Syllabus of Mentors' Course in MIT 2020-2021

Abstract

Work package 3: Coordinated by Kibbutzim College of Education and Sakhnin College of education

This document presents the Syllabi developed for the pilot stage of Mentors' course in MIT during the year 2020-2021.

Each college developed its specific and unique syllabus for the pilot phase based on the outline for developing syllabus, the aims of the project and deliverables as documented and presented by WP 1 & 2.

The following 9 colleges are included in this document:

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Name of College: Kibbutzim College of Education

Name of course:

Mentoring together: A growing, empowering community for mentors Professional development for kindergarten teachers in the city of Holon

Introduction:

This unique course has been developed specifically for the pilot phase of the Promentors project: Developing a mentors' course in the MIT. The course is targeted for kindergarten teachers who are mentors of interns and novice kindergarten teachers in the city. The course is a natural continuation to the current MIT for kindergarten interns and new teachers, MIT for elementary school interns and new teacher Junior-high and High school interns. This continuum of MITs in the city follows a long-standing, successful collaboration with Kibbutzim College of Education.

The syllabus is a result of a joint effort between the kindergarten inspectors and position holders in the municipality of Holon, the Pre-school inspectorate in the Ministry of Education (MoE), the center for professional development (PISGAH) in Holon and Kibbutzim College of Education (KCE). Additional collaborators were the 2 facilitators of the kindergarten MIT in Holon, which has been running successfully for the past 5 years.

The kindergarten mentors MIT focuses on the specific needs of the city, its character, values and educational goals and is part of an overall plan for the improvement of the education system in the city.

Rationale:

As experienced and skilled professionals, mentors have a significant role in the induction process of new teachers. According to Ingersoll and Strong (2011), "Mentoring is the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools" (p.203). Minded to the variety of existing mentoring models, it is evident that mentorship is a life-long learning process and that effective mentoring programs require a systematic approach for training and professional development.

In this course, emphasis will be placed on learning together with novice kindergarten teachers, while empowering and strengthening the internal personal and professional resources of kindergarten teachers as professional mentors. In this developing, growing, community of kindergarten mentors and new teachers, we will create a supportive space for sharing, peer

learning, and expanding the professional knowledge that will enable planning educational initiatives from a systemic perspective.

Course Framework:

The course is a workshop, combining personal experiences, joint round table discussions up-to-date theoretical knowledge and practices.

Number of academic hours: 30

Name of facilitator: Michal Gordon & Lior Jerby

The course will combine four joint learning sessions with the group of interns in the MIT (each session of 3 academic hours = a total of 12 hours) in order to strengthen the ties between them and enable joint ventures that will deepen the interns' sense of belonging and connection to the city. The sessions with mentors will strengthen the sense of contribution, leadership and influence on the early childhood education system in the city.

In the workshop sessions, various teaching methods will be applied.

The course program and syllabus is a framework which will incorporate needs and challenges that will arise from the mentoring group. The final plan will be formulated bearing in mind specific needs in order to provide an optimal and relevant response to the mentors.

The program is built in the spirit of the principles of the Future Kindergarten Program (Turgeman 2018) will encourage personal expression, activism and innovation from a personal connection, and will strengthen connection and belonging to the community.

The course will include theoretical background and practices of mentoring models experienced in the Promentors program: Self Determination Theory and Lesson Study.

Goals:

- Foster educational leadership and a sense of belonging among mentoring kindergarten teachers in the city of Holon.
- Foster a sense of connection and belonging between mentors and interns.
- Strengthen and empower kindergarten mentors personally and professionally.
- Foster a change from a hierarchical mentoring paradigm to a shared leadership paradigm.
- Apply collaborative skills for mentoring specialized for kindergarten teachers.

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- Develop a sense of competence and empowerment among interns and mentors while working collaboratively.
- Recognize and apply principles of mentoring models: Lesson Study and SDT.

Accreditation:

At the end of the course and upon completion of all requirements participants will receive a certificate of participation in a professional development for community mentoring, Promontors Erasmus project. Kindergarten teachers who have completed phase 1 of mentors' course will receive a tutor and mentor teacher certificate.

Course requirements: participation in 80% of the meetings. Reading references and submitting an assignment. The planning and execution of the assignment will be done jointly- mentors and interns together.

Joint assignment for mentors and interns to show/mark a connection established between them. The assignment can be in a form of a reflection to exemplify process of change from two separate parallel single groups (mentors and interns) who occasionally meet together but a unified group with shared goals and a deeper connection with each other.

The assignment will highlight the practical knowledge that the leading kindergarten teachers bring with them and together construct a new model of shared knowledge.

Grading and evaluation:

The evaluation will be based on: 1: Active participation in meetings 2: fulfilment of a joint assignment (as above). The assignment can be in a form of a joint reflective diary, reflection on the partnership established, documenting activities in a diary / joint portfolio with reference to mentorship from a systemic point of view, with reference to the various models of tutoring presented in the course.

Prerequisites:

Kindergarten teachers with a formal teaching certificate and teaching license, at least 4 years of experience, mentors or accompanying teachers, graduates of phase 1 kindergarten mentoring kindergarten.

Breakdown of meetings, content, mentoring models & participants

	Date	Content	Facilitator/s	hours	Participants	Practices and mentoring models
1	19.1.2021	Introduction, familiarity. Being a mentor in the city of Holon - the essence of the job. The meaning of community. Creating a group setting	Michal Gordon	3	Mentors	Introductory circle. Working with cards. Pair work. Co-creation of a group contract
2	2.2.2021	What is leadership? Mentors as leaders. Types of leadership and skills. Leaders and followers. Listening and mutual adjustments.	Michal Gordon	3	Mentors	Video clips on leadership styles, work in groups. Listening practice in pairs, group sharing. *Application of SDT theories*.
3	14.2.2021	"A mentor/intern is needed" ... Who is the best mentor? Who is the best intern? Observation: Where am I? Which of my strengths will help me? Discussion	Michal Gordon & Lior Jerby	**3**	Mixed session: Mentors & interns	Work in heterogeneous group of mentors and interns. Creating a job ad for the ideal intern/ mentor. Sharing, group dialogue. Application of *Lesson Study*

		circles in mixed groups				*mentoring theory.*
4	2.3.2021	Strengths and successes. A 'cherished investigation': My strengths that help me personally and professionally	Michal Gordon	3		A personal exercise to identify strengths. What is success? Investigating and appreciating your own strengths. Personal work and sharing in pairs. What did I learn about myself? What strengths in me help me as a mentor? *SDT mentoring model*
5	16.3.2021	My personal values. Building a personal and professional scale of values. Expressions in daily life in the various circles: in a personal, family circle, as a teacher and educator.	Michal Gordon	3		Exercise to identify personal values through an object, animal and significant figure. What are personal values? Examining my values in the various circles - how much are reflected.
6	23.4.2020	Models of mentoring :	Michal Gordon	3	Members from the	Mentoring for me - choosing

		Lesson Study & SDT: Discussion in groups. Which model do I connect to? Stories from the field and analysis according to models. Proactivity in initiation. Meaning, suggestions on the timeline			professional development center (PISGAH), Kindergarten counselors	a card of a tree that expresses my style. Division into dilemma discussion groups. Introducing models for initiation. Reflection- Why do they connect? Discussion: What is proactivity. How proactivity can be expressed in initiation. *Application of SDT mentoring model*
7	27.4.2021	The power of thought: Promoting and inhibiting paradigms. Working on inhibiting paradigms for mentorship.	Michal Gordon	3	Mentors	Personal work - identifying paradigms in various subjects. Division into pairs. Sharing.
8	11.5.2021	Interpersonal communication - the components of communication: listening, information transfer and	Michal Gordon & Lior Jerby	3	Mixed group of mentors and interns Kindergarten inspectors from MoE	Illustration of communication with a ball. Exercise: guidelines for drawing to illustrate the difficulty in

		feedback. Empowering communication tools.				communicatio n. Getting familiar with types of listening. Practicing in rooms in pairs.
9	23.5.2021	Feedback and evaluation. Different ways of feedback. The importance of evaluation. Simulations.	Michal Gordon & Lior Jerby	3	Kindergarten inspectors from MoE	Heterogeneou s groups – "feedback for me is this ..." what helps me get feedback? The importance of feedback and evaluation. Groups - Creating evaluation criteria for the interns. *Application of Lesson Study model*
10	13.6.2021	A joint concluding session with an intern. Personal reflection. The successes, the strengths, and goals for the future. Summary of the shared experience.	Michal Gordon & Lior Jerby	3	Festive summary with guests	Creating a personal journey to continue the journey - Where am I on the path as a teacher and educator, what do I need in order to continue the journey? What is the next station I want

						to get to? Sharing in heterogeneous groups.

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Name of College: Hemdat Hadarom

Syllabus for the Mentors and Mentors course, Phase A at the MIT Incubator 5771

Course / Module title: Training of tutors and mentors, Phase A, at the MIT incubator in 1971

Lecturer / Supervisor Name:

Course scope: 30 hrs.

Course type: Hybrid (subject to the guidelines of the Ministry of Health)

Course structure: The course will be conducted in a workshop with the full cooperation of all partners. The course sessions are spread throughout the year and are built in a modular manner, some are intended for tutors, and some are common to all.

The workshops will include a variety of teaching methods: presentations, videos, role-plays, simulations, case stories and more.

Course requirements: 80% attendance at meetings

Grading and evaluation: The evaluation will be based on two main components: one is active and meaningful participation in the course sessions, and the other - keeping a reflective diary with a brief documentation of the sessions, insights and skills acquired and how they are applied in the mentoring process.

Prerequisites: Teaching employee with a teaching certificate and teaching license, at least 4 years of experience, mentor or actual mentor during training (not a principal or deputy school principal)

introduction

The first years of teaching are characterized by complex challenges, including: meeting dreams and reality, getting to know the school / kindergarten, taking full responsibility for educational and learning processes, forming a personal I believe and professional identity. In this complex period, teaching staff who are at the beginning of their journey need professional guidance and support.

According to the Director General's Circular No. 5771/1 (b), each intern and each teaching employee must be appointed a teacher / tutor for tutors or a teacher / tutoring teacher during his first and second years of work. Mentoring teachers / kindergarten teachers are those who mentor the interns in the year of their internship (internship). Accompanying teachers /

kindergarten teachers are the ones who accompany the New teaching staff in the two years following the internship. Mentoring and mentoring teachers must undergo in-service training.

The goals of mentoring and mentoring are to support the new teaching staff, to empower them in their educational path, to establish and cultivate their autonomous identity and professional worldview and to improve their professional skills at the entry stage of teaching. Mentoring teachers and mentors influence in their institution the existence of an optimal absorption culture, which helps the new teaching staff to enter the education system under conditions that promote success in their workplace.

Rationale

The uniqueness of the mentors' course at the MIT incubator at Hemdat Hadrom College is reflected in two main components: the composition and the essence. In terms of composition, instrumental teachers are included in the course, who are teachers who mentor female students in a classroom academy. Underlying the integration of instrumental teachers is the concept that they constitute a first step in the continuum of entry into teaching, hence the importance of their training alongside the training of tutoring and tutoring teachers.

