quality procedures with respect to TQM.	Development of a quality assurance mechanism to be used throughout the project in order to assess the progress of students and learning outcomes. An internal quality plan will be developed at the beginning of the project. This plan will be developed with the participation of representatives from all the	Management meetings will be used to discuss QA implementation. Follow up with the involvement of the steering committee.	Project coordinators will send to the quality committee a report about activities carried out at their institutions.	



			<p>Israeli colleges who will use various tools (questionnaires, interviews, etc.) to assess their activities. QA activities will include various types of monitoring and quality control processes to assess the project.</p> <p>2 days of Internal evaluation and reflection meetings are planned at the end of each school year (July 2020, 2021, 2022) During these meetings representatives from the colleges will present the findings from their data collections for reflection and further plan next year evaluation.</p> <p>Two external reports with evaluation of sustainability and achievements of the project will be conducted and integrated into the midterm and final report. The mid-term report aims at guaranteeing the proper running of the project and the</p>		<p>Comprehensive research projects will evaluate the program's short term effects on mentors and beginning teachers, as well as changes that occurred in mentoring practices at the participating colleges and MoE policies.</p>	
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			final ex-post report aims at evaluation of the achievements of the project and its sustainability.			
WP5 Exploitation & Dissemination	14/01/2023	Exploitation & Dissemination Plan Exploitation Development of mentoring certifications as MoE's recognition of the project's quality Dissemination Development of the project website and digital strategy	Establishment of certification scheme for HEIs and delivery of certificates. The certification is a label of quality to those mentors and institutions that produce excellent teachers through MIT based mentoring system. Creation of Task force for dissemination and sustainability. The task force will plan-ahead the events for promotion and dissemination of the project.	Examine the dissemination plan the task force prepared at the beginning of the project.	We will conduct interviews with stakeholders in the Ministry of Education to evaluate the dissemination and exploitation plans. Development of a certification system to award and reward high quality mentors and mentoring schools.	This WP includes all the dissemination activities necessary to raise awareness of the importance of the mentoring system in BTs' induction

		<p>with social media; distribution of promotional materials and brochures. Certifications and label, special for the MIT – PGM modules.</p> <p>Outcome:</p> <p>Visibility of the project and project results, involvement of key stakeholders, outreach to other HEIs, schools and other sectors of the society.</p>	<p>A project website will be developed in order to insure dissemination of project activities and results.</p> <p>Teacher training centers will adopt the project's mentoring</p>	<p>The dissemination plan document contains strategy of dissemination which describes all dissemination activities (conferences, workshops, publications, etc.), along with timetable and allocation of responsibilities among the involved partners.</p>		
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				<p>We will check that all information related to the mentoring systems will be accessible on the project's website.</p>		
<p>WP6 Project management</p>	<p>14/01/2023</p>	<p>Establishment of a Steering Committee with adequate management tools for financial and administrative management and reporting of the project.</p>	<p>In order to guarantee effective and efficient project management, two main bodies will be established:</p> <ol style="list-style-type: none"> 1) A Project Management Board (PMB), responsible for the high-level, project-wide management 2) A Pedagogical Committee (PC), to formulate and execute 	<p>The PMB will meet 2 times a year and the PC 4 times.</p> <p>At the beginning of the project, a project management team will be created to implement and monitor the project.</p>		<p>The work of the steering committee will be monitored and given feedback often for the smooth operation of the Project.</p>

			<p>project's pedagogical strategy, activities with mentors and contacts with policymakers.</p> <p>Organization of kick-off and project management meetings (national and international) in order to analyze the progress of the project and correct deviations from the original plan if needed.</p> <p>Financial and administrative management and reporting of project activities.</p> <p>final report to EACEA and financial audit.</p>	<p>Collection of final documentation and reports and dissemination of final results in the last management meeting before the end of the project.</p> <p>Regular communication will be held between the project coordinator and the Israeli coordinator to monitor the progress of the project.</p> <p>Local coordinators will provide regular updates on the implementation of the project and will prepare relevant reports (financial/administrative) and send them to the project coordinator by the end of each year.</p>		
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				the project coordinator will collect necessary documents and internal reports to deliver the final report to the European Commission.		
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3. Overall evaluation of the project's achievements and impact

3.1 The MOFET institute as a national intercollegiate center for the research and development of curricula and programs in teacher education and teaching in the colleges, encourages collaboration among colleges for promoting researchers.

The colleges participating in PROMENTORS project joined for further evaluation of various aspects of the project.

- ✓ A theoretical review study - models on teacher training mentoring system.
- ✓ Mentoring as part of the beginning teacher induction from different perspectives: characterizing the desired characteristics of mentor teachers, according to different stakeholders (mentors, beginning teachers, headmasters), and practices of meaningful mentoring.
- ✓ The professional identity and positioning of mentors who are participating in the MITs' model of mentors' training, and how these perceptions change throughout their participation. These include their self-efficacy, motivation and autonomy. Mentors' perceptions will be measured in the beginning and in the end of the project in order to detect changes that may have occurred during the project.
- ✓ The professional identity and positioning of mentees who are participating in the MITs' model of mentees' training, and how these perceptions change throughout their participation. These include their self-efficacy, motivation and autonomy. Mentees' perceptions will be measured in the beginning and in the end of the project in order to detect changes that may have occurred during the project. A comparison will be made with mentees who do not participate in MITs.

3.2 External quality control

The external monitoring and quality control, as part of total quality management approach to the project is done by CM Consulting.

The external evaluation of the Project comprises the following components:

- External evaluation of the entire project. Apart from the review of external stakeholders (schools and Ministries) who will monitor WP1, an expert company in data collection will assess WP4. At project management level, Talpiot the Projects' coordinator will employ an external evaluator to provide an independent opinion on the quality, attainment of objectives, efficiency and sustainability of the project on a year basis for the consortium to act on using the 5 DAC (Development Assistance for Cooperation) criteria developed by the OECD, that is, relevance, effectiveness, efficiency, impact and sustainability. The external consulting company has been chosen according to its experience of HE systems in Israel, knowledge on cooperation and capacity building development programs (Tempus, Erasmus+), methodology used, management techniques and cost effectiveness.

- In order to monitor the execution of the project, the external subcontracted company will take note of each of the project's activities, and assess whether meetings are held as planned and that deliverables are provided on time. CM Consulting will monitor the status of activities and level of implementation and achievement of objectives using a Monitoring on Results Methodology. Peer reviews with key stakeholders will be carried out via videoconferencing or meetings in person in Israel. Additionally, monitoring of the



project may be implemented by National Erasmus+ Offices and EACEA according to their schedule of projects' monitoring process.

The quality assurance activities will be based on quantitative data (i.e. meeting the specified deadlines, achievement of targets and indicators) and on qualitative data (i.e. answers to questionnaires and reports). Data will be gathered from all project partners and internal/external key stakeholders.