

GUIDELINE

ON THE MANNER AND FORM OF PROVIDING MENTORING SUPPORT TO NOVICE TEACHERS *and* NOVICE STUDENT SUPPORT STAFF IN PRIMARY AND SECONDARY SCHOOLS



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Teacher Professional and
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GUIDELINE ON THE MANNER AND FORM OF PROVIDING MENTORING SUPPORT TO NOVICE TEACHERS
AND NOVICE STUDENT SUPPORT STAFF IN PRIMARY AND SECONDARY SCHOOLS

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CONTENT

INTRODUCTION	5
1. Who will use this Guide	6
2. Guidelines and Benefits of Successful Mentoring Process	6
3. Guidelines on Organization and Implementation of Probation Period	9



APPENDICES

25

APPENDIX 1 Proposed Process of Probation Period Implementation	27
APPENDIX 2a Mentoring program template	28
APPENDIX 2b Mentoring program sample	29
APPENDIX 3a Work plan template	33
APPENDIX 3b Work plan sample	34
APPENDIX 4a Mentoring Diary	38
APPENDIX 4b Sample of a completed Mentoring Diary.....	39
APPENDIX 5a Questionnaire for Self-evaluation/Evaluation of Novice Teacher's Competences.....	40
APPENDIX 5b Self-evaluation of Novice Teacher's Strengths and Weaknesses.....	46
APPENDIX 6a Mentoring Program Evaluation Form	47
APPENDIX 6b Mentoring Program Evaluation Form	48
APPENDIX 7 Questions for Mentor's Self-evaluation	49
APPENDIX 8 Checklist of Novice Teacher's Acquired Competences	50

INTRODUCTION

The first year of novice teachers' work in a school¹ is one of the most important years for a successful professional career. It is a period when the novice teacher starts to apply the knowledge and competences acquired in pre-service; when the novice teacher is seeking to ensure their professional status among colleagues, students and parents; and the school strives to present and convey professional standards of quality work. Thus, both the novice teacher and the school are interested for the probation period to be effectively used to induce novice teachers into their work.

Practices in our country show that there is no standardized process of probation period implementation, both in terms of approach and in terms of effectiveness.² Some of the reasons identified for this are unequal understanding of the mentoring process and its formal implementation and insufficiently precise legal regulations regarding performance in the probation period. The preparation of a manual on implementation of the process of inducing novice teachers to their work should contribute to improving the probation period implementation by establishing a framework for implementation of the process and improving the mentoring process by defining the roles, responsibilities and expectations from the mentor and novice teacher and other stakeholders.

This Guide describes: the characteristics of the mentoring process and its course; the roles of participants in the process of novice teachers' induction to work; and planning and monitoring of probation period implementation.

1 A teacher, a student support staff member or a tutor who is employed for the first time in a primary or public school is a novice teacher, novice student support staff member or a novice tutor (Article 85 of the Law on Primary Education 103/2008, Article 66 of the Law on Secondary Education).

2 Policy and Practice Analysis of Professional and Career Development of Teachers in the Republic of Macedonia, Macedonian Civic Education Center, Skopje 2013, p. 29-31.
Report from the discussions in focus groups on professional and career development of teachers, Macedonian Civic Education Center, Skopje 2013, p. 9-12.

1. WHO WILL USE THIS GUIDE

This Guide aims to contribute to successful implementation of the probation period, particularly in terms of mentoring support. The Guide will help:

...the school

- to better understand the course of the probation period, and the roles of those involved in the implementation;
- to clarify the expectations from novice teachers and other actors involved in the probation period implementation;
- to better understand and implement the mentoring process;
- to realize the process of novice teachers' induction to work in a standardized and quality fashion.

...the novice teacher

- to understand the course of the probation period;
- to understand the roles of all those involved in the process of induction to work;
- to go through all probation period stages in a structured way;
- to get a systematic insight into the core professional competences for teachers/support staff members;
- to start documenting his/her own professional development;
- to successfully implement the mentoring process and better prepare for taking the proficiency exam.

...the mentor

- to get a clear picture of all stages of the mentoring process;
- to understand the roles of all those involved in the process of novice teachers' induction to work;

- to more easily prepare the Program and Plan of Work with Novice Teachers;
- to successfully carry out and monitor (together with novice teachers) the Mentoring Program implementation.