In essence, the course combines models of mentoring alongside pedagogical components of resilience that constitute the vision of the college and the organizing foundation of the academic courses and training for teaching at Hemdat HaDarom College.

These components and essence as mentioned above, will establish skills of equality, partnership and support. These skills are derived from different models of mentoring, and are based on psychological needs, and building shared knowledge and forming a professional identity of all partners.

The sessions will be conducted according to the following principle: from the course to the field and back. According to this principle the process of application in the field of mentoring of the skills and insights acquired in the course will be examined.

Course / Module aims Objectives within the framework of a local MIT incubator / school in Netivot

• Get to know models of mentoring in Israel and around the world as presented in the mentor: PGM, CMTM, SDT, lesson study, reverse mentoring**,**

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- Challenge traditional perceptions of mentoring through curiosity and openness to diverse perceptions of the mentor's role in teaching and mentoring relationships in different models.

• Familiarize yourself with the components of resilience as they are reflected in the vision of Hemdat College of the South.

• Develop a mentoring concept based on integrating innovative mentoring models with the pedagogical components of resilience.

• Stimulate motivation for joint research and experience in different mentoring relationships and examining their contribution to the professional development of teachers.

• Deepen self-awareness of the various aspects of classroom instruction.

- To deepen peer sharing and learning as a basis for building an environment that supports the psychological needs of new students and teachers / interns.

• To cultivate instructional and instructional skills, with an emphasis on the school as a space that teaches and develops supportive needs, for the optimal adaptation and absorption of the initiated.

• Develop a learning group that promotes professional knowledge of both instrumental teachers, beginning teachers and tutoring teachers

• Support the processes of creating pedagogical knowledge involving novice teachers, tutors, academics and school staff

• Experience group mentoring processes

• Know tools for evaluation and growth feedback

Breakdown of meetings, content, mentoring models & participants

	Participants	carry applied	processes
1	Mentors only	Introduction to members of the mentor group	Familiarity Exercise for Role Perception: An object that represents a role perception Individual stage: Each of the group participants is asked to choose an object through which he will present himself and

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			the concept of the role of the mentor (a clear glass cup - as representing transparency in the mentor-initiated relationship and as representing the proportion of irrigation, looking at the half full glass ...) In the plenum: group participation and an open discussion about the role of mentoring
2	MIT Community Meeting Introductory meeting of the partners: Mentoring teachers and intern teachers and first year teachers	Introduction between the partners matching expectations Presentation of greenhouse characteristics, course structure (modular), course objectives Within the MIT community	Introductory exercise: "What a part I am too", Wheel of Fortune, Speedating Project presentation: Presentation Motivation of group processes: an inspiring figure - All partners will be divided into two groups, a group of interns and new teachers and a group of mentors. - Each participant in the group of mentors chooses the character of an inspiring intern, and vice versa, - Plenary: Each group presents a profile of the character chosen by them (while discussing questions such as: why did you choose this character, what characterizes it, what would you like to know about it ....) The group work provides an answer to **the PGM model** Learned skill - the narrative approach - developing listening skills and asking questions.
3	Meeting of all partners: mentoring teachers and intern teachers and first year teachers	Need identification	Pyramid of Needs: Division of Partners into Three Separate Groups: Interns, New Teachers, and Mentors - Each group will discuss its needs and categorize the needs into categories. - Display the products of each group in a participatory presentation - Discussion according to the cauliflower model: The cauliflower consists of small

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			cauliflowers which are also composed of smaller cauliflowers ... According to **the SDT model** the basic needs of each partner are: belonging, ability and autonomy. These needs characterize each participant individually and the participants as a group. A combination of **the cauliflower model, and the SDT model**
4	Mentors only	Perception of the role of the mentor teacher	Mentoring through Metaphor: Each Mentor will present the concept of Mentoring / Inaugurated Using Metaphor (sharing on a paddle board) Mentoring photos: Division of participants into groups. - Each group receives a collection of photos (the photos in all groups are the same) - Each participant chooses a picture that expresses mentoring for him and shares his group - Choose one image in each group that has an agreement about optimal initiation Plenary participation and discussion through the home of the mentors on the Stazkal website
5	Mentors only	Challenging initiation	Internship Stories: The tutors are divided into groups - Each group receives a trainee's story (stories that participated in competitions) in which the trainee's difficulty is presented to the mentor - Using questions will make an analysis of the case such as: what difficulty does the intern present in the story, what emotions do you identify among the intern, what emotions arise in you, what such case would come to develop how you would deal with it .....

			Each group will formulate a model of transition from difficulty to challenge In the plenum: presentation of the models and discussion
6	Meeting of all partners: mentoring teachers and intern teachers and first year teachers	Between evaluation and support feedback	Construction of an indicator for the evaluation and feedback of mutual viewing rates - Introducing the **lesson study model** Discussion: What is the best lesson? - In pairs: construction of a lesson evaluation indicator after viewing - Feedback promotes learning: Watch a video of the Bar Ilan University Heart Institute
7	Mentors only	From Traditional Mentoring to Mentoring in a Changing Age: Reducing the Tension Between Support and Evaluation	Personal: Each tutor describes a difficulty that has created tension between him and the intern. In Couples: Speed Date: Barely sharing Mintimeter: Each tutor will indicate two or three difficulties you have faced so far in the mentoring process, so you will get a group picture that focuses on the difficulties In the group: Each group receives information about one of the five models of mentoring. , And hold a discussion on the question: how the mentoring model may help reduce tensions between the mentor and the intern. The whole move is done as part of a workshop work according to the models of lesson study and reverse mentoring
8	Mentors only	simulation	The simulation scenarios will be based on authentic case stories that express difficulties in communication and dialogue between mentor and mentor. The research will make connections between the insights that emerge from the simulation experience and

			The research will make connections between the insights that emerge from the experience in the simulation and relevant characteristics from the following models: PGM, reverse mentoring, lesson study (Example of a case story: An intern who is proficient in technology taps, feels "exploited" by her mentoring teacher. For example) This case story long connects to an inverted mentoring model.
9	Meeting of all partners: mentoring teachers and intern teachers and first year teachers	Pedagogy of Resilience: Combining the components of resilience with the rationale and goals of the Promentors project	What is resilience? Familiarity with the four modes of resilience pedagogy: content, teaching / facilitation methods, personal aspects within teaching / facilitation, and interpersonal aspects outside of teaching / facilitation In groups: Stage A: Each group receives information about the components of resilience, and in the group, they share: where the components of resilience meet them in the educational work and in the meeting of the mentor and mentor., Identification of strengths and points for improvement ... In groups: Phase B: Participants will identify the launch points between the resilience components and the characteristics of the different mentoring models.
10	Meeting of all partners: mentoring teachers and intern teachers and first year teachers	Summary and farewell in the group of mentors	Introducing initiatives

Note: There may be changes in dates, methods, manner of delivery in meetings, and content depending on the needs that arise, and depending on the situation, notice will be given in advance.

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Name of College: Gordon Academic College of Education (GACE)

GACE Syllabus course mentors - PROMENTORS

Course Rationale:

Mentoring procedures and guidance for new teaching workers have been established in recent years as part of the process of entering the profession of teaching. In order to establish professional initiation processes that best address the challenges faced by the new teacher and kindergarten teacher and to develop a proper strategy of absorbing new mentors into the education system, mentors must undergo training courses to provide them with the knowledge, skills and competencies to accompany their work. This online course is part of the training requirements of mentors who will be guardians of our teaching profession.

The uniqueness of this course is reflected in the fact that this course is a part of an ERASMUS+ international program called PROMENTORS. This project aims to create a professional training program for mentors. The website of this project is https://promentors.org/.

The vision is that it is important to develop a community of interns, new teachers and mentors who complement and support each other in their professional work and contribute to the educational processes in the community where the MITs exist.

This course will be based on 3 models of mentoring:

1. Mentalization based mentoring - MBM.

2. Lesson Study Model

3. Model of Self-autonomy.

Course Details:

30 Academic Israeli Hours

 Target Audience

Teachers who serve as mentors for interns and accompany new teachers participating in the PROMENTOR project.

Main Goal:

The aim of the course is to develop an awareness of the role of the mentor who accompanies new teachers and interns in their entrance to the educational system. This awareness will be developed   by creating partnerships that promote local educational leadership.

Additional goals are aimed:

1. That the participants in this course will understand the world of the new teacher and that of the mentors.

2. That the participants will receive knowledge and skills to deal with emotional challenges in the work of the mentor and intern, from the point of view of all participants.

3. That the participants will receive tools for observation and for providing constructive feedback as mentors to new teachers and interns.

Course Topics

4. Introducing the course program for the year of Mentoring

5. From teacher to mentor – inquiring, discourse and asking questions

6. The World of Novice Teachers –Key and Unique Challenges

7. The World of Novice Teachers –Organizational Challenges

8. The World of New Teachers –Emotional Challenges in Entering Teaching

9. Observing and providing feedback

10. Constructive and supportive Feedback and evaluation

11. Interpersonal communication skills in the mentoring process

12. Dilemmas and tensions in the mentor's work

1. Reflection skills and the Feedback process

Teaching Methods

This is an online course for mentors who specialize in teaching and accompanying new teachers ". The course is based on a " prototype " " that was created by a team of experts in the Ministry of Education on mentoring and teachers which is aimed to develop and create professional standards for mentoring. In addition, Gordon College, as partners in the

PROMENTORS ERASMUS+ project is benefitting from the collaborative course development work that is being done by this project. This course is managed by   facilitators from Gordon College and is carried out in combination with face-to-face meetings with online self-learning. The course approach is that the participants/learners are active in building common knowledge.

The teaching methods will emphasize the uniqueness of the local MITs which create a local community with the cooperation of principals, supervisors and educational leaders from the formal and informal system.

Learning Outcomes:

Upon completion of the course, the students will be able to

1. Outline the processes involved in the internship year.

2. Apply mentoring skills such as   mirroring, reflection, empathetic reference, asking questions and providing feedback to the new teachers and interns that they are working with.

3. Use tools learned to guide new teachers and interns in their teaching and integrating into the schools where they are teaching.

4. Use formative assessment methods in writing evaluation summaries of the new teachers and interns.

5. Create an encouraging environment through a positive collective feedback culture that promotes that integration of new teachers and interns into their schools.

Course Requirements

The course requires participants to have actively participate, show presence and personal-professional cooperation. During the course, learners will be asked to perform various tasks – some of them of an applied nature in the school where they are teaching and some of them of a theoretical, personal, and professional -reflective nature,

As a final project you will be asked to submit a work that that integrates both   applied and reflective skills. The work will be based on the mentoring portfolio you created during learning, which includes a record of the process of mentoring that you initiated throughout the year.

Evaluation

For a passing grade in the course, at least 80% of the tasks must be fulfilled according to standards and submit a final paper.

Upon completion of the course and fulfilling its requirements, the participants will receive a certificate that validates the completion of the First Stage Mentors Course.

