IO3 – Effective teacher's (mentee) Profile

PROJECT

Inn2Diversity - Innovative tools towards diversity in classroom context

Inn2Diversity Partners

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INDEX

PREFACE

European classrooms are becoming more and more diverse and the teaching profession remains largely homogenous, where teachers lack experience in diverse schooling environments. Teachers have difficulties in managing classrooms and this is a fact. These difficulties have not only a direct impact on their level of satisfaction (and consequently affects negatively the quality of the education offered) but also impacts on pupils' educational achievement.

The Consortium of the Inn2Diversity project, composed by 9 organizations from 6 European countries, aware of the challenges teachers face in classroom diverse environment aims to contribute to the implementation of a new methodology – based on mentoring – as a system-level approach to empower teachers with managing diversity in the classroom, to deal with disruptive behaviours, and to equip them with tools to better engage students and transform teaching in a healthy profession.

In order to reach this goal, the Inn2Diversity partners will contribute with their knowledge and experience, during 3 years (2019-2022), to build a set of Intellectual Outputs, namely:

- IO1 - Report on programmes and measures to support the development of diversity and disruptive classroom behaviours management competences in teacher's continuous professional enhancement

- IO2 - Training curricula on diversity and disruptive classroom behaviours management

- **IO3 - Mentors' Coordinators and Mentors profile**

- IO4 - Courses Curricula for Mentor's Coordinators and Mentors

- IO5 - Mentoring programme for effective inclusion

The Inn2Diversity project focuses on preparing teachers for diversity and strengthening healthy relationships by providing to teachers a new non-formal process that stimulates their active engagement in career-long competence development and diminishes the application of measures/policies as suspension because suspension rates themselves are predictive of drop-out rates.

INTRODUCTION

The European approach regarding diversity in schools.

Growing ethnic and religious diversity in Europe poses both opportunities and challenges to European policy-makers and societies as a whole and more than that, it is expected that this diversity will continue to increase. Recent studies show that intolerance and social exclusion are increasing and some migrant groups start feeling alienated. This situation leads to incidences of social tensions and unrest. Education has a key role to play in preparing societies for dealing with these phenomena and it plays a vital role in the political socialization of European citizens. (Van Driel, Darmody and Kerzil 2016: 4)

The EU and its Member States have called for renewed efforts to prepare teachers for diversity, and to lay the foundations for more inclusive societies through education (Council of the European Union and European Commission, 2015). They recognise the need to empower and equip teachers in taking an active stand against all forms of discrimination, to cover the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent racism and intolerance.

The growing diversity in European classrooms and societies makes these issues even more compelling. Increasingly, teachers are expected to have the competences to relate to parents and engage them in their children's learning process, provide the peer learning experiences that can promote inter-group respect and understanding, and to apply learner-centred teaching strategies.

The need to enhance diversity in schools.

We conclude that there is a need for new methodology – mentoring in our cases – as a system level approach to empower teachers with managing diversity in the classroom.

Considering the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Inn2Diversity project has established two main **goals**.

The first goal is to reinforce the competencies of teachers to deal with complex classroom realities to better manage diversity and to keep students with disruptive behaviour and disruptive academic engagement engaged during classroom time, by empowering them with the necessary competencies (based on the Framework of teacher competences for engaging with diversity promoted by the European Commission in 2017) to improve positive relationships between them and this students. It includes "areas such as subject and pedagogical knowledge, assessment skills, teamwork abilities, the social and

interpersonal skills necessary for teaching, awareness of diversity issues, research skills, (…) as well as organisational and leadership skills." (European Commission/EACEA/Eurydice, 2013: 35).

The second goal is to create a mentoring model to support schools to transfer and replicate the good practices managing diversity and complex classrooms, and doing so offering them an additional tool to improve teacher's levels of satisfaction in the classroom in order to reduce disparities in learning.

The project was designed to follow these **objectives**:

1. to develop, transfer & implement through transnational cooperation an innovative **training curriculum** on diversity and disruptive classroom behaviours management;

2. to identify the **suitable profile & personal skills** to manage students with disruptive behaviour;

3. to increase **teacher's motivation & satisfaction of students'** daily work in school thus contributing to increasing their teaching quality, and introducing a virtuous cycle between students' school achievement and teachers' job satisfaction;

4. to design a **mentoring model** to empower teachers and schools with the suitable methods, competencies to deal with daily difficulties at work and to manage students with disruptive behaviours;

5. to evaluate **peer-mentoring** effectiveness as an in-service only focused on professional development to promote positive relationships between teachers and disruptive students' skills.

