



Promentors: Reporting Work Package No. 3 from Hemdat HaDarom College


Abstract:

A two-part report about the MIT model, that's being run in Hemdat HaDarom college. First it will display the technical details on a table, such as partner institutes, mentor's profile description, etc. On the second part a further more detailed information is displayed, for instance the model's main objectives.

First part: Purpose of Reporting

MIT Model Description	Who is the appropriate facilitator and the profile description of the appropriate facilitator?	What is the chosen mentoring model. Description of the rationale for selecting the model	Who was involved in this decision? Which source contacted whom? How were the agreements? Who asked whom?	What are the names of the institutions (schools / kindergartens) that participate in the course	מהם שמות המוסדות (בתי הספר/גנים) שמשתתפים בקורס	The MIT place or the planned mentors course selected for the Promentors	Name of the college



<p>The model we built incorporates new teachers, interns and mentors / mentors.</p> <p>The syllabus is built according to the following principles:</p> <ul style="list-style-type: none"> - Dedicated meetings for interns only - Dedicated meetings for 	<p>Everyone who serves in the position in the teaching entry unit: internship facilitators, tutors, new teachers, lecturers / shelves who deliver advanced studies on behalf of the college in the schools</p> <p>Profile of the facilitators:</p> <p>Graduate of a training and mentoring course, with mentoring skills, with experience and professional knowledge in</p>	 <p>There was no clear model. In general there was an assumption that there should be learning and collaborative action.</p> <p>In principle, the plan to operate the greenhouses was built in a modular manner, with some of the meetings being for all partners, and some of them being dedicated.</p>	<p>Involved in this decision were:</p> <p>College management, Head of the Teaching Entry Unit, Mentor Coordinator, Internship Coordinator, Greenhouse Coordinator and Dr. Dalia Emanuel.</p> <p>After a decision in principle was made at the college, an appeal was made to the directors of the education</p>	<p>An application by Dr. Sarah Zilberstrom to the management of the college.</p> <p>The community incubator is part of the academic college's vision: 'With the face of the community'</p> <p>The college encourages</p>	<p>We have</p> <p>A local greenhouse in Netivot</p> <p>A local greenhouse in Sderot</p> <p>A local greenhouse in Ofakim</p>	<p>Local / school / two-institutional incubator in the PA</p>	<p>Hemdat College of the South</p>
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<p>interns and mentors</p> <p>- Dedicated meetings for everyone.</p> <p>The models we strive to implement are based on PGM</p> <p>Teaching and learning in CO</p>	<p>mentoring</p> <p>Students on the continuum of entering .teaching</p> <p>Has appropriate personality traits: interpersonal communication, listening, flexibility, the bride</p>		<p>departments in the authorities.</p> <p>Meetings were held in which the model of the incubator, rationale, goals, objectives, etc. were presented to them, and it was agreed to continue the cooperation with a representative on behalf of the .Authority</p>	<p>collaborations with the authorities located near the college</p> <p>The local greenhouses allow for the expansion of this concept.</p> <p>In the teaching entry unit, many are working on the issue of absorption</p> <p>Optimal of the</p>			
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				<p>new interns and teachers, when it is clear to us that the significant link is the mentors, but it is also the weak link, so a framework of an incubator can promote this issue .optimally</p> <p>As part of the incubator, it will be possible to jointly</p>			
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				<p>examine and define the role of the mentor while discussing and coordinating expectations between the mentors and the new interns .and teachers</p> <p>Strengthening pedagogical resilience as part of the college's concept can contribute to the</p>			
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				collaborative work within the .incubator			
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Second part:

Name of the college: Hemdat HaDarom.

The incubator: a local / institutional / two-institution incubator in Netivot.

Main objectives:

- Creating a collaborative learning community through experience and application in the field
- Growth communication between partners and entry into teaching: mentors / interns new teachers / accompanying students in a classroom academy / teachers teachers
- Optimal absorption as a common interest
- Reducing the existing class gap between a mentor and an intern for eye-level discourse.

Curriculum: The curriculum will be based on collaborations also practically in the educational institution. The curriculum will be on the following axis: from the workshop to the field and back.



This format requires both implementation and evaluation of the expected results.