Breakdown of meetings, content, mentoring models & participants

Topics of meeting	Academic Hours	Type of Meeting	Lecturer/Moderator	Dates	
Getting to know the year of mentoring and coordinating expectations	4	Joint Meeting Mentors-Interns-New Teachers	MIT Moderator	4.1.21	1
From teacher to mentor-inquiring discourse and asking questions: Emotional challenges.	3	Interns	MIT Moderator	18.1.21	2
The World of Beginner Teachers –Challenges and Open Initiatives	3	Joint Meeting (Mentors, Interns and New Teachers)	Principals Observers Participants facilitating mentors	1.2.21	3

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Towards a designer evaluation- observing and Feedback	4	Joint Meeting (Mentors, Interns and New Teachers)	MIT Moderator	8.3.21	4
The World of Beginner Teachers- Challenges and Leading Initiatives	3	Joint Meeting (Mentors, Interns and New Teachers)	Supervisors Participants Observers	5.4.21	5
Interpersonal communication skills in the mentoring process	3	Mentors	MIT Moderator	19.4.21	6
Towards a summary evaluation	4	Joint Meeting (Mentors, Interns and New Teachers)	Interns and Mentor's facilitator	3.5.21	7
Dilemmas and tensions in the mentor's work	3	Mentors	MIT Moderator	31.5.21	8
Farewell meeting and presentation of initiatives	3	Joint Meeting (Mentors, Interns and New Teachers)	Education Leaders in the City	14.6.21	9

Name of College: Kaye Academic College

Mentors' Course / 2020-2021

AlFarouk School, Kseife

Welcome to the Promentors MIT in AlFarouk School in Kseife!

What is a Promentors MIT?

The MIT is part of the international program Erasmus**+** of the European Union. It is a product of a collaborative effort by Growth Resources – the Induction Unit of Kaye Academic College of Teacher Education, AlFarouk School, Kseife local municipality, the Ministry of Education's southern region and its Division of Internship and Induction. This MIT is part of the Kseife town MIT, which is also a participant in this international project.

The international Promentors project encompasses the following partners: the Ministry of Education's Division of Internship and Induction; Mofet Institute; nine education colleges in Israel: Kibbutzim, Beit Berl, Gordon, Sakhnin, Al-Qasemi, Hemdat Hadarom, Talpiot, and Levisnky; and four European universities: University of Bucharest, Romania; University of Exeter, UK; John Paul II Catholic University of Lublin, Poland; and the University of Jyväskylä, Finland.

The Promentors MIT focuses on the processes of entering into teaching (induction) and mentoring in school-wide and town-wide contexts. It is based on partnerships with the school and the town, which also include policymakers from the Ministry of Education, the local municipality and the wider community (including inspectors, the head of the education department, officials in the school and the community and others).

MIT participants are interns, new teachers, mentors, facilitators and representatives from the academia, the town and the school. This community works together towards a shared goal: creating optimal conditions for mentoring and induction of beginning teachers. This unique learning community is called MIT - Multi-Players Induction Team.

The project follows a community-based approach, believing that active involvement of the community in beginning teachers' induction may promote their sense of belongingness to the school and the community and improve their quality of teaching so that it is suited to the particular needs and characteristic of the local culture.

The diversity of participating partners reflects an ecological-clinical approach that views teachers' induction as a learning experience that takes place within a unique context and is affected by

interactions with multiple people within the school and the community. Within each school and town, the MIT draws from the local approach and characteristics. In line with this approach, the content of the syllabus is a product of shared effort and was determined together with policymakers in the school and the community.

Kseife, for example, is dedicating this school year to teachers' professional development, promoting the value of community service, and enhancing interpersonal relationships between teachers and students, which the COVID19 pandemic has demonstrated to be highly important. School counselors will also highlight the issue of resilience, which they view as seminal. These aspects, which involve the Head of the local Education Department, will be reflected in the MIT meetings.

The Promentors project reflects the vision of Kaye College, an academic institution that is anchored in the community and strives to establish collaborations with the schools.

The foundations of the MIT's approach

During the induction stage, which includes the internship year and the two following years, teachers face multiple challenges – pedagogical, emotional and social ones – in addition to having to adjust to the school environment and its organizational culture. This may result in teachers having doubts, difficulties, and emotions such as loneliness, but also to opportunities for professional growth.

The MIT model, which was developed in Kaye College within the Promentors project, aims to promote structuring of an optimal induction environment for interns and new teachers, while emphasizing the role of a mentor-teacher. We believe that optimal induction requires an environment and a mentoring relationship that promote a sense of belongingness to the school and the community, a sense of teaching competence and a sense of autonomy, i.e. an experience of choice and self-determination.

The course centers on establishing autonomy-supportive mentoring. We base this approach on Self-Determination Theory (Ryan & Deci, 2017), according to which, optimal development depends on satisfying three basic and universal psychological needs: belongingness, competence and autonomy (Kaplan, Glassner & Adas, 2016). When these needs are supported, the resulting experience may promote autonomous motivation (for teaching and mentoring), wellbeing, curiosity, motivation to face challenges and willingness to contribute to the school and the community (Vansteenkiste, Ryan & Soenens, 2020). Studies have found that teachers with autonomous motivation tend to use an autonomy supportive teaching style, thereby promoting

their students' autonomous motivation and academic progress (Roth, Assor, Kannat-Maymon & Kaplan, 2007). Self-Determination Theory (SDT) is unique in focusing on both the mentor's and mentee's growth resources and on the development of their relationship. This is a motivational theory (Deci & Ryan, 2000, Ryan & Deci, 2017) that promotes a humanistic view on human nature.

Autonomy support allows people to develop their inner compass, i.e. "the strive to develop and realize direction-giving and authentic values, goals and interests" (Assor, 2012, pp 423). These may assist the teacher in decision making when dilemmas arise, and direct his actions accordingly. This internal value system may provide new teachers and mentors with internal criteria for evaluating themselves and others, as well as a basis for feeling that their actions are coherent and meaningful. The inner compass also includes autonomous commitment for future plans and goals that are based on those internal values (Kaplan & Assor, 2019).

A consequence of this is that in addition to supporting teachers in their induction challenges, the mentor has a meaningful role in accompanying teachers through the process of identity construction, promoting their autonomous teaching motivation, and optimal integration into the school and the community. We emphasize a mentoring relationship that supports teachers' psychological needs (autonomy, competence and belongingness). As part of their training in the MIT, mentor-teachers will utilize various mentoring models, which have been developed in Israel and around the world, some by European universities that are part of this international project.

In addition to mentoring, we also focus on creating school and community environments that support the needs of both new teachers and mentors. To that end we collaborate with the school staff and the local municipality. The topics of focus in the MIT and the various groups (mentors, interns and new teachers) will be determined in collaboration with the school and the local municipality.

We believe that a system-wide community effort will allow optimal induction of new teachers, encourage autonomous motivation of all community members to invest in education, reduce teachers' dropout rates and improve teachers' quality.

Mentoring in Promentors MIT

Training mentor-teachers in the Promentors MIT is based on an autonomous, relational, and humanistic mentoring paradigm and differs from traditional mentoring styles.

The Promentors approach addresses cognitive aspects of learning and is based on a constructivist-social approach and social aspects of mutual support. It also highlights the role of the community, the local culture and the in group. It also emphasizes motivational and psychological aspects

associated with experiences of need-satisfaction of both mentor and mentee, as well as internalization and autonomous mentoring motivation (in parallel to teaching) that might stem from these experiences. Mentoring is directed towards supporting the mentee's autonomy so that he or she may act independently and follow their own needs.

The Promentors mentoring approach centers on the relationship between the mentor and the mentee, or between the peers in the PGM (Peer Group Mentoring) model. According to this approach, the mentoring relationship allows partnership, mutual support and experiences of satisfaction of the psychological needs of all partners. The relationship is based on trust and creates a safe dialogical space where personal content can be shared. It is also based on flexibility and relevancy, so that the content of the mentoring sessions is determined by both the mentor and mentee. Their relationship resembles that of equal partners and encourages the structuring of role identity and professional identity of both partners.

Mentoring within Promentors has added values. These include exposure to various mentoring models, as different mentoring styles are experimented with and their efficacy is examined. As part of the process, the mentoring models are adapted to the local culture of the school and town, as well as to the requirements of the Israel Ministry of Education.

Autonomy supportive mentoring can be either dyadic or in group, and can follow various models (such as Peer Group Mentoring, Autonomy-based mentoring, Lesson Study, Reversed Mentoring or Community-based mentoring). In each of these models, the mentor must establish a mentoring relationship that is based on trust and empathy, while supporting the mentee's needs and allowing him or her to develop in their own way through an autonomy supportive process.

During the training, we will work together on the mentor's role in establishing a school culture that supports optimal induction of beginning teachers. We will also highlight the shared contributions of mentors and mentees (new teachers and interns) to promoting initiatives for the school and the community. We aim to nurture proactive, enterprising and influential teachers who are aware of their abilities and strengths.

We believe that teachers begin their career with their own educational visions, values, beliefs and expectations, and are also equipped with unique resources, capabilities, interests and knowledge, which have the potential to be expressed with the help of need-supportive mentoring.

It is our belief that optimal mentoring should nurture a meaningful relationship while also promoting a sense of belongingness to the community and to various school figures (the sense of belongingness). Optimal mentoring also advances teachers' sense of competence in teaching and

in their capacity to contribute to the school and the students (a sense of competence). It also allows teachers to express their inner resources, goals and capabilities, and to feel autonomous and meaningful with regards to their teaching (a sense of autonomy). These experiences of need satisfaction during and after the mentoring will improve teaching and mentoring motivation, investment, positive emotions, organizational identification, and more.

Goals of the course

1. To promote authentic identity construction of the mentor-teacher according to the new mentoring paradigm (which is based on autonomy, constructivism, humanism, community and organizational effort) and in accordance with the requirements of the Israel Ministry of Education.

2. To nurture and enhance autonomous mentoring motivation (internalization and identification with the role, as the mentor-teachers construct their role identity).

3. To instill the view of mentoring as part of the culture of the school and the local community/town, which commit to supporting teachers' optimal induction (emphasizing an environment that supports the psychological needs of both mentors and beginning teachers.

4. To create a learning community in the school and/or the town, in which mentors and beginning teachers work mutually and collaboratively for the benefit of all.

5. To promote a community-based approach, involving members of the community (the school and/or the town) in the Promentors project and the mentoring processes, and adjusting the content and process to the local educational approach, characteristics and needs.

6. To construct the role of the mentor in a shared effort of all Promentors members, with an organizational-community approach, in order to shape mentoring in the 21st century.

7. To nurture a mentoring relationship that is based on mutuality, partnership, and equity, and supports the psychological needs of both mentor and mentee.

8. To encourage the mentor's interest and curiosity about the beginning teacher's inner world, emphasizing his or her psychological needs, their unique expressions, and ways to address them within the school and the MIT community.

9. To enhance consultation and advisory skills, as well as inter- and intra-personal communication skills (listening, exploration, reflection, empathy, asking questions, etc.) and skills of supporting the mentee's psychological needs (competence, belongingness, and autonomy).

10. To encourage mentors to explore and experience new mentoring models (Peer Group Mentoring, Lesson Study, Reversed Mentoring, Community based mentoring, Autonomy based mentoring).