Consortium approach.

To tackle this challenge regarding the improvements for the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Consortium of 9 organizations from 6 countries (United Kingdom, Bulgaria, Finland, Italy, Portugal, Romania) have joined forces for the implementation of the Inn2Diversity project.

All partners will work together to:

→ increase awareness of schools on the need to put efforts in investing on the qualification of their teachers;

→ adapt the teaching profession to a continuously changing educational environment;

→ keep teachers more motivated and satisfied due the investment on their needs;

→   design a new and tailor-made tool that will allow teachers to self-evaluate themselves;

→   generate awareness on needs of self-development, flexibility and adaptation to new realities;

→   design a mentoring process that can be individually fine-tuning to mentors and mentees;

→   engage pupils in the classroom environment with the sense of being valued by their diversity.

1. THE IO3 - MENTORS'COORDINATOR, MENTORS AND MENTEES PROFILES.

The INN2 DIVERSITY project focuses on the creation of a tutoring model to help, support and train:

- the newly hired teachers who, for the first time, enter the world of school;

- the teachers that are into a new and stable situation of work, after many years of precarious work and passages in different institutes;

- those who express the need to review their professional skills.

The IO3 "Mentors' Coordinators and Mentors profile" is devoted to the creation of mentor's coordinator, mentors and mentees profiling tools.

The profiling tool is innovative since it will allow to integrate teaching competences improvement process: set profiles, support mentoring processes recruitment, selection and matching (between coordinators, mentors and mentees), establish competences development needs, allow running tailor-made training programmes, among other procedures.

It's will be developed following previous experience of MOMIE, MEGAN and MPATH projects (CCF and Aproximar experience), and also at CEIS training teachers experience (Pedagogy) and the findings of the O1 (report).

The profiling tool has the following structure: competences framework; profile blueprint (tool user manual) and online profiling tool. The profiling tool will cover the previous stated components for three different target groups: mentoring coordinators (description of key competencies, correspondent indicators and descriptors to manage a mentoring program progression), mentors (description of key competencies, correspondent indicators and descriptors to deliver a mentoring process targeting mentees) and mentees (description of key competencies targeted in the mentoring process, and correspondent indicators to self-evaluate progress).

2 blueprints will be produced under the profiles developed. They will package step-by-step appraisal, recruit, match, train and self-improve the coordinators and mentors. It will be at this stage that all the partners must select core and supplementary features to be introduced on the physical and online tool and deliver the blueprint (manual of web programmers - online).

After this work of research and development of competences framework and blueprints, the online profiling tool will be set up: one online tool to evaluate the coordinators and mentors in terms of skills,

experience, knowledge and potential (will serve to adopt the training to the managers and mentors gaps|needs).

The impact can be felt on teachers self-awareness, motivation and self-confidence since introduces a sustainable self-improvement processes, usable at school level, making available the peer schemes management tool focus on a critical topic that increases teachers satisfaction and pupils success and enrolment. The online component boosts the transferability potential of the project and methodology.

This IO comprises a set of activities that have a sequence that must be respected:

IO3-A1 Develop a mentors' coordinators, mentors and mentees profile in terms of experience, competencies and knowledge

IO3-A2 Develop a blueprint to guide the appraisal, recruitment, train, match and self-improvement of mentors' coordinators, mentors and mentees

O3-A3 Develop profiling online tool for mentors coordinators, mentors and mentees

RECOMMENDATIONS FOR THE INVOLVEMENT OF THE MENTEES IN THE MENTORING PROGRAMME.

It is good to keep in mind that the participation in a mentoring program is strictly voluntary, in addition to the situations already envisaged by the current legislation of the individual countries, for example in the introduction of teachers into the role. For that reason, it is necessary to make known the objectives of the project and the benefits that the mentee can receive.

When recruiting mentees, some basic characteristics to take into consideration are:

• motivation to learn and to evolve;

• willingness to open to discussion;

• determination to achieve the objectives;

• receptiveness to feedback

The main criteria for selecting the mentees, in addition to the skills strictly related to the role, are:

• correspondence between skills and needs.

The examination of the needs and objectives of the mentees can be of guidance in specifying the criteria for selecting mentors, at least in terms of skills, knowledge and experience that future mentors must possess:

• experience in contributing to the development of others;

• reliability and willingness to share knowledge, skills or experiences;

• strong interest in people;

• ability to relate in different contexts.