2. GUIDELINES AND BENEFITS OF SUCCESSFUL MENTORING PROCESS

2.1. WHAT IS MENTORING?

Mentoring is a process in which an experienced teacher (Teacher - Mentor) or Student Support Staff Member - Mentor helps the beginner (Novice Teacher) to successfully pass his/her first year of service as a teacher/student support staff member by dedicating some time to monitoring, giving feedback, transferring best practices and conducting interviews. The mentoring process is a dynamic and interactive process of mutual learning and two-way communication between the Mentor and Novice Teacher towards the implementation of well planned and organized activities of both the Mentor and Novice Teacher throughout the mentoring process. In the mentoring process, the Mentor helps the Novice Teacher to acquire professional experience and build attitudes and values important in teaching or in the school support staff profession. The clearly structured entry of the Novice Teacher into the profession paves his/her way of learning and advancing from a beginner to an experienced practitioner.

Both the Mentor and Novice Teacher work together throughout a year, i.e. within the duration of the probation period. The success of the mentoring process largely depends on the relationship and cooperation established between the Mentor and Novice Teacher.

The relationship between the mentor and novice teacher goes through several stages:

- **Initiation** – The Mentor and Novice Teacher get to know each other;
- **Cultivation** – Defining the activities undertaken by both the Mentor and Novice Teacher to improve Novice Teacher’s performance and competences;
- **Separation** – Reducing the role of the Mentor and increasing the autonomy of the Novice Teacher;
- **Redefinition** – The relation between the Mentor and Novice Teacher transforms into a relation between critical friends.

Mentoring in the educational process should contribute to achieving the following objectives:

- Improve work skills and acquire core professional competences of teachers/student support staff;
- Support for novice teachers to adapt to the school system;
- Build positive relations and positive attitudes towards the profession;
- Enable a seamless transition from a student to a teacher/student support staff member;
- Translate theory into practice;
- Prevent novice teachers’ isolation;
- Develop reflection skills in novice teachers;
- Perform quality educational work;
- Motivate professional development and growth;
- Successfully prepare for passing the proficiency exam.



2.2. CHARACTERISTICS OF SUCCESSFUL MENTORING/FEATURES OF A GOOD MENTORING PROCESS

MENTOR’S QUALITIES
COMPETENT
EMPATHETIC
COOPERATIVE
CREATIVE
INTUITIVE
COMMUNICATIVE
ENCOURAGING
MOTIVATING
RESPECTING
REFLEXIVE

For successful mentoring, it is important for the mentor to possess professional competences and high professional values; to have personal characteristics adequate to working with adults; and to establish a good mutual relationship between the Novice Teacher and the Mentor.

A mentor has a great responsibility for whether the beginner will successfully perform their professional

duties. Losing work motivation in a well-educated and talented teacher or student support staff member in the first year of educational work because of inadequate support and guidance is a real pity.

In order for the cooperation between a mentor and novice teacher to be effective, efficient and with good quality, it is necessary to show commitment by both parties, whereby it is necessary to follow certain mutually agreed and accepted principles.

Principles that should guide a mentor and novice teacher in their cooperation:

CONFIDENTIALITY – Not to discuss the information from the meetings with other colleagues or friends. Mutual relationship should be based on trust and honesty. It is important that everyone feels safe and respected.

AVAILABILITY – Each should always try to be available for the other. Besides the scheduled time, a mentor and novice teacher should, if necessary, also be available to each other at other times regarding short questions, advice or personal support.

OPENNESS – They should openly discuss issues and challenges faced during their work.

OPTIMISM – To foster a positive attitude in order to make the time spent together more pleasant. Sometimes work can be very stressful and each should try to reduce stress and create a safe and emotionally warm environment.

EFFICIENCY (promptness) – To respect the time of the other - timely arrival in scheduled meetings and conciseness and focus on the topic of the meeting. For each valid inability to attend the scheduled meeting, to inform the other in the shortest possible time.

RESPECT – Both the mentor and novice teacher should appreciate the uniqueness of the other, have mutual respect and understanding. A mentor should be empathetic to the difficulties faced by a novice teacher.

A good mentoring process is characterized by:

GOOD PLANNING – Both the mentor and novice teacher should, at the very beginning, plan the mentoring process course by developing a Mentoring Program and Work Plan. Good planning means that it is not static, but may be adjusted depending on the novice teacher's progress.

