Abstract:

A mentoring course for experienced teachers, which takes place in MIT's campus in Rishon LeZion, Israel. The entire practice takes a two-year, which is divided into a two-stages process and contains variety of theoretical approaches to mentoring and practice the various models of mentoring.

Course title: Promentors Teacher Mentor (Stage 1) (Promentors Project)

Lecturer: Idit Porat

Code:

Total number of hours: 30 hours

Course Type: workshop

Attendance Requirements: 80%

Pre-requisite – An educator holding a teacher's diploma with at least 4 years of experience who mentors or accompanies a teacher during the course (notwithstanding a principal or vice principal)

Academic year: 2020-1

Semester: A

Degree: Professional Development

Campus: Municipal MIT in Rishon LeZion

Course Description

Entering teaching is a unique phase in teacher training and involves many challenges that beginning teachers face – interns and new teachers. In the past few years designated processes of mentoring for beginning teachers have been formalized in Israel and in the world as part of the absorption of teachers in the educational system and in order to prevent teacher attrition. Such processes are anchored in studies and innovative models, such as the Finnish model of peer group mentoring (PGM), the Polish model of community mentoring, reverse mentoring, lesson study, and autonomy-based mentoring.

The responsibility associated with the role of mentoring and accompanying teachers and their pronounced influence on the smooth absorption of beginning teachers, as well as the prevention of their attrition requires not only a scholarly choice and appointment of mentors by the school principals, but a thorough process of professional training in a dialogic nurturing community, which constructs a holistic understanding of their roles.

The process and stages of development that mentors and accompanying teachers go through until they construct their professional identity as mentors and accompanying teachers is therefore a multifaceted and challenging one, which requires them to be open, flexible and ready to renew and change their thinking patterns. In a two stages process that takes two years of training (stage 1 and stage 2) the mentors and accompanying teachers are exposed to a variety of theoretical approaches to mentoring and practice the various models of mentoring de facto.

Levinsky College of Education that has had a longitudinal partnership with the education department in the city of Rishon LeZion, with the inspectors assigned by the Ministry of Education n the city and with the school principals, developed a unique model for training mentoring and accompanying teachers in the format of a community MIT. In it all partners are involved in refining absorption processes of beginning teachers in the municipality. This unique model is based on a holistic-ecological perception, aims at anchoring quality absorption of teachers in the municipality and in any school context. The model implements the values of egalitarian discourse that is dialogic and reflective, and which aims to find out, understand, analyze, investigate, learn and nurture the reciprocity between partners in the community by listening to their various needs, and by maintaining personal and professional autonomy.

The training of mentors and accompanying teachers in the city of Rishon LeZion that runs in the format of an MIT has developed to become a community of peers that includes interns, new teachers and mentors and companying teachers. The community learns in separate workshops and communal workshops that cater to the specific needs of each group as well as to the needs of all participants.

In the year 2021 training will be done within the Promentors Project by integrating guiding principles of mentoring models that were mentioned above. The

guiding principles that are drawn from those models are: maintaining an open dialogue of mentor and mentee, fostering autonomy, belonging and efficacy and self-direction, conducting a dialogue that is supportive and needs oriented, striving for integrative pedagogy, collaborative and social constructivism, promoting open reciprocal dialogue alongside personal grown and ongoing communication between new teachers and their mentors, enhancing autonomic motivation and internal locus of control.

The objectives of the course for mentors and accompanying teachers – state 1

- To construct the role perception of the mentor and accompanying teacher in a profound manner by accepting his personality, perceptions, needs and the context in which he operates.
- To nurture an environment of a safe and productive group and community learning.
- To develop the role perception of the mentor and accompanying teacher according to autonomous paradigms that are constructivist and community ecological in nature, and that are in congruence with the guiding pedagogical approaches in the city of Rishon LeZion.
- To encourage and nurture an open and egalitarian dialogue in the school and community contexts, which supports teacher autonomy of the mentor, accompanying teacher and beginning teacher, and in which learning and collaborative investigation of issues in education and instruction from various points of view take place.
- To initiate a collaboration regarding issues that relate to emotional aspects of mentoring and develop listening and non-judgmental discourse skills in a dyadic framework and in the community context.
- To know the tools for assessment and construct criteria for assessment de facto, and embed the culture of assessment as an integral part of the community language that strives to improve the quality of teaching.
- To aspire to position the mentor and accompanying teacher as a leading factor in quality absorption and integration of beginning teachers in school and in the educational community of the city of Rishon LeZion.