The basic criteria for matching mentor and mentee are:

- power over the mentee: the mentor must not be a person who occupies a position of power or hierarchical superiority over the mentee;

- compatibility between the needs of the mentee and the experience of the mentor;

- details regarding age, gender, professional experience and indication of interests and needs.

Preparing and activating mentoring agreements, i.e. written agreements, it can be useful to outline and, consequently, manage expectations and responsibilities, but this kind of agreement is not mandatory: each couple can choose the type of agreement they consider most useful for their work.

However, in case it is decided to make the written agreement mandatory for the project, it is good to provide a model that is the same for everyone.

2.THE EFFECTIVE TEACHER'S (MENTEE) PROFILE.

The mentee is the one who learns and who is supported and guided in his path towards the acquisition of skills, knowledge, skills and attitudes essential for the role of teacher and, even more so, to be an effective teacher.

The purpose of recruiting the mentee and the realization of the mentoring process, place at the center of attention the needs of the beneficiary person (mentee) and not the needs and the purposes of the organization. Therefore, the collection of the mentee's needs, through methods that allow their clarification, outside of preconceived schemes, and the active involvement of the managers of the organization and of the beneficiaries, become a priority, so that all the components benefit from the mentoring process as an educational opportunity. So, taking this into account, there are 6 key skills that the mentee should have at the end of the mentoring process to become an effective teacher: communication; resilience; conflict management (in the classroom); diversity management and inclusion, collaboration with colleagues, parents and social services; lifelong learning and self-development.

For each competence, according to the European framework, there is a "list of related essential knowledge, skills and attitudes" (Halász & Michel, 2011, p. 293).

As a premise to the subsequent work, it is important to outline shared definitions, by the Inn2diversity partnership, of the following words:

Competence: understood as the complex combination and proven ability to use knowledge, skills, attitudes and values, personal, social and organizational desires, that leads to be active and effective.

Knowledge: understood as the acquisition and internalization of information, contents, facts, principles, theories and practices, in different fields, areas, sectors and disciplines of study.

Skill: understood as the ability to put knowledge into practice, in view of the success of a task or for solving problems. Skills can be both practical and cognitive. Those of a cognitive type use logical, intuitive and creative thinking, while those of a practical type require the use of manual skills and materials, tools and techniques.

Attitude: understood as a way of approaching and placing oneself towards the other or towards a situation, at a certain time and with a certain state of mind.

2.1 THE COMPETENCES

The competences, that will be presented below, are organized into three categories: social, psychological and organizational.

Social competence is a dimension of social intelligence; it is determined by the complex interaction between the person, the family, the school, the work environment, peer relationships and the wider socio-cultural environment; it is the ability to understand others in the context of social interaction and engage in fluid communication in the interaction between the person and its social environment. Communication and collaboration with collegues, parents and social services skills are included in this category.

Psychological competence refers to the control of actions and personal dynamics that influence decision making, results and performance, personal development, motivation, mental health (for example: depression, anxiety and helplessness). This category includes resilience, conflict management in the class and lifelong learning and self-development skills.

Organizational competence refers to the creation of a collaborative professional community with the aim of promoting the well-being of teachers, their achievement, their motivation and the sharing of solutions,

problems and good practices, with important repercussions on their performance. This category includes diversity management and inclusion.

COMMUNICATION	
Communication is a process of interaction between individuals in which an emitter exchanges information with a receiver. The desire goal of any communication process is understanding. For this to happen there's a lot to have in consideration when communicating: 1) verbal and nonverbal (voice tone, face expressions, gestures, body language, eye contact, dressing, communication; 2) oral and written communication; 3) communication barriers. So, as effective teachers, individuals should have knowledge about all this: be able to exchange ideas, feelings or experiences, both verbal and non-verbal.	
Key behavioural indicators	
Knowledge	Communication fundamentals
	Communication process
	Different styles of communication face-to-face and online
	Importance of verbal and nonverbal communication
	Barriers of communication and how to overcome them
	Communication with different media
Skills	Ask questions to better understand and define a path
	Speak clearly
	Check if the message has been understood
	Listen actively
	Show empathy
	Use technologies to make the communication more effective and direct
Attitudes	Empathy
	Acceptance
	Openness
	Curiosity
	Flexibility