11. To introduce the assessment tools mentor-teachers in Israel are required to use and establish ways to provide feedback that is supportive of mentees' psychological needs (autonomy-supportive feedback).

12. To promote proactivity and motivation to contribute to the school and the community in collaboration with beginning teachers.

Learning outcomes (based on the Bologna model)

1. Mentor-teachers will become familiar with the school and town culture and their unique characteristics and will meet figures from the local education system. They will incorporate this knowledge into the mentoring process (knowledge and application).

2. Mentor-teachers will learn to identify new mentoring models and examine their contribution to educators' professional development (knowledge and analysis).

3. Mentor-teachers will practice the core principles of the new mentoring models: SDT, PGM, Reversed Mentoring and Community based mentoring (knowledge and application).

4. Mentor-teachers will examine and compare traditional mentoring models and new ones as reflected in the various models (analysis).

5. Mentor-teachers will be committed to the core values of the new models, among them: humanism, mutuality, partnership, and equity (valuing / the emotional domain).

6. Mentor-teachers will understand the importance of supporting new teachers' psychological needs (receiving / the emotional domain).

7. Mentor-teachers will examine the autonomy-supportive mentoring model, study its advantages and disadvantages (analysis), practice its unique skills (application), propose applications (synthesis) and asses its contribution to mentoring in the school and the community (evaluation).

8. Mentor-teachers will share professional issues arising from their mentoring experiences, discuss them, and provide peer support (responding / the emotional domain).

9. Mentor-teachers will experience themselves as equal members in a learning school community and respect each other's diversity (will support each other psychological needs with emphasis on autonomy support) (valuing and characterization / the emotional domain).

10. Mentor-teachers will experience satisfaction of their psychological needs both in the course and in the actual mentoring (responding / the emotional domain).

11. Mentor-teachers will exhibit interest and involvement in the mentoring, will take pleasure in it and feel satisfied with the experience (autonomous motivation) (responding / the emotional domain).

12. Mentor-teachers will support the psychological needs of beginning teachers (naturalization and implementation).

13. Mentor-teachers will practice their mentoring skills and inter- and intra-personal communication skills, as well as motivational skills, consultation skills, and skills of supporting psychological needs (practical knowledge and application).

14. The mentor-teachers will learn to provide need-supportive feedback as part of the skills required for the assessment process (practical knowledge and application).

15. The mentor-teachers will plan and implement collaborative projects (with the interns and beginning teachers) for the benefit of the school or the community, as part of an interest group that will perform PGM (synthesis and application).

The course framework

- The course will run workshop-like and will be based on knowledge sharing of all participants.
- The course meetings will take place throughout the school year and will correspond with the MIT's sessions.
- The meetings will be semi-structured, to allow the development of group-internal discourse (a flexible syllabus).
- At least 50% of the mentors' meetings (15 hours) will take place within the Promentors community. The rest of the meetings will take place exclusively within the mentors' group.
- Some of the scheduled mentoring sessions (20 hours, a weekly mentoring meeting) will be dedicated to experimenting with new mentoring models, such as peer mentoring.
- This year, the participants in the mentors' course of the Promentors MIT started the course last year and have competed the first stage of their training.

- The last 15 minutes of each meeting will be devoted to reflective writing about the course session and the mentoring sessions.

Teaching methods

The course will provide a workshop experience and implement diverse teaching methods, such as case studies, video viewing, presentations, workshops, experimenting with mentoring models, experiential learning, simulations and a virtual exhibit of the projects initiated by participants. Distant learning sessions will integrate various experiential methods that encourage active participation.

The MIT will address the needs of each participant group: interns, new teachers and mentors. There will be joint sessions as well as separate sessions for each group where unique needs can be addressed (such as interns' assessment or mentoring models taught specifically to mentors). In addition, representatives of the project partners will take part in the MIT.

Participants will be able to experiment with new mentoring models, such as PGM (peer group mentoring), reversed mentoring, autonomy-supportive mentoring and community based mentoring. These models will be implemented outside the course sessions in various ways. For example, a school faculty assembly with interns and new teachers will take place in a reversed mentoring model, and/or meetings of the school community with the town MIT community.

A course website will allow continuous communication and learning through forums, articles and announcements.

Course assessment / evaluation

The Promentors program is accompanied by an assessment program, which follows the CIPP model (Context, Input, Process, Products). The four dimensions to be assessed are as follows: (a) the context, rationale and intentions of the MIT; (b) the inputs invested in the MIT; (c) processes that take place at the MIT; and (d) its contributions and effects (Stufflebeam, 2003). The assessment will examine various arenas (the course, the joint sessions of interns and new teachers, meetings with community members, etc.). It will focus on the process as well as its outcomes and will be based on theory and testimonies.

As part of the assessment program, participants will be asked to write reflections on course sessions, participate in interviews or focus groups, and respond to open or closed questionnaires. The purpose of the assessment program is to evaluate the project's contribution and assist in planning future improvements.

Course requirements

1. Active participation in the workshops, both in face to face sessions and remote Zoom sessions (which require open cameras and microphones) (10%).

2. Participation in peer group mentoring (PGM) and mentoring based on this model, both as part of the course and within the actual mentoring (10%).

3. Participation in an interest group (as part of the PGM) for mentors, interns and new teachers; planning, implementing and documenting a project connected to the needs of the school and/or the community (it might be a school-wide mentoring-related project) (30%).

4. Compiling a mentoring portfolio that includes the following: documentation of the various mentoring sessions (dyadic or PGM), reflection on the MIT training, a summary of the process that the teachers experienced throughout the year, insights about the various mentoring models taught in the course, participation in the learning community and reflections on the development of teachers' professional role identity throughout the year (50%).

5. Reading two or three theoretical articles about mentoring models and drafting insights and reservations, as part of the mentoring portfolio.

Accreditation

After two years of training participants will be awarded a certificate of a mentor teacher. The certificate will indicate the project's context – the Promentors (this is also true for participants who have taken the course as their second stage of mentors' training).

Course hours

30 hours for mentors, 30 hours for new teachers and 60 hours for interns. Some of the mentoring sessions will consist of Promentors community meetings. In the PGM model, the mentoring meetings will be part of the actual mentoring hours. Each session is 3 hours long, including a break.

The groups: 1) The entire Promentors AlFarouk community (interns, new teachers, mentors); 2) only the MIT group (interns and new teachers together – AlFarouk); 3) interns only (AlFarouk); 4) mentors only (AlFarouk).

Contacts

Project Partners in the school, the town and the Ministry pf Education

(These partners have contributed to the syllabus and its content)

- Uda AlAmour, School Principal
- Nassar Eldada, Middle School Principal
- Dr. Yunas Alamour, School Vice-Principal
- Nahala Amar, Induction Coordinator
- Muhamad Anami, Social Education Coordinator
- Najha Alanbari, School Counselor
- Nada Alamour, School Counselor
- Afnan Abu Hamad, School Counselor
- Mussa Abu Saad, pedagogical coordinator
- Sultan El-Kuran, Head of Education Department, Kseife
- Dr. Salam ElKarinawi, School Inspector

Project leaders from Kaye College

- Head of Kaye Induction Unit – Dr. Haya Kaplan, kaplanh@kaye.ac.il
- Facilitator of interns and new teachers – Huwaida AlAtawna ElHueshla, huwaida.alatawna@gmail.com
- Facilitator of mentors' course – Dr. Haled ElSayyid, haled70@gmail.com
- Head of the town MIT – Maskit Holdsman, maskitushh@gmail.com
- Coordinator of mentoring – Vardit Israel, vardit.israel@gmail.com
- Unit secretaries – Carmela Ohayon and Rinat Cohen, Growth_Resources@kaye.ac.il, 08-6402884

Schedule of sessions

- ✔ Additional PGM sessions will replace actual mentoring hours. The dates will be determined by the groups.
- ✔ Contents may change in accordance with the needs raised by participants, the school team and the town.
- ✔ All community meetings will be facilitated by two facilitators in collaboration with the school team.

	Date	Who is the meeting for?	Interns	New teachers	Mentors' hours

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	Date	Who is the meeting for?	Interns	New teachers	Mentors' hours
1	28.10	Special opening session – the AlFarouk Promentors community (1/2 hour). Then – 2 groups (mentors, MIT)	+	+	+
2	11.11	Special opening session for the whole Kseife community (1 hour). Then – 2 group meetings (MIT, mentors)	+	+	+
3	25.11	The whole Promentors community	+	+	+
4	9.12	Only mentors	+	-	-
5	23.12	The whole Promentors community	+	+	+
6	13.1	Two groups: interns, mentors	+	-	+
7	27.1	The whole Promentors community	+	+	+

	Date	Who is the meeting for?	Interns	New teachers	Mentors' hours
8	10.2	Two groups: MIT (interns and new teachers), mentors	+	+	+
9	24.2	Two groups: interns, mentors	+	-	+
10	9.3	Interns only	+	-	-
11	23.3	The whole Promentors community and Kseife community, *Growth Resource Coffee House* for the whole Kseife community	+	+	+
12	19.5	Interns only	+	-	-
13	2.6	MIT only (interns and new teachers)	+	+	-
14	16.6	The whole Promentors community – AlFarouk, a special internal session	+	+	+

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15	23.6	Closing session for the whole Kseife community, then – group farewell sessions	+	+	+ Counted as actual mentoring hours
			15 sessions	10 sessions	10 sessions (5 separate sessions)

The main topics of the mentors' course

- The perception of the mentor's role and his or her place in the process of identity construction of the mentee and his/her own identity – how can it be promoted?
- Getting to know the mentee's world and needs, emphasizing his or her psychological needs and their unique expressions.
- Optimal mentoring: a meaningful connection, supporting psychological needs, an experience of need satisfaction and promoting autonomous motivation (autonomy-supportive mentoring model).
- Learning about and experimenting with various mentoring models, such as Autonomy-Based Mentoring, Peer Group Mentoring, Lesson Study, Reversed Mentoring, and Community-Based Mentoring.
- Assessment and feedback – introduction to the assessment tools, observation and feedback in a need supportive environment. The duality of the mentor's role: how to evaluate while being supportive of the new teacher. What constitutes motivating and growth promoting feedback.
- Guidance and counseling skills, including: interpersonal discourse, need-promoting dialogue, listening for and identifying a person's needs, reflection, empathy, inquiry, exploration of me and my surrounding, providing motivating feedback, and more.
- My core values as a teacher: vision and ethics (personal, cultural, school and town values). The town and the school (in collaboration with the principal and school team as well as with the head of the education department).
- Being a teacher in a community. Observing the connections and partnerships in the school and the community.
- Willpower – from idea to initiative. How to promote involvement and proactivity in the school and the community. The mentor's role in encouraging initiates by new teachers. Collaborative educational projects by interns, new teachers and mentors (the

characteristics of entrepreneurship and the proactive teacher, initiatives as a way to support psychological needs, the contribution of the projects to the school and the community).

- Professional, evidence-based work (reflective writing, event documentation, portfolio preparing).
- The principles of group work, the process and content of individual and group mentoring, creating a contract, protected discourse and maintaining confidentiality.
- The meetings will include relevant and authentic content brought up by interns, new teachers and mentors, adhering to the principle of flexible syllabus.

