

The background features several large, stylized, overlapping shapes in shades of purple, green, and blue. These shapes resemble abstract letters or symbols, such as a 'Q' or 'G'. Interspersed among these shapes are numerous small, yellow, triangular arrowheads pointing in various directions, creating a sense of movement and energy.

Building the system for mentoring teachers in their professional development

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BASIC THESIS

- All teachers need supporting systems for their professional development and for changing their practice:

Systems for professional growth are most effective if:

- they are contextual involved in their **everyday working environment**
- they are based on **interacting connections** and gives opportunities for opening outward
- **offers different** modes, tools and context for PD
- offers **opportunities for self-evaluation, formative evaluation and critical reflection and active participation** of teachers in this process

GOALS

- To **establish, implement and evaluate** the function and operation of **mentoring teams on school level**
- To train them in different ways about **why, what and how to change quality** of TL
- To **train** them for **self-evaluation, formative evaluation, critical reflection, creating professional portfolio** and **offers them different tools to do that**
- To train them **to use ICT**
- To **link them** together in network
- To find out what are their opinions about implementing innovation with a help of ICT



PARTICIPANTS

- 34 schools at the beginning and 26 at the end
- 14 Primary schools / 12 Preschools
- 145 participants at beginning and 115 at the end
- More than half of participants was actively involved in network for professional development before the project



REALIZATION OF THE PROJECT

- Creation of **e-environment** for gaining information, changing info, documentation, follow performed actions, consulting, connecting.
- Creating **modules for training** of mentors in **in-face trainings and in e-environment**
- **Creating teams** on the level of schools

A decorative background featuring a light green balloon at the top left, a light blue balloon in the middle left, and a light purple balloon at the bottom left. Yellow triangular rays emanate from each balloon, creating a sun-like effect. The text is positioned to the right of these balloons.

• Creating **instruments and tools** for mentors and teachers:

- e-environment for professional portfolio
- forms for reflections, planning
- self assessment tools for mentors and teachers.

• Creating and implementing **instruments to follow the opinions of participants at the beginning and at the end of the project.**



TRAININGS' CONTENTS

- We trained them on mentoring process, roles of the mentors, communication and communication skills, professional portfolio, team working and ICT.
- Why, what and how to bring a change in teacher's practice
- ISSA's INTERNATIONAL PEDAGOGICAL STANDARDS and indicators as a framework



ISSA PEDAGOGICAL STANDARDS

They represented a tool for

- self-evaluation
- formative evaluation
- external evaluation and assessing teachers practice
- building observation skills and reliability in observation
- reflection
- planning for changes and setting the goals for PD.



FOCUS

- Individualization
- Learning environment
- Family involvement
- Teaching strategies
- Planning and assessment
- Social inclusion
- Professional development



RESULTS-What they learned

TEACHERS

- Self-evaluation
- ICT
- Pedagogical standards
- Learning with others
- Electronic portfolio

MENTORS

- Mentoring skills
- ICT
- Electronic portfolio
- Learning with others
- Pedagogical standards



RESULTS – What they liked

TEACHERS

- Learning with others
- Working with mentor
- ICT
- System of evaluation
- Professional growth

MENTORS

- Learning with others
- ICT
- Pedagogical standards and indicators
- Applicability of new knowledge and skills
- To see changes



RESULTS

- **Teams on the level of schools are** (in function of supporting systems and control in PD) much **more effective than tandems** teacher-mentor.
- They **contribute to quality improvement, to PD**, changing of the **culture of teaching and learning** among teachers, **critical reflection**, putting changes in practice.



RESULTS

- Contextualization of **PD in teacher's working environment demands:**
 - **Trainings on why, what and how** to bring changes into teaching practice
 - **Organization of conditions** on the level of school
 - **Supporting systems** from out-side of the school, which offers possibilities for making connections with others and helps make it works and to keep direction towards PD.



RESULTS

- **ICT can not replace in-face interactive trainings**, but gives new opportunities for assessing info, for sharing info, documentation
- **ICT was more in use in schools** where teachers and mentors were **organized in teams**.
- **E-environment facilitate the process of creating professional portfolio**, but only together with trainings for critical observation and reflection.

RESULTS

- **ISSA pedagogical standards are a good tool for supporting PD.** They provide possibilities for self-evaluation, formative evaluation, critical observation and reflection, recording (portfolio) and planning for PG.



Thank you