- To experience mentoring that takes place within the framework of a developing and learning community on the teacher training continuum in the context of culture, perceptions and objectives of a municipal MIT.
- To be exposed to the existence of various models of mentoring – peer group mentoring, autonomy-based mentoring, community-based mentoring, reverse mentoring and lesson study – discuss their characteristics and rationale, when and how to incorporate them within the framework of the unique MIT.
- To enhance interest and curiosity of the mentor to get to know the inner world of the mentee by emphasizing his psychological needs, their unique expressions and ways to fulfill them within the school context and the community of the MIT.

Learning Outcomes of the Mentor and Accompanying Teacher in the course – stage 1

1. Will know the principles of best absorption of the municipality and will implement its systemic perception.
2. Will identify the various models for mentoring, will experience the principles of the models that encourage autonomy in the spirit of SDT and PGM, and will be able to recognize the models that typify the approach he would like to construct.
3. Will construct new knowledge within an egalitarian ecological learning community according to the PGM model and in the spirit of equality of the Reverse Mentoring Model.
4. Will undergo a construction of skills towards an interpersonal reflective communication that is driven by self-direction according to the principles of the SDT Model.
5. Will know the municipal culture and its unique characteristics according to the principles of the Community Model and the Dyadic Mentoring Model.
6. Will define mentoring as a profession.
7. Will demonstrate a feedback that enhances learning and will operate assessment processes out of a reciprocal and holistic view and in collaboration with the addressee.

8. Will develop thinking and analysis abilities from various perspective according to the principles of the Reverse Mentoring, which include open dialogue, reciprocal relationships, striving for self-growth and inter-generational communication.

9. Will process the learning obtained in the course into a critical creative product.

Course Structure

The course for mentors operates as a workshop in which synchronic and a-synchronic meetings take place according to the instruction provided by the Ministry of Education during Covid-19 period. There will be a number of joint encounters for the community of the MIT: interns, new teachers and mentors and accompanying teachers, where the following stakeholders take part: representatives from the Ministry of Education, inspectors, school principals, representatives of local centers of education and professional development, representatives of the municipality and representatives from the academia. The meeting in the course will be planned and operated by the MIT team of three course moderators together with the mentor and accompanying teachers course moderator. The meetings will be semi structured and will allow for changes in dates, methods, learning and instruction practices in line with the needs that arise and the context. A message will be sent to participants ahead of time. Due to the Covid-19 crisis the meetings will be held according to the updated regulations and will be coordinated by the course moderator for face to face and online instruction, and will take the form of a - synchronic meeting on Zoom or synchronic, or an online activity on Moodle.

Meeting	Topic	Content (topics, tasks)	Use of Models of Mentoring and Practices	Online Learning Format

1 September 29th	MIT in Rishon LeZion: Opening and acquaintance in the community context – a joint meeting. A group session – MIT community 1	The rationale of the municipal MIT, and the construction of a mentor and accompanying teacher course in the MIT community in the municipality (Tynjälä et al., 2019)	The community knows its partners and the differential processes that took place and is exposed to future joint processes. A unified literary text initiates discourse on reciprocity among partners in the community and constructs thinking on the characteristics of the individual and his autonomy in empowering the sense of togetherness in the community – PGM Model.	The first part – whole MIT on Zoom, the second part – getting to know one another in groups. The courses for mentor teachers and accompanying teachers stage 1 and stage 2 on Zoom.

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2 October 20th	From a teacher in school to a mentor and accompanying teacher to a beginning teacher in the MIT community	Looking into the change that mentors and accompanying teachers are undergoing from various perspectives, personal and systemic by acknowledging phases in the mentoring year, and by local positioning in the ecological community of entrance into teaching (Avdor & Markovits, 2004; Keiny, 2006; Tynjala et al., 2009)	Gaining practice in the construction of a community contract. Then, mediating the process toward a formation of a dyadic contract. This construction grows out of a narrative discourse and by forming an infrastructure for a relationship that is anchored in contract within the framework of an experience in a safe environment in the group and in the mentor-mentee relationship (PGM Model)	On Zoom