Course plan

Due to the COVID19 pandemic, the facilitators will adjust the sessions to follow governmental instructions. The sessions thus may take place face to face or through remote learning (either synchronously or asynchronously through online tasks, for example).

The dates, methods, nature of the sessions and contents are subject to change per specific needs and situations, in accordance with the school. All changes will be announced.

The program of the course sessions is included in Appendix 1

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Note: reading will be assigned during the sessions. Most article are translated from English to Hebrew.

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The course program

Number of session and date	Participants	Goals and main topics of the session
1 28.10.20	Part 1: Greetings. Head of the local Education Department, school principal, school administration representatives, induction coordinator. All MIT teachers (mentors, interns, first year teachers). Kaye College team (Head of Induction Unit, mentors' coordinator, town MIT director, course facilitators). National project director Reuma De Grott. Part 2: Separate sessions for the interns and new teachers group and the mentors group.	MIT special opening. Presenting all MIT partners together as a team that advances uniqueness in mentoring. Separate sessions for the interns and new teachers group and the mentors group. Goals: introducing participants, coordinating expectations, acknowledging the group's special characteristics, presenting the syllabus. Central concepts: relatedness, group contract, protected discourse.
Number of session and date	Participants	Goals and main topics of the session
2 11.11.20	All Kseife MIT groups and participants.	Special opening session of the town MIT.

	Mentor teachers, interns and new teachers, school principals, town representatives, Head of Education Department, inspector. Part 2: Separate sessions for the interns and new teachers group and the mentors group.	Separate sessions for the interns and new teachers group and the mentors group. Expanding the view on mentoring: its purpose and characteristics. Exposure to different mentoring models. First experience with the PGM mentoring model and drawing insights towards implementation in the school. These contents will be discussed in both groups as they prepare for PGM sessions.	
3 **25.11.20**	Part 1: Joint session for the entire Promentors community – interns, new teachers and mentors. Part 2: Separate sessions for the interns and new teachers group and the mentors group. Shared facilitation with the school team.	**Part 1: Exposure to knowledge** Self-Determination Theory and mentoring that supports psychological needs. Initiatives as a tool for supporting psychological needs. **Part 2: PGM groups** Understanding the worlds of new teachers and mentors from the perspective of psychological needs. Identifying shared challenges from the perspectives of mentors, interns and new teachers (as PGM preparation). Creating a pool of topics for school PGM sessions and brainstorming ideas for a group initiative.	

Number of session and date	Participants	Goals and main topics of the session
4 **23.12.20**	The entire Promentors community	Implementing PGM under the guidance of the mentor teachers. Topics – identified in Session 3, which was followed by a survey among participants (through Google Form) to determine the main topics. Part of the PGM session will be devoted to planning the initiative. Discussion: insights from the PGM model and its meaning for the role of the mentor teacher.
5 **13.1.20**	Mentors only	Mentoring characteristics and methods for assessment (mid-year evaluation) during the pandemic. Formative and summative assessments: how can we assess and still support the new teachers' needs? Understanding assessment tools: observation as a tool for providing formative feedback. Tensions and dilemmas relating to assessment in the traditional mentoring model. Integrating interpersonal communication skills. Note: this is a stage 2 course, so some of these skills were taught in the first year.

Number of session and date	Participants	Goals and main topics of the session
6 **27.1.20**	The entire Promentors community	My core values as a teacher – vision and values (personal, cultural, school values and town values). The school and the town (with the principal and the school team, Head of the Education Department, principals and other important town figures). In the session's last hour – working on the initiatives.

Number of session and date	Participants	Goals and main topics of the session
7 **24.2.20**	Mentors only	The mentor as a lighthouse: the view of the mentor's role in providing support for the mentee's identity construction (autonomy-supportive mentoring).
8 **23.3.20**	The entire Promentors community	"Growth Resources café" – the PGM model for the whole Kseife community.
9 **16.6.20**	The entire Promentors community	Reversed Mentoring – who is the mentor and who is the mentee? The content and nature of the session will be determined together by participants, school faculty and town representatives. The message: new teachers' abilities and resources.

10 23.6.20	Joint session for the entire Kseife community. Joint session for the entire AlFarouk community. Group sessions (separate sessions for the two groups).	Part 1: Special yearend session for the whole Kseife Promentors community (town MIT, concluding ceremony attended by principals and policymakers). Part 2: Special yearend session for the whole AlFarouk Promentors community. Part 3: Summative sessions in the individual groups. Virtual display of the initiatives. In the mentors group: providing feedback, examining the view on the mentor's role in light of the new mentoring paradigm, mentoring farewells.

Name of College: Beit Berl Academic College

Promoting Mentors' Work in Education
November 2020

Course: Mentorship Training – Stage 1

Lecturers: Dr. Orly Orion Lior and Osnat Ben Porat

*The course was developed in cooperation with Osnat Ben Porat (leader of municipal incubator in Petah Tikva), and Yifat Dvir (coordinator of incubators in the "Spreading Wings" unit)

Scope of course: 30 hours

Type of course: hybrid

Attendance requirement: 80%

Prerequisites: Teaching certificate and teaching license, at least 4 years teaching experience, active mentor or accompanier during training period (not school principal or vice-principal) or mentor reserve for the future

Academic year: 2020-2021

Introduction:

Mentoring and accompaniment processes for new teachers have been introduced in Israel in recent years as part of teachers' induction process. In order to establish professional mentoring processes, which provide an optimal solution for the challenges faced by new kindergarten and school teachers, and to develop a proper absorption culture in the education system, the mentors must train within the framework of professional development that structures their role and identity, and supports their work.

The ProMentors project suggests that the role of mentor is an element in an entire system of role holders, which includes all of the internal and external partners in the municipal/institutional incubator.

The training of mentors takes place in the incubator spirit, a supportive framework of interactions and mutual dependence between all its partners, which provides solutions for their needs.

Rationale:

The syllabus offers the participants a training process for mentorship and accompaniment roles, acquaintance with mentorship styles within the framework of experiential learning in a professional community, and the potential to promote school initiatives in the area of teachers' induction.

The course syllabus within the ProMentors framework is an integral part of the MIT incubator, and is based on three sources:

1. Inspiration from four out of five models from Israel and Europe, which propose different perceptions of mentorship:
- Lesson Study, Autonomy-based Mentoring – based on the self-determination theory (SDT)
- Reversed mentoring – based on role reversal in the mentoring process
- Peer group mentoring – a professional community in the spirit of social constructivism

- Lesson study – methodical, shared investigation of practices
2. Internal and external features of the investigated incubator: the partnerships in the incubator, the community, and the organizational culture in which it operates; the perceptions and organizational culture of the college on behalf of which the incubator operates.
3. The incubator instructors: style and practical professional experience as group leaders, as developers of partnerships, and as mentors' instructors.

Goals:

- To form mentorship perceptions, which focus on helping interns and new teachers at the beginning of their teaching career, based on autonomous, constructivist, relational and community-oriented paradigms.
- To expand the knowledge of varied mentorship models (peer mentoring, autonomy-based mentoring, reversed mentoring, and lesson study) through investigation and experience when and how to include them in the mentorship processes.
- To experience skills derived from the theoretic models, which promote equal relationships, cooperation, support of psychological needs, joint investigation, and shared building of knowledge.
- To promote the perception of the mentor's role from a systemic point of view – as endorsing a culture that supports optimal induction of interns and new teachers, with emphasis on the school environment and the mentor-mentee relationship as a space of growth, which boosts proactiveness and initiatives of new teachers and mentors.
- To experience mentorship that is performed in a learning community, and develops on the training continuum – in the context of the municipal incubator's culture, perceptions, and goals as much as possible given this framework and this year.
- To examine professional, personal and organizational support during the intern's or new teacher's first year on the job, in the professional development process.
- To get to know the intern's and new teacher's assessment tools, to assimilate the feedback and assessment culture as a means that can improve the quality of teaching.

Framework and structure of course:

- The course is conducted as a workshop based on social interaction, creating meaning, mutual learning, partnership, and building the knowledge of all the partners in the incubator community.
- The training sessions are semi-structured to allow for procedural discourse alongside issues and points of interest that come up in the group.

- Instruction – the sessions are led in a way that allows for practicing interpersonal communication skills (lectures, films, dialog, presenting dilemmas and consulting, presentations, roundtable discussions, debates, experts panel, workshops, online meetings, simulations, etc.).
- Creating partnerships – some of the sessions will be held with other partners in the incubator (interns, first-year teachers, mentors, and people from the school, the community and the college) as relevant. The aim is that at least 50% of the sessions are dedicated to the mentorship training course participants.
- The sessions will be held throughout the year, in parallel to the incubator meetings, with added meetings only for the mentorship course, utilizing the "sandwich" model, by which the first and last sessions are exclusive to the course participants, and the rest are coordinated with the general incubator meetings – start together and then some split up.
- Hybrid learning – in all subjects that are studied in the course as part of coping with present needs.
- Duration of the course – 30 hours throughout the school year.
- Authorization – At the end of the course and fulfillment of all its assignments, the teachers will receive a **Mentorship Training – Stage 1** certificate, which authorizes the recipient to mentor new teachers in the education system. (A **Teacher Mentor Certificate** is awarded after 60 hours, with the successful completion of stage 2.)

Assessment:

The assessment is based on the "assessment for learning" approach, and represents the developing learning process that the participants have undergone throughout the year – in a designated course within the incubator, in a peer group, and in joint sessions with the interns, and on the work with the intern in the school context. The assessment is of the process, and is based on findings and evidence, and anchored in theory.

The assessment includes three main elements:

1. Active participation in the synchronous and asynchronous workshop sessions: Active contribution to the discussion and to lively, critical debate, curiosity, learning motivation, shared learning, and evidence of a thought development process.
2. Personal-reflexive summary paper relating to the participant's practical experience as a mentor by means of events and discussion of dilemmas, anchored in relevant theory.
3. Reading theoretical articles on the subject of mentorship.