CONTINUITY – Mentoring process takes place throughout the probation period and involves regular and frequent joint work. A mentor provides continuous assistance and support to a novice teacher by providing guidance, insight into the planning and implementation of teaching units, i.e. into the planning and implementation of student support staff member's Work Program. Over time, as the novice teacher gets confidence and gains experience, the mentor should gradually withdraw, but be always willing to provide advice and support when required.

MONITORING AND FEEDBACK – Throughout the process, a mentor monitors a novice teacher and regularly gives feedback on his/her progress and seeks feedback on the mentoring support given. Feedback should be positive, constructive, useful and timely. Frequent brief and clear evidence of Novice Teacher's progress, and follow-up steps

required of both the Novice Teacher and Mentor are necessary during the mentoring support.

REFLECTION – A mentor should encourage a novice teacher to develop reflective skills through giving a personal example of reflection after each activity realized, by helping the novice teacher to make a reflection on his/her own practice and by mutual reflection on the progress of the mentoring process.

MENTORING PROCESS RISKS

- Disagreement between a mentor and novice teacher;
- Mentor's insufficient competence;
- Emergence of competition and rivalry between the mentor and novice teacher;
- Accepting mentor's bad habits;
- Arrogance of the mentor/novice teacher;
- Fear of ruining the professional image of the mentor/novice teacher;
- Imposing mentor's personal work style;
- Mentor's positioning as an evaluator;
- Creating novice teacher's dependency on the mentor.

The school should plan strategies for prevention of risks of this type and periodically assess the success of the mentoring process, as well as take appropriate measures to overcome such unfavorable conditions.

2.3. BENEFITS OF MENTORING SUPPORT TO NOVICE TEACHERS

Successful educational work realization takes more than just having the theoretical knowledge and minimum practical experience acquired during studies. Thanks to mentor's support, a novice teacher will:

- Become more assured of what he/she does and will ever more competently deliver instruction, create a good working atmosphere in the classroom, and establish a good relationship/relations with students, i.e. the student support staff member will increasingly become more competent in his/her work with students, teachers and parents;
- Learn to teach/promote professional practice through learning from multiple sources and different approaches, exchange of experiences and opinions with the mentor and other colleagues;
- Acquire reflective skills of work self-evaluation and use such knowledge to promote his/her own work;
- Be introduced into his/her own professional development planning;
- Feel more self-assured and better prepared for taking the proficiency exam.

2.4. BENEFITS TO THE MENTOR FROM THE PROVISION OF MENTORING SUPPORT

For the mentor, work with the novice teacher implies an additional engagement which can be exhausting and rewarding at the same time, because it is a useful experience for him/her. Mentoring novice teachers enables the mentor to:

- Receive information about his/her own skills and based on that, to promote his/her own competences;
- Enrich his/her professional experience and develop professionally;
- Acquire the mentoring competences required for advancement in the position of Advisor.

3. GUIDELINES ON ORGANIZATION AND IMPLEMENTATION OF PROBATION PERIOD

Successful induction of a novice teacher to work is not a responsibility only of the designated mentor, but of the entire school. Schools should develop a strategy of inducing a novice teacher into the work and providing mentor support, including all stakeholders that can contribute to that process. Below are described the steps of the process of inducing a novice teacher into the work.

3.1. STEPS IN IMPLEMENTING THE MENTORING PROCESS

The mentoring process is implemented within a longer period of time and as such goes through several steps. They are:

- Establishing employment
- Designating a mentor
- Preparing and approving a Mentoring Program
- Implementing the Mentoring Program
- Preparing to take the proficiency exam
- Monitoring the Mentoring Program implementation

Although the beginning of steps is chronologically sequenced, sometimes these steps take place in parallel.

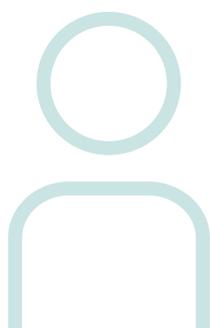
3.1.1. Establishing a novice teacher's employment

The very act of establishing employment on the part of the Novice Teacher can be considered as a start of the mentoring process. This implies that he/she has met the necessary requirements, including the successful completion of a personality test. Upon the establishment of employment, greater roles are played by the School Secretary and Principal who briefly describe the school environment and the workplace to the Novice Teacher. After the establishment of employment, the Principal shall appoint a Mentor to the Novice Teacher.

