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## IO3 - Mentor's Coordinator Profile



## **PROJECT**

### **Inn2Diversity - Innovative tools towards diversity in classroom context**

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## INDEX

<b>PREFACE</b>	<b>5</b>
<b>INTRODUCTION</b>	<b>6</b>
THE EUROPEAN APPROACH REGARDING DIVERSITY IN SCHOOLS.	6
THE NEED TO ENHANCE DIVERSITY IN SCHOOLS.	6
CONSORTIUM APPROACH.	7
<b>1. THE IO3 - MENTORS' COORDINATOR, MENTORS AND MENTEES PROFILES.</b>	<b>8</b>
<b>2. THE MENTOR'S COORDINATOR PROFILE.</b>	<b>9</b>
2.1 THE COMPETENCES	10
COMMUNICATION	11
RESILIENCE	12
GROUP MANAGEMENT	13
CONFLICT MANAGEMENT	14
MENTORING PROCESS MANAGEMENT	15
SUPERVISION	17
LIFELONG LEARNING AND SELF-DEVELOPMENT	18
<b>BIBLIGRAPHY</b>	<b>19</b>



## 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

## 2.THE MENTOR'S COORDINATOR PROFILE.

It can be said that the mentor coordinator is like a "mentor of the mentor", therefore, taking this into account, there are 7 key competences for mentoring coordinators: communication; resilience; group management; conflict management; mentoring process management; supervision; lifelong learning and self-development. Each competence is defined according to its scope and what is included in the role of the mentoring coordinator. 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 is 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 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 group management, mentoring process management and supervision.

## 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 mentoring coordinator, individuals should have knowledge about all this: be able to exchange ideas, feelings or experiences, both in verbal and non-verbal; is able to communicate clearly and assertively in order to have an efficient communication, where his message is correctly understood.*

### Key behavioural indicators

<b>Knowledge</b>	Communication fundamentals
	Communication process
	Different styles of communication
	Importance of verbal and nonverbal communication
	Barriers of communication and how to overcome them
	Communication with different media
	Technology of communication support
	Social media and communication
<b>Skills</b>	Asks open and close questions when appropriate
	Clarifies and paraphrase mentor's speech
	Summarizes mentor's speech
	Expresses opinion and feelings in an assertive way
	Listens actively
	Shows empathy
	Decodes nonverbal communication
	Recognises different styles of communication
	Understands mentor's speech beyond what he is saying
	Adapts the way he speaks to the person that is listening
	Makes himself understood
	Write a report
	Speak foreign languages
Check if message was understood	
Use technologies to make the communication more effective and direct	

<b>Attitudes</b>	Empathy
	Acceptance
	Assertiveness
	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. Mentoring coordinator must have a positive conduct and cognitive flexibility. A resilient person extracts positive experiences from difficult situations, enriches his life in a unique way and he is able to use the adverse/negative experiences to revert the situation to his advantage. Mentoring coordinator is aware of own potentialities and resources and tries to actively overcome a traumatic situation, being persistent, flexible and motivated, with high levels of self-esteem and self-assurance. Resilience is associated with Emotion Management, Empathy, Optimism, Causal Analysis, Self-Efficiency and Proximity to People.*

### Key behavioural indicators

<b>Knowledge</b>	Connection between how we think and how we feel
	Intern and extern locus of control
	Strategies to help others finding 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
	Anticipate problems and solutions
	Maintains calm during/after a stressful situation
	Understands what is happening around himself and inside his own head

<b>Skills</b>	Looks at things objectively
	Analyses, synthesizes and/or evaluates information
	Accepts criticism and learn lessons from it
	Recognises and self regulates his emotions
	Offers help in appropriate moments
	Able to be autonomous
	Manages the discussion from problem to solution
	Refrains the situation, looking at it in an alternative/positive way
	Copes with frustration
	Talks and shares about emotions and/or situations
<b>Attitudes</b>	Perseverance
	Optimism
	Proactiveness
	Critical thought
	Self-efficiency

## GROUP MANAGEMENT

*The group is a social unity, an assembly of individuals, more or less structured, with common interests and goals, and whose elements interact and establish relationships between each other.*