Study program: Mentorship Training Course – Stage 1 – 2020/21

Lecturer: Dr. Orly Orion Lior and Osnat Ben Porat

Date	*Topics*	*From/to*	*# of hours*
Monday, Nov. 9, 2020 *Only mentors*	1. Opening – acquaintance, group contract 2. On the role of the mentor teacher: Developing new educational capital 3. The mentor's personal and professional identity 4. The ProMentors Project 5. Petah Tikva municipal principles: ● Developing optimal absorption and preservation processes of new teachers ● Developing local pride ● Developing leaders and mid-level leaders ● Creating partnerships between schools	16:00-19:15	4
Monday, Dec. 7, 2020 *Split groups*	The intern's/new teacher's perception of the mentor, the education system, the team, self-image, and interactions with the training institute through work vis-s-vis parents. 1. In mixed groups (PGM model) – identify and map the world and needs of beginning teachers, and discuss common challenges of their choice. 2. Personal and group insights on the perception of the mentor teacher's role (also by means of role reversal) 3. Ongoing asynchronous assignment for mentors – Following the sharing, learn the Israeli Ministry of Education's perception of the mentor teacher, and various mentorship models.	16:00-19:15	4
Monday, Dec. 21, 2020 *Split groups*	1. Communication skills, feedback, and personal and interpersonal reflection; reflexive discourse and its contribution at the induction stage; effective interpersonal communication. Interns and new teachers lead the group following the reversed mentoring model.	16:00-19:15	4

	Gather for interest groups to examine reflexive discourse at the induction stage – think how to suggest and present insights and ideas. 2. Transformational assessment process for mentors – observation, feedback and assessment. (Additional meeting of mentors and interns at the incubator – Jan. 4)		
Monday, Jan. 18, 2021 *Split groups*	Professional development of the mentor's role within instruction, assessment and guidance 1. Exposing the various tensions in the mentoring process (also on the background of transformational assessment) 2. Thinking via various mentorship models that could help to reduce the tensions mentioned above. Possibly use the practices suggested in the practices document – to lead/be lead (reversed mentoring) 3. (cont.) Transformational assessment process for mentors – observation, feedback and assessment.	16:00-19:15	4
Monday, Feb. 15, 2021	This session includes all of the incubator and community members. Forming a shared learning community, of which mentorship is part; using Lesson Study, Autonomy-based Mentoring (based on SDT). Presenters present in learning circles in the spirit of the model – by means of splitting into groups, where they host the participants.	16:00-19:15	4
Monday, March 15, 2021 *Split groups*	Shared teaching and learning methods; transition between theory and practice, and practice and theory, by means of the Lesson Study mentorship model – methodical, shared investigation of practices. Summary assessment – perceiving the assessment process from the assessed person's point of view, and the dualism of mentorship and assessment – the built-in tension between guidance (which is at the core of mentorship) and assessment – What can be done to reduce the tension?	16:00-19:15	4

Monday, April 26, 2021	Proactivity and its significance to optimal absorption of new teachers. Which mentoring features promote shared observation – by means of the 'hero's journey' (new teachers, mentors) Formulate practices of mentorship that promotes proactivity (can be based on reversed mentoring and on PGM) Possibility: observe mentorship ways and methods to mentor new teachers even in the COVID-19 era.	16:00-19:15	4
Monday, May 10, 2021 *Only mentors*	1. Summary – products (summary papers) 2. Farewell and finale	16:00-17:30	2

Reading material

*Additional items will be suggested by instructors and participants during the course.

Burger, J., Ohlemann, S., Himbert, M., & Imhof, M. (2019). *Formal Mentoring in Teacher Induction – the Role of Basic Need Satisfaction* [Poster presentation]. Joint Conference of the Developmental Psychology and Educational Psychology Sections of the German Psychological Society, Leipzig, Germany.

Dardouri, M. (2018). From Reverse Mentoring to Collaborative Community's Emergence: A Career Capital Perspective. From: https://ideas.repec.org/p/hal/journl/hal-01758226.html

Knowles, M.S., Holton, E.F. III, & Swanson, R.A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Burlington, MA: Elsevier. ISBN 978-0750678377. LCCN 2004024356.

Rachamim, M., & Orland-Barak, L. (2018). When style meets pattern in mentoring talk: Implications for student teacher community learning environments in practice teaching. *Cambridge Journal of Education, 48*(5), 657-675.

Reeve, J., & Shin, S. H. (2020). How teachers can support students' agentic engagement. *Theory into Practice, 59*(2), 150-161.

Tynjälä, P., Pennanen, M., Markkanen, I., & Heikkinen, H. (2019). Finnish model of peer-group mentoring: Review of research. *Annals of the New York Academy of Sciences*: *Special issue "Mentoring: Theoretical Background, Empirical Findings, and Practical Applications"*, 1–16.

In Hebrew:

Kaplan, H., Glassner, A., & Hadas, S. (2016). Support of basic psychological needs and stimulating explorative processes among new teachers as a resource for building an autonomous professional identity in teaching. *Dapim, 63*, 130-165.

Lazovsky, R., Reichenberg, R., & Zeiger, T. (2007). The mentor-teacher in teaching training: Characteristics of the desired role, choosing the role, training for it, and assessing the contribution to the mentee. *Dapim, 45*. Mofet Institute.

Oplatka, Y. (2011). Service providers or educators? *Hed HaHinuch, 81*(1), 46-49. http://portal.macam.ac.il/ArticlePage.aspx?id=4466

Schatz-Oppenheimer, A., Mandel, B., & Zilberstrom, S. (2014). *Mentorship and accompaniment of new teachers*. Ministry of Education. https://meyda.education.gov.il/files/staj/ChoveretChonchim.pdf

Name of College: Levinsky College of Education

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 Letsion

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 stage 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.

Breakdown of meetings, content, mentoring models & participants

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. |
| 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 | 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 | On Zoom |

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		local positioning in the ecological community of entrance into teaching (Avdor & Markovits, 2004; Keiny, 2006; Tynjala et al., 2009)	and in the mentor-mentee relationship (PGM Model)	
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, organizational	Advancing mentor ability to experience multiple perspectives by role play of leader-led, active-passive, etc. In the 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	

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		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).	and psychological needs of each partner (Reverse Mentoring Model, SDT Model).	
5 December 8th	Problem-solving: A case study in evidence based practice	A discussion of case stories with a focus on the challenges in Covid-19 period (Starhovsky, Herts-	Multiple case studies of events and personal stories (Lesson Study Model, SDT and Case Study Model)	

		Lazarovits & Orland-Barak, 2008; Timor, 2011).		
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): From formative assessment to a plan to improve the interns' work: A joint meeting, MIT community 4	A joint construction of a work plan considering formative assessment in order to cater to the needs, and leverage solving dilemmas and conflicts in mentoring (Bjuland & Mosvold, 2015)	A joint investigation of 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	An exposure of the range of	Creating a self-portrait from raw materials in a workshop	

	two-way dialogue between theory and practice and vise versa	theories in the practice of mentoring, broadening conceptual knowledge and constructing a self-portrait – from the intuitive to the scholarly (Lazovsky, Reichenberg and Zeiger, 2007; Shats-Openheimer, Mendel and Zilbershtrum, 2014)	on exposure to models of mentoring in order to define a preferred model of practice (SDT Model)	
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	Collaborative learning around products while aspiring for a collaboration between a mentor and a mentee by encouraging proactivity, entrepreneurship and support of the	

		products of interns/mentors and new teachers' initiatives	teacher as a change agent (SDT Model)	

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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Bjuland, R., & Mosvold, R. (2015). Lesson study in teacher education: Learning from a challenging case. *Teaching and teacher education, 52*, 83-90.

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Name of College: Talpiyot College of Education

MIT Mentor Course Syllabus

Syllabus for Mentors Course- Petach Tikvah:

Moderator: Dr. Racheli Holzblatt
Target population: MIT mentors
Course scope: 30 hours
Date: Wednesdays between 14:30-17: 00
Format of the course: Online meetings on Zoom, personal meetings for the purpose of supervision, meetings in small groups at school.

Rationale
The role of the mentor teacher, who accompanies the young teacher in his first year of work is a complex role that requires appropriate training. This role includes a combination of providing

practical help on a variety of topics, along with help with personal and professional growth. The role of mentor and mentor requires the ability to have a nurturing dialogue, based on asking questions, that will allow the intern to clarify issues such as: what is the "my personal belief self " versus the developing "my professional belief self", identifying areas of strength versus weakness, and guidance for dealing with various classroom issues. The course will address these issues at the level of an ongoing dialogue among the group members, experiential experiences and theoretical conceptualization.

The workshop operates as part of the MIT incubator and includes multi-system work within a learning and developing community. Activities in this framework will enable optimal absorption for the new teachers, promote the autonomous motivation of all members of the community to invest in teaching, reduce the dropout rate from teaching and improve the quality of teachers.

Goals
1. Cultivation and formation of a professional identity as a mentor, based on theoretical understanding and its application.
2. Understanding the connections between the 'personal self' and the 'professional self', regarding myself as a teacher-mentor and the implications for the role of the mentor in interacting with the young (guided) teacher.
3. Familiarity with a variety of methods of action in induction processes (in Israel and around the world) and cultivating the ability to choose the appropriate coping methods for the situation and its components.
4. Cultivating the ability to choose the appropriate coping methods for the situation and its components.
5. Clarifying boundaries and responsibilities that accompany the role of mentor.
6. Acquiring communication and dialogue skills from an empathic place.
7. Fostering ways of dealing with complex issues of school life: within the classroom, in relationships with staff in the system, and in relationships with the home system.
8. Fostering a learning community that includes veteran and young teachers who develop and improve the quality of their teaching.
9. Development of the role of mentoring as part of a school culture that enables and supports the optimal absorption of new interns and teachers, fostering facilitation and

guidance skills, with an emphasis on the school as a space that enables learning and growth for all its participants.

Teaching methods:

Learning will include workshop experience, event analysis, experience in mentoring models from Israel and the world, lectures by experts, guided reading of articles and more. Learning will be done by distance learning through Zoom, Face to Face learning, in school, which will include: Supervisor sessions and group sessions of each school staff.
The course is accompanied by a website, which will allow communication and further learning through a forum, uploading articles and posting messages.

Learning Products:

At the end of the course the learner will be able to:

1. Select and formulate for themselves a clear and visionary professional identity as mentors, understand the significant aspects of the mentor's role and the implications of this in a mentor-young (guided) teacher relationship, while giving respect and autonomy to the mentee's knowledge.
2. Familiarize themselves with the responsibilities of the profession and develop professional boundaries for themselves, accordingly.
3. Have autonomous/ supportive apprenticeship skills that promote an experience of respect, partnership, and reciprocity.
4. Have effective communication skills and know how to conduct empathic dialogue.
5. Acquire a variety of tools for dealing with complex issues that arise from the various interactions in the role of the mentor.
6. Be part of a learning community that supports and empowers all its participants and strives to improve teaching.

Course framework:
• The course is conducted in a workshop format and is based on sharing the knowledge of all partners in the incubator community. The meetings will take place throughout the year.

• The training sessions will be semi-structured, to allow for a process dialogue with issues and units of interest that will arise from within the group.

• The workshop sessions will be guided through a variety of teaching methods (lectures, video watching, presentations, workshops, online sessions, integration of simulations, presentations, etc.).

• The meetings will be held in part with people who are partners in the incubator (internship teachers, first-year teachers, school officials, community officials, college officials), according to the relevant content, with about 50% of the meetings intended for targeted training for mentors only.

Requirements of the students:

1. Active participation in course sessions.
2. Writing a final paper that includes a reflection on the training process within the MIT incubator and perception of the role of the tutor in the 21st century. (Work instructions attached)
3. A systemic initiative related to mentoring in a systemic vision.
4. Reading 2-3 theoretical articles on tutoring models and writing insights / observations.

Certification - At the end of the course and upon completion of the course duties - the teachers will receive a Mentor certificate.