It is recommended that the employment of a novice teacher begins at least 15 days before the start of classes. If employment is established during the school year, until the appointment of a mentor, the school support staff and the president of the teachers' professional body shall give guidance and support to the novice teacher in terms of planning and implementation of teaching.



RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE NOVICE TEACHER SHALL	- submit the necessary documents including a certificate for passing the personality test	within the job advertisement timeline
THE SECRETARY SHALL	<ul style="list-style-type: none"> - complete all activities concerning the employment - acquaint the Teacher/Student Support Staff Member with job description and work guidelines, and his/her rights and obligations - inform the Novice Teacher that he/she will be assigned a Mentor and receive mentoring support - inform the Novice Teacher on the laws and regulations governing education 	within the first week
THE SCHOOL PRINCIPAL SHALL	<ul style="list-style-type: none"> - arrange a meeting and talk to the Novice Teacher, encourage him/her and express the expectations from him/her, introduce him/her to the organizational behavior at school in general - present the Novice Teacher to the school collective and support staff members 	within the first week
STUDENT SUPPORT STAFF MEMBERS SHALL	<ul style="list-style-type: none"> - introduce the Novice Teacher to the Code of Conduct and House Rules at the school - introduce the Novice Teacher to the students he/she is going to teach. 	within the first week.



3.1.2. Designating a mentor

ASSIGNING A MENTOR TO A TEACHER

A teacher with the title of Mentor in the same subject area/vocation shall be selected as a mentor to a novice teacher.

If the school does not have an adequate mentor teacher, the Principal shall request from the specialized professional body to propose a teacher who largely possesses the core professional competences and standards for a Mentor Teacher with at least seven years of experience in teaching and having personal qualities appropriate for work with novice teachers (see Box *Mentor's Qualities*).

ASSIGNING A MENTOR TO A STUDENT SUPPORT STAFF MEMBER

When choosing a mentor to a novice student support staff member, account shall be taken of the mentor being of the same profile as the novice teacher and having the title of Student Support Staff - Mentor. In most cases, the mentor will be from another school. If there is no suitable student support staff member with a mentor title, the novice teacher's mentor may be an associate of the same profile who has no mentor title, but largely possesses the core professional competences and standards for a Student Support Staff - Mentor, has seven years of experience as a student support staff and possesses personal traits relevant to the work with novice employees.

The School Principal shall select a mentor from the List of Mentors published by the Bureau for Development of Education.

When choosing a mentor, account should be taken of his/her workplace being relatively close to the novice teacher's school in order for them to be able to meet. Since they are not from the same school, they will usually contact electronically or over the phone, but it is advisable to also have live meetings at least once a month.

In rare cases a suitable mentor might not be found, especially for those profiles of student support staff members who for now, are rarely found in schools. In such cases, the mentor can be an associate of another profile and it is recommended that the novice teacher should communicate with other student support staff members (including novice ones) of the same profile through various learning groups, either electronically or live.



RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE SCHOOL PRINCIPAL SHALL	- determine a mentor to the novice teacher upon a proposal of the professional body	within 10 days of establishing the employment
THE SECRETARY SHALL	- prepare a Decision appointing a Mentor.	immediately after the appointment of a mentor by the Principal.



3.1.3. Preparation and approval of a Mentoring Program³

The Work Program contains the professional competencies areas, activities to be implemented to achieve the competences identified, the timeframe within which they will be implemented and available resources that the Novice Teacher will be referred to use. In addition to these parts, the Mentor can also add other sections that will specify and clarify the Program.

The Work Plan for each month contains specific activities and a part for reflection on performance success (see Appendix 3: Work Plan Sample).



RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE NOVICE TEACHER SHALL	- under the guidance of the Mentor, perform self-evaluation of his/her core professional competences. (Appendix 5)	within one week of the appointment of the Mentor
THE MENTOR AND NOVICE TEACHER SHALL	- discuss self-evaluation and agree on what will be highlighted in the Mentoring Program	after the self-evaluation
THE MENTOR SHALL	- prepare a Draft Mentoring Program (Appendix 2: Mentoring Program Sample) and jointly with the Novice Teacher discuss it and if necessary, modify it. He/she shall submit it to the School Principal and prepare a Work Plan by months.	within one week of self-evaluation.