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3 November 3rd	The observation and feedback de facto: A new perspective on the culture of assessment that promotes learning and best absorption (1)	From embedding an assessment tool and criteria for assessment to a construction and nurturing a culture of assessment and pedagogical discourse in a dialogical space that acknowledges autonomy	A discussion of the principles of the observation and the experience of observation in an open space for participants that enables learning processes. Practicing autonomy skills, active listening, supportive feedback, asking questions, empathy and a reflective ability (Lesson Study Model)	On Zoom
4 November 24th	Inclusion and integration: A joint meeting for the MIT community 2	An emphasis on the emotional and psychological aspects in mentoring within the myriad of perspectives,	Advancing mentor ability to experience multiple perspectives by role play of leader-led, active-passive, etc. In the	

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		organizational and pedagogical within the concept of best absorption. Acknowledging the inner world of the mentee and providing a holistic answer to his needs- as an inclusive integrative teacher would provide to his students, and as a teacher who needs school based and community based inclusion and integration (Oplatka, 2018; Asor, 2003; Kaplan, Glasner & Hadas, 2016).	plenum meeting: a discussion through a dialogue on the advantages of each role and thir effects on the mentor and mentee. A discussion of professional and psychological needs of each partner (Reverse Mentoring Model, SDT Model).	
5 December 8th	Problem-solving: A case study in	A discussion of case stories	Multiple case studies of events	

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	evidence based practice	with a focus on the challenges in Covid-19 period (Starhovsky, Herts-Lazarovits & Orland-Barak, 2008; Timor, 2011).	and personal stories (Lesson Study Model, SDT and Case Study Model)	
6 December 22nd	The weekly mentoring meeting as an organizing principle – a joint meeting MIT community 3 (a-synchronic)	The dyad as an anchor in a space between pre-planning and spontaneity – constructing a model for mentoring through egalitarian discourse (Bjuland & Mosvold, 2015)	Case studies: a systematic and collaborative investigation of concrete cases in the intention to develop, improve and implement knowledge and innovative and creative practices in teaching and mentoring (Lesson Study Model)	On Zoom
7 January 19th	The culture of assessment (2):	A joint construction of	A joint investigation of	

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	From formative assessment to a plan to improve the interns' work: A joint meeting, MIT community 4	a work plan considering formative assessment in order to cater to the needs, and leverage solving dilemmas and conflicts in mentoring (Bjuland & Mosvold, 2015)	the feedback by using the model of autonomy, active listening, supportive feedback, asking questions, empathy and a reflective ability of the mentor and mentee (Lesson Study Model and SDT Model)	
8 January 26th	Models of mentoring – A two-way dialogue between theory and practice and vise versa	An exposure of the range of theories in the practice of mentoring, broadening conceptual knowledge and constructing a self-portrait – from the intuitive to the scholarly (Lazovsky, Reichenberg and Zeiger,	Creating a self-portrait from raw materials in a workshop on exposure to models of mentoring in order to define a preferred model of practice (SDT Model)	

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		2007; Shats-Openheimer, Mendel and Zilbershtrum, 2014)		
9 March 2nd/March 9th	Autonomy – exploration - professionalization	Insights on mentoring as a professional practice and on the year of mentorship in the MIT community Individual meetings/small groups	Writing a personal and group narrative (SDT Model and PGM Model)	
10 April 4th	Rishon Lezion MIT presents – a joint meeting MIT community 5	From an ecological process to a product in the community: Presenting dyadic products of interns/mentors and new teachers' initiatives	Collaborative learning around products while aspiring for a collaboration between a mentor and a mentee by encouraging proactivity, entrepreneurship and support of the teacher as a	

Assessment

Assessment is based on the approach of assessment for learning and presents a developmental process of learning and mentors and accompanying teachers have undergone in the workshop during the year, as participants in a course with a group of peer mentors and in joint meetings with interns, as well as their practices with the intern in the school context. Assessment relates to the process they exemplify and is evidence based and anchored in theory.

Assessment relates to two major components:

- Active participation in synchronic and a-synchronic workshop meetings: a contribution to the discussion and to a critical curious peer discourse, motivation to learn, collaborative learning and evidence for a development in perceiving the topics of the workshop – 20%
- Creating a personal portfolio: The mentor and accompanying teacher will choose the products that will be presented in the portfolio, and that reflect the perceptions of mentoring that he wishes to construct. The mentor and accompanying teacher will reflectively discuss the process of his experience as a mentor and accompanying teacher, both in the school context and as a partner in a learning community of peers (mentors, accompanying teachers and beginning teachers). The mentor and accompanying teacher will relate his written discussion in the portfolio to theory. The mentor and accompanying teacher will process the insights into a creative product – 80%.

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