Course Syllabus and Schedule

Session Details	Central and Practical Content	Subject and type of meeting (regular) / Synchronous (Zoom) /Asynchronous	Sessions
1. Introductory exercise 2. The role of the mentor teacher Understanding the characteristics of the teacher-mentor's personal self and his basic perceptions as influencing his perception of the mentoring process and understanding the distinction between 'self' and 'I'.	Introductory round: Coordination of expectations. Mapping professional identity needs, of the mentor. Course characteristics within the MIT community.	Mentors Opening Meeting	1

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Implications for the role of mentor Raising personal examples of induction. As part of the group meeting, they will formulate insights into the role of the mentor teacher, and will be exposed to the concept of the role of the mentor teacher according to the Ministry of Education in Israel. * Introducing the "Internship" website - the home of the mentors. 3. * Presentation of the Promentors Project: Models for mentoring in Israel and around the world. Division into rooms Each room receives a mentoring model from the country or the world, studies the theory of the model, experiences the exercise, and conducts a summary presentation. 4. Presenting the presentation to the plenary- Insights Discussion of thoughts about the concept of the role of traditional mentoring: Guidance - Evaluation Support and assistance - Independence and autonomy. Personal connection - Formal connection Emphasis on points for improvement - Emphasis on strengths and successes.	Models for mentoring in Israel and around the world. (Synchronous Zoom)		

* Exposure to three models of **PGM mentoring, lesson study, (reverse) mentoring - in a short experience** -			
Opening: Both groups share a personal experience about challenges in the early years. The first part is shared according to the PGM model - they will identify and map together the world and needs of the specialized teachers. The mapping will be done into three categories: organizational, emotional, and professional challenges. And will discuss common challenges they will choose. Part Two - The group of mentoring teachers tools for dealing with the difficulties of new teachers. Using a Padlet **or** Jamboard tool for the internship group	Identifying and mapping the world of beginning teachers - professional and organizational emotional challenges. (Synchronous Zoom)	**Part One-** MIT Community Meeting- Interns/ Mentors **Part Two-** Teachers mentor separately	2
Feedback supporting psychological needs. Multi-participant dialogue about the built-in tension between the guidance that underlies the mentoring and the provision of assessment - What can be done to reduce the tension**?** In mixed groups, watch two videos together: "Promoting Feedback,	Observing, feedback and evaluation towards a mid-term evaluation. The variety of voices "- discourse circles - Psychological needs Synchronous meeting- simulation	A Meeting of Mentoring Teachers	3.

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Regular" "Feedback that Supports Needs" Together they analyze, identify differences, and examine their importance and contribution to professional development Navigating the dialogue in a feedback conversation - from empathic listening to constructive discourse and the contribution of guiding questions in the discourse. Practice writing written feedback - in preparation for the formative assessment, familiarity with the new dimensions and tools for assessment, presentation of case studies of interns - from written assessment to practice. In addition to ongoing briefing and guidance in the WhatsApp group of the course, and materials in the model on the topic of assessment.			
The workshop facilitators meet in each of the six schools, the management staff and the tutoring, new and specialized teachers. Part One The principal's discourse presents the school's vision in terms of optimal absorption. Part Two - Discussion and insights on how young teachers and mentors integrate into the managerial vision. Discussion among mentor educators on how to identify strengths and successes and how we will express this in schoolwork. Using the reverse mentoring model.	Examining Mentoring and School Vision – each accompany the other Learning from successes	The whole MIT community in school meetings with principals	4

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Experience in providing mid-year feedback Principal and mentor teacher give feedback to interns and first year teachers.			
Dealing with a Crisis (Corona) – Understanding the importance of the teacher / mentor as a leader in dealing effectively with a crisis. Application: Cases from the field considering dealing with the situation		Mentors Only	5
Giving Feedback - What is it for me to give feedback? Clear and joint inquiry into the question What is effective, proactive, and key feedback? Sharing issues that reflect conflicts regarding initiation in the context of assessment. Processing issues related to writing a formative assessment that mentoring teachers face at the level of personal contact and at the system level. The trainees will present in class insights from the mentoring process according to the theory of self-guidance + supervision on a significant event / encounter in induction.	Dilemmas and tensions in the mentor's work	Supervision meeting number 1 in small groups (4) participants	6.
The meeting will take place at the Simulation Center at Bar Ilan University	Interpersonal communication skills in the mentoring process		7
Part One Workshop A meeting between the participants of the two colleges "on the different and the similar" in three groups of	A workshop for a joint dialogue between Talpiot Beit Berl, the local authority and	MIT Community Meeting	8

populations: interns, first year and mentors. Part Two: With the participation of all factors, exposure to the concept of "proactivity" and its meaning in the optimal absorption of new teachers in the city of Petah Tikvah. Plenary work to present the principles Working in groups according to the PGM model. There will also be a panel that will deal with the formation of the incubator's strengths and its contribution to the city and a future look: where we are headed. . .	representatives of the Ministry of Education under the supervision of the Ministry of Education. Designing a learning community	Together with the MIT Beit Berl community and with a local municipality mayor	
Case study - from personal experiences in induction (lesson study model) and the case study model	Individual meeting in small groups - Supervision	Session number 2 Supervision	9
This meeting will be the product of joint planning between the partners in the MIT community. Summary of the year - a concluding formulation of the role of the mentor and the accompanying teacher- the boundaries of the role and responsibilities. Co-writing Model (PGM)	Farewell and summary - and a look at the future	MIT Community Meeting	10.

Note: There may be changes in dates, methods, how to deliver in meetings, and content depending on the needs that arise, and depending on the situation, notice will be given in advance.

Contacts:

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Head of the Induction Unit:-Idit Pasternak   iditp100@gmail.com

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Name of College: Sakhnin College

Mentors' Training course Syllabus

Rationale

The entry stage in the teaching profession includes the year of teaching specialization and the two years following it. This is a crucial stage in the professional development of the new teaching staff, characterized by a pedagogical, systemic and emotional confrontation.

The incubator model, which was formulated at Sakhnin College, aims to promote the construction of an optimal absorption environment for new residents and teachers. We believe that optimal absorption is based on an environment that promotes a sense of belonging to the school, a sense of ability in teaching and the work of education, and a sense of autonomy; that is, an experience of choice and self-direction. We see teachers as active partners in the teaching process and believe in their ability to be proactive, initiate, contribute to the school, and work to create their self an environment that will support their needs. For its part, the school has become a central and active partner in this process.

In the MIT model, your voice and resources, which you bring with you as new teachers, are central. Teachers will be given the opportunity to express your needs and ideas, to be involved and to lead processes, for the benefit of the school and for your own professional development. All this will take place within the framework of a learning community, with a common language, that works in partnership with the school staff. The program is also adapted to the unique needs of the school as an organization and integrated into the school culture and educational vision.

The principal goal is to enable the new interns and teachers to make optimal integration into the school and the educational system.

Goals

• Create an environment that supports the psychological needs: belonging, competence, and autonomy of MIT participants in the school's unique context (perception, vision, and school culture).

• To hear the voices of teachers, to promote active involvement and processes of self-direction, pro-activeness and initiative.

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• To promote cooperation among all the partners involved in the entry stage for teaching at the school, the authority and the college.

• To build together in the learning community new knowledge and coping tools related to the entry stage of teaching, according to the needs that will arise and according to the characteristics of the educational system.

• To enable teachers to continue the processes of constructing professional identity and their role as teachers in the new context of school reality.

Work methods in the workshop

• Since novice teacher voice and teachers are actively involved in the process, the syllabus is open and flexible and will be built during your activity with you. From here, your teachers have an important role in building the syllabus. The syllabus will be updated during the year, according to the processes that will take place in it, and the final version will be designed only at the end of the year.

• The sessions will include open sections that will allow novice teachers to express their needs and raise their voice, and will allow them to raise authentic and relevant subjects regarding classroom and school events. However, there are contents that are determined by policymakers in the Ministry of Education such as formative evaluation and summative evaluation, which we will address in the workshop. In addition, some of the workshops will be built by the group facilitator on behalf of the college and the school's presenter, in light of the school's goals and the incubator and the unique needs of the school.

• During the year, veteran teachers, officials, and guests from the Ministry of Education and the Authority will participate actively throughout the year.

• The theoretical approach that will accompany us is self-directed theory, which emphasizes the support of basic psychological needs and the fostering of autonomous motivation for learning

and teaching. This approach is important for their work as new teachers in promoting autonomous motivation for student learning.

• During the workshop novice teachers will be given a place for their activism and initiative. They will be able to present their personal resources and continue to develop the areas of interest and the issues or skills that they are experts in.

• A workshop will be given to develop a capacity for self-exploration, which is essential in the process of constructing the professional identity that will accompany novice teachers during their years of work as a teacher, etc.).

Course requirements and weighting score

1- Attendance in 80% of the meetings.

2 - Preparation of exercises: case analysis and final work includes reflection about the process: 100% of the score.

Applied Components for Education and Teaching

- Workshops, videos and simulations

- Group discussions and sessions

- Implementation and discussion of skills and strategies

Work indicator

Details of the task required at the end of the learning process and its description:

The work is intended to reflect understanding and internalization of the learning process; thoughts, ways and strategies for implementing the process at school; and an extensive repertoire that documents the learning process, the decision-making process regarding the

strategies and ways in which the teacher has chosen, considerations based on the constraints and challenges facing him, and insights from the process.

Questions to answer at work:

1. What are the main contents you have been exposed to during the course? How did the content affect your thinking about the students at your school?

2. Perform an extensive reflection on the process by integrating the insights you are going with and their implications for performance in connection with your role as a beginner.

The framework of the encounters

The course includes 60 hours of study. At the same time, each novice teacher will be accompanied by a tutor for one hour per week during the year. The new teachers require 40 hours of study. Each new teacher will be accompanied by an accompanying tutor for 20 hours per year.

Program and schedule: the meetings will be held on Wednesdays, from 13:30-16:00.

Breakdown of meetings, content, mentoring models & participants

Meeting number	Date of meeting	Population	Topics and contents Joint construction with the group
1		Specialists	Opening session - "My full glass half", personal abilities in the process of teaching, procedures, rules of protected discourse.

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2		Specialists	Cultivating strategies of meaningful learning.
3		Interns and new teachers	Advantages and disadvantages of co-teaching
4		Interns and new teachers	Open discourse around views, self-reference, content, mentors, students, school, questions, and directions.
5		Interns and new teachers	Interpersonal communication and teacher-student interaction in the meaningful learning process.
6		Interns and new teachers	Culture and organizational commitment.
7		Interns, new teachers, mentors and management staff	A summary assessment and formative evaluation, Formative assessment session - "in Saturday" exercise on feedback. Joint writing of assessment - Specializes and educates.
8		Interns, new teachers, mentors and small management staff	Cultivation and development of personal and professional identity: awareness of the strengths and weaknesses of the beginner teachers.
9		Interns, new teachers, mentors and expanded management staff	Empowerment Raising the student's self-image in the meaningful learning process.

