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IO3 - Mentor's Profile



PROJECT

Inn2Diversity - Innovative tools towards diversity in classroom context

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INDEX

PREFACE	5
INTRODUCTION	6
THE EUROPEAN APPROACH REGARDING DIVERSITY IN SCHOOLS.	6
THE NEED TO ENHANCE DIVERSITY IN SCHOOLS.	6
CONSORTIUM APPROACH.	7
1. THE IO3 - MENTORS' COORDINATOR, MENTORS AND MENTEES PROFILES.	9
2. THE MENTOR'S PROFILE.	10
2.1 THE COMPETENCES	11
COMMUNICATION	12
RESILIENCE	13
GROUP MANAGEMENT	14
CONFLICT MANAGEMENT	15
MENTORING PROCESS MANAGEMENT	16
DIVERSITY MANAGEMENT AND INCLUSION	18
COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES	20
LIFELONG LEARNING AND SELF DEVELOPMENT	21
BIBLIGRAPHY	23

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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.

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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

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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;

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- 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.

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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,

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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

IO3-A3 Develop profiling online tool for mentors coordinators, mentors and mentees

2.THE MENTOR'S PROFILE.

The mentor is the tutor of the mentee and therefore, taking this into account, there are 8 key skills for mentoring, some of which are similar to the coordinator's profile: communication; resilience; group management; conflict management; mentoring process management; 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

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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 colleagues, 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 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 diversity management and inclusion.

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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

Knowledge	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
Skills	Asks opening and closure questions when appropriate
	Speak clearly
	Check if message has been understood
	Listens actively
	Shows empathy
	Decodes nonverbal communication
	Understands mentee's speech beyond what he/she is saying
	Adapts the way he speaks to the person that is listening
	Makes himself understood
	Use technologies to make the communication more effective and direct

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Attitudes	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

Knowledge	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
	Anticipating problems and solutions
	Adaptation to changes

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Skills	Knowing how to stay calm during / after a stressful situation
	Understanding what is happening around you and within yourself
	Look at things objectively
	Accept constructive criticism
	Recognize and self-regulate his emotions
	Being able to work independently
	Ask and offer help at appropriate times
	Direct the discussion from problem to solution
	Be able to express and share emotions and / or other situations
	Manage a discussion starting from the problem, to arrive at the solution
	Coping with frustration properly
	Knowing how to evaluate a situation, looking at it in an alternative / positive way
	Attitudes
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.

The mentor must be able to interact with a group of students and use group dynamics appropriately, which allow to observe behaviours, attitudes and knowledge, being a powerful tool to achieve goals.

The group dynamic works, above all, as a democratization process: it leads individuals to actively participate, to take responsibility and develop entrepreneurship. It also contributes to training and, above all everything, to express logical, objective and coherent ideas. The mentor also contributes to training and, above all, to express logical, objective and coherent ideas.

Key behavioural indicators

	Group dynamics: roles in the group (the aggressor, the joker, the negator, the withdrawer, recognition seeker)
	Different leadership styles
	Training methodologies

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Knowledge	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
Skills	Facilitate and mediate the communication path within the group
	Create a comfortable environment where the group feels free to express opinions and feelings
	Use resources appropriately and work on the weaknesses of the group;
	Dealing with different people, different attitudes and opinions
	Being able to keep the group motivated;
	Knowing how to change one's style to adapt it to group dynamics
Attitudes	Being able to use assertive communication
	Leadership
	Creativity
	Dynamicity
	Ease of dealing with people
	Confidence
	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.

The mentor understands that the conflict could occur at different levels (intrapersonal, interpersonal, intragroup, intra-organizational, intergroup and inter-organizational) and that it can have different sources / causes (relationship work, lack of resources, no clarification of roles), recognizing in which situations conflict is a good thing (for example, being a factor of change and a stimulus to creativity and innovation).

The mentor knows several strategies for resolving conflicts - from avoidance, to settlement and domination, engagement and cooperation. The mentor must diagnose the origin 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

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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. The mentor should also develop good stress management.

Key behavioural indicators

Knowledge	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 (work relationship, class relationship, no clarification about the roles)
Skills	Observe and listen carefully
	Self-regulate his own emotions
	Accepting different people, opinions, situations
	Identify the feelings and emotions involved in a conflict
	Maintain neutrality and objectivity in situations of conflict between different parties
Attitudes	Preventing conflicts by focusing and gathering information
	Control of emotions
	Assertiveness
	Self-confidence
	Self-efficacy
	Impartiality

MENTORING PROCESS MANAGEMENT

Mentoring is a process in which an individual who has overcome a certain situation in his or her life trajectory (professionally, personally or socially) and has acquired skills and knowledge, to achieve a

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recognized path of success, seeks to share this knowledge and skills with another person who is in a more vulnerable position.

The mentor's mission is to help the mentee to build self-confidence by encouraging and positively strengthening their progress. The mentor must encourage the mentees to make decisions and control situations. Also, in this way, the mentor must be emotionally "ready" to support another person and be able to form an effective bond with the mentee, ensuring confidentiality and providing authentic advice and nurturing.