RESILIENCE

Resilience is the ability to develop positive mechanisms of adaptation, to deal with problems, overcome obstacles and resist the pressure, in the presence of adverse factors/situations. According to research, it is the ability necessary for the development of healthy, adaptable young people and future adults. Rather than letting failure overcome them and drain their resolve, the resilient find a way to rise from the hard times. Psychologists have identified some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is associated with managing emotions, empathy, optimism, causal analysis, autonomy and closeness to people. The mentee must be resilient when faces complex and difficult situations, when faces students who are particularly reluctant to follow the rules, when works with colleagues who have very different points of view from their own or with families who present themselves as "walls" particularly difficult to overcome and to collaborate with for the success of their child's schooling.

Key behavioural indicators	
Knowledge	Connection between how we think and how we feeL
	Intern and extern locus of control
	Strategies to find alternative/positive thoughts
	Problem solving
	Awareness and understanding of verbal (tone of voice, choice and flow of words) and non-verbal (eye contact, body language) cues that show that change is possible
	Positive coping strategies
Skills	Self-motivate
	Reflect and self-evaluate his professional actions
	Receive and positively use the feedback of the mentor and of the collegues
	Create opportunities and strategies to overcome his difficulties
	Can ask for help from more competent collegues
	Identify and understand his own streghts and weaknesses toward his own development
Attitudes	Perseverance
	Optimism
	Proactiveness
	Critical and auto-critical thought

	Responsibility
	Opennenes

CONFLICT MANAGEMENT IN THE CLASS

Conflict is a process between individuals or groups which generates tension caused by a difference of perspectives and/or a negative feeling. Conflict can be destructive, leading to development of negative feelings to spending energy on conflict that could be better spent elsewhere. However, well-managed conflict can be constructive, releasing emotion and stress, resolving tension, especially if used as an opportunity to increase understanding and find a way forward together out of the conflict situation.

The effective teacher/mentee understands that conflict could occur at different levels (intrapersonal, interpersonal, intragroup, intra-organizational, intergroup and inter-organizational) and that it can have different sources / causes, recognizing in which situations conflict is a good thing (for example, being a factor of change and a stimulus to creativity and innovation).

The effective teacher/mentee must know several strategies for resolving conflicts - from avoidance, to settlement and domination, engagement and cooperation. He must diagnose the source of the conflict as the first step towards its resolution and apply a factual approach. The same should listen to everyone intervene and pay attention not only to the content of the message, but also to the feelings and emotions involved in it: active listening is one of the most suitable ways in negotiating conflicts and always implies empathy, understanding of the other point of view, pondering every possible solution.

Working in a class where conflicts are repeated daily, also and often resulting in verbal and physical aggression is not easy. For this reason the effective teacher/mentee must be able to recognize the signs of discomfort and ask for help both from a professional point of view and from a psychological point of view, to bring tensions out of himself.

Key behavioural indicators	
Knowledge	Phases of the development of the "class group" and its dynamics
	Strategies to deal with and to overcome conflicts
	Negotiation skills
	Different levels on which conflict may occur (intrapersonal, interpersonal, intragroup, intergroup)
	Different causes/sources of conflict
	Observe and listen carefully
	Self-regulate his own emotions

Skills	Identify the feelings and emotions involved in a conflict
	Maintain neutrality and objectivity in situations of conflict between different parties
	Stay calm and neutral in a conflict situation
	Preventing conflict by focusing and collecting information
	Accepting moments of conflict in the class
Attitudes	Control of emotions
	Assertiveness
	Self-confidence
	Self-efficacy
	Impartiality

DIVERSITY MANAGEMENT AND INCLUSION

The educational purpose cannot ignore the principle of inclusion and respect for differences and diversity "The concept of throwing indicates how Being-There is thrown into the world, as existence is imposed on it regardless of its will; Being there is immediately inserted into a situation (world) in which it is forced to act" (Heidegger). This is expressed in a series of actions to design, organize and encourage the creation of learning environments and activities, which allow everyone to participate in class life in the most active, autonomous and useful way possible. Diversity and Difference are very different concepts. The concept of Diversity is linked to that of "throwaway". We are different because we are born different. The concept of diversity is related to "choice" and "possibility" and how we can change our state of affairs, perhaps even with the support of others. This, if we want, can be linked to the principle of self-determination with which the human being expresses and directs the will for change and the direction he wants to follow in life. "[...] inclusion rather represents a process, a philosophy of acceptance, that is the ability to provide a framework within which pupils - regardless of skills, gender, language, ethnic and cultural origin - can be equally valued, treated respectfully and given equal opportunities in school. As the Center for Studies on Inclusive Education points out, inclusion is what happens when "everyone feels that they are appreciated and that their participation is welcome." The notion of inclusion recognizes that there is a risk of exclusion that must be actively prevented, and at the same time affirms the importance of involving all pupils in the creation of a truly welcoming school, including through the transformation of the curriculum and strategies, organizational structures of the schools, which must become sensitive to the entire gradation of the differences present among the pupils. " (Booth & Ainsscow, 2002)