10		Interns and new teachers	Learning and choosing the area of interest. The strengths of strengthening the sense of competence and autonomy.
11		Interns and new teachers	Learning ffunctioning: Concepts, tools and strategies for assimilation.
12		Interns, new teachers, teachers tutors	Dialogue and meaningful teacher-student discourse. A visit to the Simulation Center at Sakhnin College.
13		Interns, new teachers, teachers tutors, small management team, school director	Interpersonal communication and teacher-student interaction in the meaningful learning process: Emotional expression in interpersonal relationships
14		Interns and new teachers	The importance of multiple intelligences in the meaningful learning process.
15		Interns, new teachers, mentors and expanded management staff	Teamwork and peer learning: summary and reflection

Contacts

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• Secretariat of the unit - Mrs. Ranin Abu Hamed, telephone: 04-9058000

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Name of College: Al Quasami

MIT-Integrated Mentor Course: Syllabus

Prepared by
The Promentors team: Dr. Dr. Haneen Magadlah, Dr. Iman Aloush, Dr. Samir Magadle, Dr. Hala Habaieb.

Course name (Hebrew): הכשרת חונכים ומלווים שלב א'

Lecturer: academic degree, name + surname

Course scope: 30 hours

Hybrid

Course requirements: 80% attendance

Pre-requisites: education workers with education certificate and license, with at least four years of experience, who are currently mentoring or guiding as training (not a principal or vice-principal).

Academic year: 2020-2021

Introduction
The course trains experienced education workers for mentoring and guiding new teachers as they begin teaching. The teacher-mentor's role is very significant as it gives the new teachers a "soft-landing" as they begin their journey. The teacher-mentor assists the new teacher in acclimating to the new environment by providing counsel, support, and listening. The teacher-mentor also takes part in evaluating the new teacher. In addition, the mentor and guide have influence in their institution over the conditions and organizational culture that absorbs new interns and education workers, to enable their success. To achieve these goals, professional knowledge is

required not only in the educational field but also in the field of teachers' training. Due to its great importance, the Ministry of Education has decided to launch training for teachers-mentors to guide new teachers in the best manner.

Objectives relating to the mentor course as part of the MIT (Multiple Player Induction Team)

- Getting acquainted and experiencing with the various models of mentorship (SDT, PGM, Reversed Mentoring, Lesson Study, CMTM).
- Strengthening skills based on theoretical models which develop equal relationships, partnerships, support of psychological needs, joint exploration, and joint construction of knowledge.
- Experimenting with mentorship that is based on operating and training in the learning and developing community, in the context of culture, perceptions, and with institutional/municipal greenhouse objectives.
- Promoting the systemic perception of the mentor's role- as the facilitator of a culture that supports optimal assimilation of interns and new teachers, emphasizing the school environment and mentor-mentee relationships as a space for growth, and who evokes proactiveness and initiative in mentors and new teachers.

Objectives that express the college's unique perception:

- Promoting skills for developing academic, educational, and social relations with local and national institutions, such as schools, the Ministry of Education, Pisga centers, universities abroad.
- Training for developing renewed and innovating leadership at the schools and in the Arab society in general.
- Strengthening values of pluralism, justice, and social empowerment, in order to develop members of the future generation, Arab society's abilities in particular, and the human society in general.
- Perception of the mentor's role in a sociocultural perspective, which distinguishes the Arab society in Israel.
- **Course general objectives**
- a. Developing the perception of the *teacher-mentor / teacher-guide* role as a colleague who helps the intern and new teacher within a given education system.

- b. Nurturing mentoring and guiding skills to identify the intern's needs and to support their assimilation and professional adjustment in the education system.
- c. Providing tools for creating a didactic-educational-reflective dialogue that supports the intern's or new teacher's autonomous professional development during their first years of entering the education field.
- d. Developing tools and examining methods of evaluation of interns and new teachers, towards the receipt of a teacher's license and of tenure in the education system later on.
- e. Developing tools for establishing the appropriate assimilation culture in the education system.
- f. Providing techno-pedagogical tools for constructing the optimal lesson.
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- **<u>Mentor and Mentee Learning Products</u>**
- The mentor will be familiar with the various models for mentorship and guidance, emphasizing the model according to which the mentor is working.
- The mentor will manage the mentorship in a result-oriented manner; a standardized process.
- The mentor will be familiar and experienced with various methods of evaluation, with a broad perspective.
- The mentor will implement mentorship in different structures, emphasizing the current needs in the context of culture and values.
- The mentor will be able to nurture the skills of interpersonal and reflective communication.
- The mentor will develop an initiative for interventions on an individual and systemic level for the mentee, the school, and the community.
- The mentor will develop a learning community which will assist in constructing relevant knowledge for mentorship partners while integrating theoretical and practical aspects.
- The mentor will be familiar with the urban culture and its unique characteristics.
- The mentor will lead to assimilation processes in the municipality or institute.

- The mentor will develop skills for thinking and analyzing subjects from different perspectives.
- The mentor will process the course's material through a critical, creative product.

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- **Course structure**
- The course is similar to a workshop and is based on sharing the knowledge of all members of the team. The sessions will take place throughout the year, in accordance with the MIT sessions. They will be semi-structured to enable a process-oriented discourse with content units, through various teaching means (lectures, watching videos, presentations, workshops, online meetings, simulations, and so forth).
- The sessions will have varying degrees of integration among the different team members (first year, intern teachers) according to the relevant content, while 50% would be assigned exclusively to mentors, and in this case, parallel or co-instruction is necessary.

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- Hybrid learning- would be reflected throughout all of the course material along the coping with emerging needs. A meeting for discussing this aspect should be set at the beginning of the year.

Method of evaluation:

Evaluation is based on a method of evaluation for learning and presents a developmental learning process that the mentors and guides went through in the workshop throughout the year as participants in the course, in a group of mentor colleagues, and in the joint sessions with interns and their work with the intern in the school context. The evaluation focuses on the process and is based on evidence and research, grounded in theory.

The evaluation refers to two main components:

- Active participation in the synchronous and a-synchronous workshop sessions: an active contribution to the discussion and colleague-discourse in

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an insightful, critical, curious, learning-motivated, shared-learning manner, witnessing a process of development in thinking of the workshop's topics.

- Constructing a personal portfolio: the mentor and guide will select independently the products presented in the portfolio, which in his/her view best represents the process of learning throughout the year. The gauge for the portfolio will include: analyzing a case and discussing the dilemmas with proper grounding in theory; a reflective journal of learning, which presents the development and learning process in a shared, learning community with interns and new teachers and consolidating the professional identity of the mentor-guide; reference to the cultural-local context of the team and a creative product (writing a story or presenting a collage).
- **Following are the course's main topics:**
- 1. Getting familiar with the year of internship;
- 2. From teacher to mentor- an explorative discourse and asking questions;
- 3. The world of new teachers and interns: central and unique challenges;
- 4. The world of new teachers and interns: organizational and unique challenges;
- 5. The world of new teachers and interns: emotional challenges of entering the education system;
- 6. The world of new teachers and interns: teaching and professional challenges;
- 7. Observation, feedback, and evaluation.
- Sessions

	Date and Place	Participants	Topic	Activity
1	To be scheduled	MIT community	Getting to know	Each member will introduce him/herself A presentation with the local MIT characteristics and course objectives

		meeting- an introductory meeting of the community members: interns, new teachers, and mentors and guides <mark>Double session</mark>	each other. Going over expectations. Presenting the local team's characteristics and the course's structure and objectives.	Group activity: breakout rooms- for interns and new teachers, for mentors and guides. The task: being someone with impact. Each participant in the mentors' group outlines the images of an intern or new teacher who has an impact on him/her. Each participant group outlines the image of a mentor or guide who has an impact on her/him. Back to the meeting: each group presents the profile of a good teacher (intern, new teacher, mentor, guide) as chosen by the group in the breakout room. The group work is consistent with the PGM model.
2	To be scheduled	MIT community meeting, presenting the partners in the	Presenting the local education system.	Presenting the components of the MIT community, roles and manners of cooperation. Guest lecture: how to establish a partnership in the community? Tools for establishing a partnership. Guest lecturer: Zuriel Robbins, Principal of Amit Highschool, Mandel graduate. Summary and discussion.

		municipality: the education department manager in Baqua al-Gharbiyye, Pisga head at the municipality, the president of the college **<mark>Double session</mark>**	Getting familiar with the Pisga center: about Pisga, objectives, and fields of activity. Getting familiar with Al-Qasemi College, an academic college for education:	

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			about the college, the college's objectives and convention, women empowerment.	
3	To be scheduled	Mentors and guides only	Mentorship and guidance for new education workers.	Stories that reflect essence, change that is essence. Breakout rooms Task: why am I here? And what am I supposed to do? Each group of participants will discuss the factors influencing mentorship relations, processes, and results. What do we want to achieve? What is the current situation? What should we do? What should we change? What are the resources and tools required for change? What are the forces that support change?

				What are the forces that prevent change?
				Based on the analysis of the answers given by each group of participants, we will outline a conceptualization for mentorship and guidance, the essence of the relationship of mentoring and guidance, and how to preserve or promote self-drive in mentorship and guidance in practice (identifying with the mentor's role and internalizing its values and practices). This process is consistent with the CMTM model.
4	To be scheduled	Mentors only	Inspiring mentorship	Mentors and guides' stories: the mentors and guides are divided into rooms. A story of a mentor with an intern or of a guide with a new teacher is presented in each group. Each group will perform a case analysis by asking questions: what is the difficulty presented by the mentor or guide? What emotions do they identify in the mentor/guide? What emotions are evoked in the group? What would you do if you were in your colleague's shoes? How would you cope with the matter? Each group will come up with a model for coping with the difficulty and for creating new opportunities.

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				Back in the assembly: presenting the models and discussion.
5	To be scheduled	Mentors and guides only	Perceptions of the teacher-mentor's role from the teachers-mentors and teachers-guides' perspectives in Arab society	Watching a video about entering education- education workers' portal.
				The video presents the teachers-mentors role and the manner
				they join the mentorship process.
				The mentors and guides are divided into rooms to analyze what they saw in the video.
				They compare their perceptions of the teacher-mentor role and
				the mentorship processes they underwent or are undergoing.
				Mentorship/guidance patterns and motives to take on this role.
				Sources of help and difficulties in fulfilling the role.
				The contribution of the role to the teacher-guide/mentor's
				professional development.
				The contribution of the mentorship/guidance process to the development
				of the intern/new teacher.
				Presentation and discussion in the assembly.
6	To be scheduled	A session with all partners	Feedback, evaluation, and support	Presenting the LESSON STUDY model. Discussion: what is the optimal class?
				In pairs or groups of three, the participants will
				construct a scale for evaluating a class after observing it.
				Learning-promoting feedback: watching a

				video of Lev Institute, Bar-Ilan University.
7	To be scheduled	MIT community meeting	Simulation	Simulation workshops: challenges in the mentor's and guide's work: Workshop 1: mentors' and guides' challenges with interns and new teachers Workshop 2: mentors' and guides' challenges with school administration Workshop 1: shared among the community of mentors, guides, interns, and new teachers Workshop 2: for mentors and guides only
8	To be scheduled	MIT community	Optimal class with technological tools	Training and techno-pedagogy workshop: what is the optimal class, getting acquainted with relevant technological tools, constructing a teaching unit together (by the workshop's participants) based on the principles of the optimal lesson and integrating technological tools.
9	To be scheduled	A session with all partners	Summary and feedback	First part: MIT summary and feedback Each of the partners will summarize and evaluate the mentorship process