Current MIT format compared to the previous one: In the previous format the place of the tutors was absent, due to the fact that we had individual tutors in the greenhouses and they also did not come regularly. In the current format we will work in different ways to recruit mentors for the mentors courses at the college and in the greenhouses. Also due to the existing collaborations between the college and the city Netivot College operates a format of city academy. Third-year students are integrated into at least two days in the schools in Netivot, and it will be possible to create a collaborative community in which students from a grade academy will also be included

- The plans and actions to be taken to include students at MIT: On 05.07.20 a dedicated meeting was held on this subject attended by the President of the College, the Deputy Academic Affairs, the Head of the Professional Development Unit, the Head of the Teaching Entry Unit, the City Academy Coordinator, Training Coordinator, Coordinator Interns, Mentors Coordinator, Greenhouse Coordinator, Head of the Innovation Unit and Head of the Master of Education Systems Management Program.
- At this meeting the question was discussed: how can the academy be combined with the tutor courses in the college and especially in the greenhouses. At this meeting all the ideas came up as they came up at the presenter meeting dedicated to this topic.
- The coming year has two possible directions for application from the college's point of view:
- Integration of female students from a city academy at MIT: As part of a grade academy, the students are combined two days a week with practical experience in schools alongside the qualifying teachers. In addition they are charged an additional 60 hours. These hours are intended for integration into school activities that are not necessarily related to teaching in the classroom and not



within the regular hours of practical experience. During these hours they can attend pedagogical meetings, parent meetings, accompany trips and activities and more. We suggested that 12 hours out of 60 hours be incorporated into the incubator in sessions whose topics would suit their needs. The ambition is to find a school in the city of Netivot, where we have a project of a city academy. A school where we will also have female students from a class academy, both interns and new teachers as well as teachers mentoring and training. Of course this option will be practical when we know numerical data on the inlay. In this case there will be one incubator, a school and another incubator in a local format.

- As part of seminar papers for undergraduate and graduate theses, emphasis will be placed on issues related to initiation. In preparation for the year 1951, the administration will issue instruction to lecturers in the academy who give a seminar in education, as well as instructors in the master's degree program in the college - education systems management. This instruction will emphasize topics for seminar work and graduation related to apprenticeship in general. MIT as part of their approved courses at the college is not relevant at this time of year. All courses and placements are already closed. This program requires prior preparation. In early 2001 we will discuss and think about the relevant factors in the college, The second or as an elective course in both degrees. Mentors will be able to join such a course and receive accreditation. Topics will be related to mentoring: understanding the meaning of the teaching phase on its complexity, imparting mentoring skills, building mentoring mentor relationships built on mutual appreciation and collaborative learning, creating a shared vision for all partners, perceiving mentors as able to lead system changes while establishing status and commitment. The test of the result will be the optimal absorption of the initiates and a desire to persevere in the system and contribute to its success .

The goals for integrating students at MIT are:



- Third-year students in a classroom academy that is integrated daily into the schools, to a large extent they are partners in the educational endeavors in the schools beyond the teaching part. In fact, they are in the intermediate stage between the experience according to the traditional model and the specialization. Meetings with partners who are all in the process of entering teaching will allow them exposure to the challenges and support options that will accompany the process of entering teaching.
- New interns and teachers will be able to be for the students from the academy class a type of mentors, who will accompany them, serve as a listening ear to their needs and a source of support and guidance.
- The joint meeting of all will be an incubator for discussion and discussion on issues that concern all partners in improving the clinical process of training teaching flowers.
- A school community in which all partners take part in the teaching will form a resonant box for the entire teaching staff and administration of the school and the authority.
- Joint meetings are very important in creating interaction, strengthening the sense of personal and professional ability, personal resilience and raising the motivation for significant integration into the education system.

1. The actions that the college will take to ensure the implementation of the program:

- Towards mid-August 2020 - collection of numerical data of academic students - class, interns, new teachers, tutors, mentors and instruments integrated in the education system in Netivot.
- In light of the data, examine the possibility of opening an institutional or two-institutional incubator in addition to a local incubator.



- Meeting with a representative of the Authority to build a shared vision and a mutual commitment to the success of the greenhouses.
- Appointment of incubator facilitators on behalf of the college.
- Construction of a syllabus tailored to the needs of the authority, the educational institution, the goals of the incubator and its goals.
- After the opening of the academic year, towards December, the college will hold a meeting with the relevant parties to build an academic course that will combine the tutors with the academy and provide accreditation for the tutors.

2. Expected results:

- Increasing the number of tutors and teachers who participate in incubators and tutoring courses that have not been trained.
- At the beginning of the year: identifying the needs and coordinating the expectations of the partners.
- Exposure and awareness of the issue of initiation as a critical component of the absorption process of the initiates.
- Strengthening the sense of ability and motivation of the initiates and their desire to persevere in the system.
- Satisfaction of all partners from the absorption process of the initiates in the system.

3. The results will be monitored and evaluated through feedback and evaluation questionnaires for all partners. The construction of the questionnaires (satisfaction, ability ...) and their analysis will be done by the incubator leaders on behalf of the college and on behalf of the educational institution