The mentee/effective teacher must seek, also with the support of the mentor, the most effective strategies and methodologies to implement the process of inclusion of each member of the class group. He must also know the legislation in force and the necessary documentation to accompany students in their studies and lead them to school success.

Key behavioural indicators

Knowledge	The different types of students and the possible methods of intervention
	The different learning / teaching styles
	Plurality of methodologies and tools
	The processes of inclusion: facilitators / barriers
	Difference and diversity
	Functioning on an ICF basis
	Different types of evaluation
	Evaluation tools and strategies;
	Classroom teaching and management styles
	Co-teaching strategies
	Effective teaching
	Student's documents
Skills	Attention and care for the integral development of each student
	Observe and understand the training needs of pupils to promote the construction of their personal identity and self-orientation
	Mastery of one's own discipline and connections with other disciplines
	Plan the educational action
	Develop effective teaching strategies
	Arrange multiple educational paths
	Use multiple methodologies and tools
	Evaluate pupils' achievements
	Orienting pupils towards the achievement of individual autonomy
	Organize materials, including multimedia educational technologies to make the training offer as meaningful as possible and responsive to the needs of each and everyone
Attitudes	Humility
	Commitment
	Responsibility
	Respect
	Patience
	Openness to experimentation

COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES

The effective teacher must be aware that in order to act on the context it is necessary to foster the construction of the network and the synergies necessary for the intervention in individual situations in order to find the most appropriate answers and to clarify the tasks and responsibilities of each one.
The mentee/effective teacher must:
- get help from the mentor and expand information on available resources;
- learn to collaborate with colleagues and with students' families, finding appropriate ways of exchanging and communicating with both;
- work in a network with social services and health services, in order to achieve educational and social inclusion;
- promote the school success of individual students;
- distinguish and understand the specificities of the professional context in which he operates;
- focus on aims and objectives in the various school orders and courses;
- relate the characteristics of the school context with one's own training needs;
- self-monitor its effectiveness.

Key behavioural indicators	
Knowledge	Group dynamics and team work
	Resources within the school and on the territory
	How to use the resources of the network to respond to training needs and to promote new projects
Skills	Contribute to the creation of a good school climate
	Working in groups (programming, meetings, teams) at different levels
	Collaborate with colleagues, with families, with different positions within the school and with local authorities
	Actively involve families to encourage sharing and co-decision processes
	Promote interaction between families and the local community and vice versa.
Attitudes	Have a realistic view of one's expectations and abilities
	Adopt an attitude open to different visions and available to receive suggestions and comments on his own work
	Willingness to learn by sharing experiences
	Ask to advice on how to solve a school problem to achieve his personal and professional goals

	Willingness
	Responsibility
	Commitment
	Cooperation
	Participation
	Respect

LIFELONG LEARNING AND SELF DEVELOPMENT

To be competent, the mentee/effective teacher must activate a continuous development of skills and engage in advanced training to develop specialized skills. Self-reflection and self-analysis of his training needs should lead him to evaluate its practices and methods and to be more available and open to discussion and professional updating. The effective teacher must ask where and when and in what situations he/she can find support and training offers, even of a specialist type.

Key behavioural indicators

Knowledge	Training opportunities to develop personal skills
	Awareness of one's own training needs
	Awareness of the importance of personal development, lifelong learning
	The networking: characterictics and potentiality
Skills	Feeling and being responsible and interested in his own path
	Identify and openly communicate their goals
	Express his doubts and training and professional needs
	Define the development areas on which he wants to focus
	Be seriously interested in learning
	Be available and interested in the relationship with the Mentor and scrupulously respect the time that is dedicated to the process mentoring
	Focus consciously and effectively on personal and professional growth
	Interest
	Responsibility

Attitudes	Commitment

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