*Mentoring coordinator must be able to interact with a group of mentors and mentees and use appropriate group dynamics, which allow observing behaviours, attitudes and knowledge, being a powerful tool to achieve goals. Group dynamic works, above all, as a democratization process: it leads individuals to participate actively, to take responsibilities and to develop entrepreneurship. It also contributes for formation and, above all, to express logical, objective and coherent ideas. Mentoring Coordinator should be aware of training methodologies.*

### Key behavioural indicators

<b>Knowledge</b>	Group dynamics: roles in the group (the aggressor, the joker, the negator, the withdrawer, recognition seeker)
	Different leadership styles
	Training methodologies
	Different strategies to keep the group motivated (dynamic sessions, individual/group tasks, etc)
	Understands the benefits of working with a group as well as its challenges
	Understands his own role in the group
	Group development process
	Conditions/ rules necessary to make the group work effectively

<b>Skills</b>	Assesses, facilitates and/or mediates communication pathways within the group
	Creates a comfortable environment where the group feels free to express opinions and feelings
	Uses and works group resources and weaknesses
	Manages different people, different attitudes and opinions
	Be assertive and marks a position when necessary
	Changes his communication style to adapt to the group dynamics
<b>Attitudes</b>	Confidence
	Leadership
	Creativity
	Dynamism
	Easiness dealing with people
	Assertiveness

## CONFLICT MANAGEMENT

*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.*

*Mentoring Coordinator understands that conflict might occur in different levels (intrapersonal, interpersonal, intragroup, intra-organisational, intergroup and inter-organisational) and has different sources/causes (work relationship, lack of resources, no clarification about the roles), recognizing in which situations conflict is a good thing (for example, being a factor of change and of stimulation to creativity and innovation).*

*Mentoring Coordinator knows different strategies to resolve conflicts - from avoidance, accommodation and domination, to commitment and cooperation. Mentoring Coordinator must diagnose the origin of conflict as the first step to its resolution and apply a factual approach. Mentoring Coordinator should listen to all intervenient and pay attention not only to the content of the message, but also to the feelings and emotions implicated in it: actively listening is one of the most suitable ways in the negotiation of conflicts and always implicates empathy and a comprehension of the other point of view, pondering every possible solution. Mentoring Coordinator should also develop a good stress management.*

### Key behavioural indicators

	Strategies to deal with and to overcome conflicts
	Negotiation skills

<b>Knowledge</b>	Different levels on which conflict may occur (intrapersonal, interpersonal, intragroup, intergroup)
	Different causes/sources of conflict (work relationship, class relationship, no clarification about the roles)
<b>Skills</b>	Accepts different people, opinions and situations
	Separates the person and the problem
	Attentively observes and listens
	Uses conflict as a teaching tool
	Stays calm and neutral in a conflict situation
	Anticipates the conflict, be able to focus on factual information, instead of getting influence by emotions
	Able to act adequately in a conflict situation
<b>Attitudes</b>	Calmness
	Assertiveness
	Impartiality
	Collaboration
	Helpfulness
	Enthusiasm

## MENTORING PROCESS MANAGEMENT

*Mentoring is a process in which an individual who has overcome a certain situation in his life trajectory (professionally, personally or socially), and has acquired skills and knowledge that have made it possible for him to obtain a recognized success path, seeks to share this knowledge and skills with another person who is in a vulnerable position.*

*Mentoring Coordinator must have clear knowledge about the mentoring definition and process, including different models, techniques and strategies. He/she has knowledge about designing a mentoring programme, defining an action plan, identifying a target group and built an effective mentoring process, including proper evaluation plan: regular updates and information; distributing and collecting materials; completing evaluation documentation.*

*Mentoring Coordinator's mission aims at helping mentors to build their mentees' confidence, giving encouragement and positively reinforcing progress. Mentoring Coordinator must boost mentors to take own decisions. Also, Mentoring Coordinator must give adequate support for a mentoring scheme, assuring confidentiality and providing authentic advice to mentor. Mentoring Coordinator must have clear knowledge on the scope and limitations of the mentor's role, helping establish clear boundaries and limits in the mentor-mentee relationship. For delivering a mentoring project, a Mentoring Coordinator should be recognized as a leader and be able to interact and cooperate with various organisations/ partners.*

*Mentoring Coordinator should have a high level of intra-organisational knowledge and recognizes that mentoring can improve job performance and job satisfaction/retention and enables career growth.*