³ During their probation period, novice teachers shall be trained for independent educational and professional work through mastering the Proficiency Exam Program. During the probation period, the Novice Teacher shall be monitored by a mentor. The Mentor shall prepare a program for the Novice Teacher, which includes methodical, didactic and other preparation required to train the teacher and student support staff member for taking the exam (Article 85 of the Law on Primary Education 103/2008, Article 66 of the Law on Secondary Education).



3.1.4. Realization of the Mentoring Program for teachers

The Mentor shall induce the Novice Teacher into the work by assisting, monitoring, counseling, educating through practice and providing any other assistance and support in the preparation and implementation of educational activities.

The Novice Teacher shall, during the probation period, be primarily focused on teaching and completely released from implementing extracurricular activities. He/she should be involved in extracurricular activities indirectly, only as an observer and assistant to the Mentor and other colleagues. It is recommended that for some time, the Novice Teacher not be engaged in the role of a class teacher and have sufficient time to adapt to the educational process, certainly, if there is another person in the collective that can take that role. This is with the exception of small collectives or in lower primary teaching, where he/she must assume such obligation as well, but then, the responsibility of the Mentor shall increase.

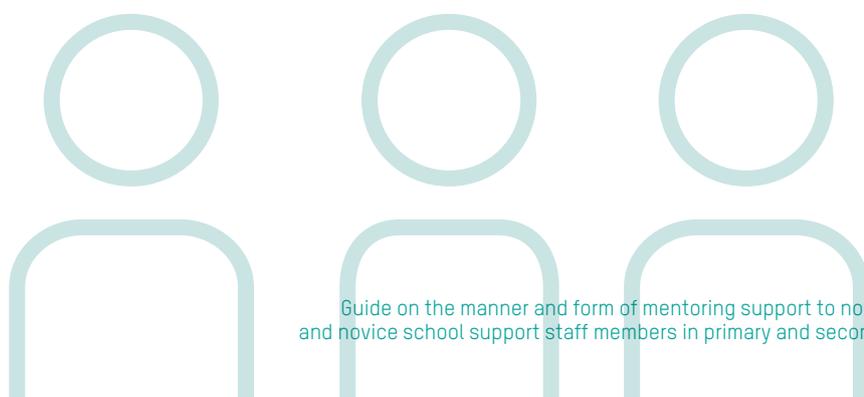
It is recommended that in the first six months of the probation period, two hours of joint activities should be realized (lesson observation by the mentor/novice teacher, joint planning, consultation), and in the second half of the probation period, a minimum of one lesson observation a week. At the beginning of the probation period, the Novice Teacher shall often observe the lessons of his/her Mentor, but also of other colleagues of his/her professional body that have greater experience in educational work. Lesson observation shall be recorded in a Note in the Class Records, which shall serve as proof thereof.

In situations where the Novice Teacher does not realize the entire Mentoring Program at the same school (for example, if he/she moves to another school), the already prepared Mentoring Program shall continue. The Program shall be reviewed with the new mentor and adjusted if necessary, by using the documentation on the previously implemented activities.

In the implementation of the Mentoring Program, the Mentor shall conveniently include other teachers, colleagues and members of the school support staff.

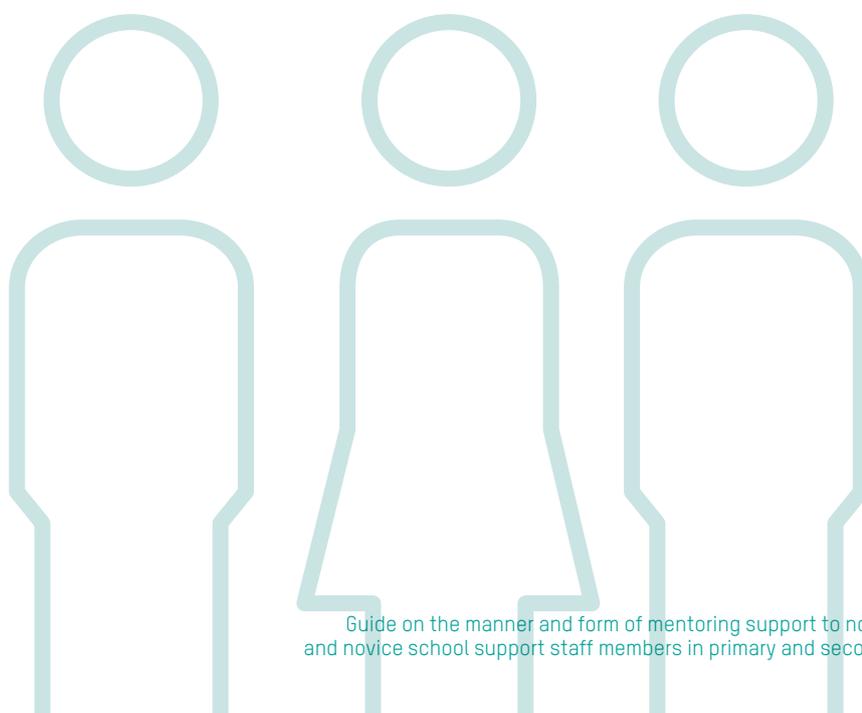
If the school has a number of novice teachers at the same time (i.e. several Mentoring Programs are implemented) and parts of their Programs coincide, such parts may be implemented jointly. For example, workshops, training events, presentations, open lessons etc.