Key behavioural indicators

Knowledge	Importance of the relationship in the mentoring process.
	Factors that help build a good relationship
	Mentoring processes, styles and tools
	The role of mentor and mentee
	Concept of mentoring and the role of the mentor
	Motivational strategies
	Influence of the context on the individual and of the individual on the context,
	The essential skills to be an effective teacher;
Skills	Reference models to support the mentee
	Create a safe and comfortable environment
	Establish a positive and safe relationship with the mentees
	Establish clear boundaries that allow for a secure connection and relationship between the mentor and the mentee;
	Promote regular moments of confrontation
	Evaluate and analyze the contexts that mainly affect the mentees
	Grasp the unexplained needs of the mentees
	Promote a positive work environment
	Respect the perspectives and experiences of the mentee
	Seeing the whole person who exists and moves in different contexts that influence her life
	Evaluate the different situations and learning styles of the mentee
	Guiding the mentees in choosing and defining the objectives to be achieved
Plan and organize the mentee's personal development plan (times and precise deliveries)	

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	Be flexible and adapt the type of approach (more open or more decision-making depending on the situation)
	Respect the fears and frailties of the mentees
	Recognize and value the changes and developments of the mentees
	Promote autonomy
	Recognize and take on responsibility of its own decisions and mistakes
Attitudes	Respect / Non judgment
	Acceptance
	Understanding
	Patience
	Pay attention to the questions and problems of the mentees
	Reliability

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 man 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 & Ainscow, 2002) The mentor must be aware of the heterogeneity and complexity present in the school and, in addition, must have basic training both at a pedagogical and educational level. Therefore, it is essential in teaching professionalism to acquire and consolidate a series of teaching strategies and techniques useful for encouraging educational and learning processes and the development of the basic skills necessary to participate in the relationship with the other. The mentor must be able to guide the

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mentee in the search for the most effective strategies and methodologies to implement the process of inclusion of each member of the class group, as well as supporting him in personal training. He himself must also know the legislation in force and the necessary documentation to accompany students on their course of study and lead them to academic 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
	Pupils with SLD: characteristics, compensatory and dispensative tools
	SEN pupils: possible interventions
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
	Humility
	Commitment

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Attitudes	Responsibility
	Respect
	Patience
	Openness to experimentation

COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES

The mentor must act on the context in order to facilitate the construction of the network and the synergies necessary for intervention in individual situations in order to find the most appropriate answers and to clarify the tasks and responsibilities of each one. Often it is a matter of collecting the expectations of the various components and, through a welcoming and collaborative attitude, eliminating pressures and conflicts in order to follow an effective collaboration path. The institutional moments of confrontation need to be valued and prepared in an adequate way, with clarity and transparency and it is advisable to develop flexibility to accommodate any requests, criticisms and changes. Network cooperation, in fact, cannot be separated from good communication and recognition of the value of everyone's requests.

The mentor must pay particular attention to the expansion of the collaboration network and the updating and constant passing of information, in order to respond adequately to complex, difficult and particularly fragile situations. In fact, the various interventions prove effective when the various institutions, each for its part, take charge of situations, people and problems with a broader gaze aimed at grasping even non-obvious details.

Key behavioural indicators

Knowledge	Group dynamics and team work
	Division of roles and tasks within the institutions
	The local network that determines the design of the various interventions and the expected results
	Resources within the school and on the territory
	How to use the resources of the network to solve problems, respond to training needs, plan and implement favorable situations.
	Contribute to the creation of a good school climate
	Working in groups (programming, meetings, teams) at the institutional, planning, educational, didactic, intersystem and interinstitutional level
	Collaborate with colleagues, with families, with different positions within the school and with local authorities

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Skills	Expand the network of collaboration with other school orders to make guidance actions effective
	Actively involve families to encourage sharing and co-decision processes
	Promote interaction between families and the local community and vice versa.
	Define and follow the fundamental methodological steps.
Attitudes	Willingness
	Responsibility
	Commitment
	Cooperation
	Participation
	Respect

LIFELONG LEARNING AND SELF DEVELOPMENT

To be competent, the mentor must activate a continuous development of skills and engage in advanced training to develop more and more specific ones. Therefore, the mentor 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 must recognize when and in what situations he/she should seek further support, approval or training.

The mentor should also submit progress and achievement reports to the coordination team, in which he/she is responsible for decision making and tasks.

Key behavioural indicators

Knowledge	Training opportunities for the development of personal skills
	Awareness of one's own and others' training needs
	Awareness of the importance of personal development, lifelong learning
	How to make networking productive
	Self-analysis of oneself (metacognitive reflection)
	Critically analyze his/her performance

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Skills	Recognize one's own resources and weaknesses and work for one's "growth"
	Solicit and act on feedback
Attitudes	Self-awareness
	Self-reflection
	Motivation to learn and grow
	Humility
	Proactivity

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