Key behavioural indicators	
Knowledge	The importance of the relationship in the mentoring process
	Factors that help in the creation of a good relationship
	Mentoring process, styles and tools
	Mentors' coordinator and mentor's roles
	Strategies to promote confidence and self-esteem
	How to promote sharing of concerns, ideas, feelings by mentors
	Motivational strategies
	Strengths of the previous mentoring experiences
	Clearly understands the difference between supporting someone and directing someone
	Influence of the context on the individual and of the individual on the context
	Skills
Establish a positive and secure relationship with mentors	
Set clear limits that allow a safe connection and relationship between coordinator and mentor	
Keeps regular discussions and meetings	
Respect mentor's concerns	
Promote self-efficacy and self-esteem in others	
Promote a positive work environment	
Respect mentor's perspectives and experiences	
Guide mentor in choosing and defining the objectives to reach	
Promote autonomy	
Recognize and take on responsibility of its own decisions and mistakes	
Attitudes	Be attentive to mentor's questions and problems
	Empathy
	Acceptance
	Reliability
	Humbleness
Motivation	



## SUPERVISION

*Supervision ensures the quality of the mentoring process and reinforces the achievement of positive results and, above all, meets the needs of the supervisee. For this aim, the initial needs analysis is a systematic process for determining and addressing situations, or "gaps" between current and desired conditions. For a succeeded mentoring process, the mentoring coordinator must identify the needs and anxieties of mentors and mentees in order to provide better supervision.*

*The mentor coordinator should be able to understand where the mentors and mentees are.*

*Having a clear mentoring scheme, with respect to where they want to be and what they aim for, so that they can do an adequate supervision and give the right support and feedback.*

*The mentor coordinator must adopt a supervisory role and define concrete goals, provide knowledge and access to alternative resources, keep mentors and mentees interested and motivated (emotional support and monitoring of expectations) and resolve any issues. After all, the mentoring coordinator is a key element in improving the mentor's work and in ensuring success in the mentoring process, enabling mentors to become more effective.*

*The mentoring coordinator must be able to mobilize internal skills to address the emotional, practical issues and the needs of mentors. The mentor's coordinator should transmit learning and knowledge, share skills, techniques and experiences, making everything suitable for the specific reality of each mentoring process.*

*Since mentoring is a difficult experience that puts personal factors into action, the mentoring Coordinator should be able to adequately address complex failures and obstacles.*

*The mentor's coordinator respects diverse cultural backgrounds and has an ethical responsibility not to exclude people different from himself.*

### Key behavioural indicators

<b>Knowledge</b>	Settling realistic and attainable goals
	Identify high and low expectations
	Environmental and societal influences on development (e.g. Ecological model, Bronfenbrenner theory)
	Importance of assessing needs
	How to give constructive feedback
	Importance of feedback to promote development
	School policies and human resources
	School legislation also about relevant issues as inclusion and students assessment
	Sets attainable and realistic goals
	Works on and manage expectations
See beyond what the mentor says	

<b>Skills</b>	Identifies incongruences in mentor's speech
	Sees the person as a whole, that exists and moves in several contexts that affect her life
	Identifies mentors' defences and adopt strategies to overcome them
	Observe in an attentive and precise way
	Give constructive feedbacks
	Focus on and guide to the solution
	Share knowledge and experience
<b>Attitudes</b>	Humility
	Availability
	Attentiveness

## LIFELONG LEARNING AND SELF-DEVELOPMENT

*To be competent, the mentor's coordinator must activate a continuous development of skills and engage in advanced training to develop more and more specific ones. Therefore, the mentor's coordinator should be self-reflective and able to evaluate his/her own practices and methods, be available and open to reformulate the supervision, tutoring of processes and dynamics. The mentor's coordinator must recognize when and in what situations he/she should seek further support, approval or training.*

### Key behavioural indicators

<b>Knowledge</b>	Know training opportunities on the territory and how to apply and participate
	Awareness of one's own and others' training needs
	Awareness of the importance of personal development, lifelong learning
	How to create working groups and foster networking
<b>Skills</b>	Self-analysis of oneself (metacognitive reflection)
	Critically analyze his/her performance
	Solicit and act on feedback
<b>Attitudes</b>	Self-awareness
	Self-reflection
	Motivation to learn and grow
	Humility

	Proactivity
	Curiosity

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