If the Mentor is prevented to support the Novice Teacher for a longer period, the Principal shall appoint another mentor.



RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE NOVICE TEACHER SHALL	<ul style="list-style-type: none"> - plan his/her own teaching, first with the Mentor, and then independently - implement instruction, where he/she shall use different methods and techniques of teaching and learning and be occasionally observed by the Mentor - implement demonstrative lessons in front of the colleagues from his/her professional body and require feedback from them - maintain pedagogical records and documentation - think about his/her own realization and request feedback from the Mentor - study the school's organizational culture and fit into it - make a plan for self-improvement - observe his/her Mentor and other teachers' lessons and reflect on their relation to his/her practice - also study other activities envisaged by the Mentoring Program - organization and forms of additional and supplementary classes, extracurricular activities, environmental content, inclusion of students with difficulties and differences, implementation of interethnic integration in education - hold meetings with the Mentor, school support staff, professional bodies, the Principal etc. 	during the probation period
THE MENTOR SHALL	<ul style="list-style-type: none"> - acquaint the Novice Teacher with accepted models of school planning and keeping of pedagogical documentation and records - organize different types of lessons to be observed by the novice teacher - organize lesson observations with other teachers whose lessons are observed by the Novice Teacher - help Novice Teacher in the planning and selection of teaching and assessment strategies, means and conditions of work - observe lessons held by the Novice Teacher - hold weekly meetings with the Novice Teacher to discuss the lessons observed and activities for improvement - introduce the Novice Teacher to forms of extracurricular activities, additional and complementary classes - provide assistance and guidance in the preparation of action research/a case study for the proficiency exam - organize meetings for discussion of professional development based on Novice Teacher's portfolio 	during the probation period
THE SCHOOL PRINCIPAL SHALL	<ul style="list-style-type: none"> - ensure conditions and resources (both material and human) for smooth implementation of the Mentoring Program 	throughout the probation period

TEACHERS SHALL	<ul style="list-style-type: none"> - provide assistance and support to the Novice Teacher when he/she or his/her Mentor requests it - involve the Novice Teacher in the work of their professional bodies - invite the Novice Teacher to observe their lessons in agreement with the Mentor - attend Novice Teacher's open lessons and give peer feedback 	throughout the probation period
STUDENT SUPPORT STAFF MEMBERS SHALL	<ul style="list-style-type: none"> - in agreement with the Mentor, give concrete support to the Novice Teacher in handling certain teaching situations - together with the Mentor observe the Novice Teacher's lessons and provide work advice and guidance from this aspect - introduce the Teacher to methods for dealing with inappropriate students' behavior, methods of student encouragement, pedagogical measures, techniques for talking to parents and students - at least four times during the probation period, hold a meeting with the Novice Teacher, whom they shall refer to specific administrative activities for that period of the school year - involve Novice Teacher in training and other forms of professional development taking place at the school 	throughout the probation period.



3.1.5. Implementation of a Mentoring Program for a novice student support staff member

A mentor induces a novice employee into the work by assisting, monitoring, counseling, educating through practice and providing any other assistance and support in the preparation and implementation of the novice student support staff member's work.

A novice student support staff member shall, during the probation period, go through all areas of work within which the core professional competences for student support staff members are defined. It is recommended to first start with familiarization with the structure and organization of the work in the school as an institution and its position, some of the legislation, regulations and rules, as well as records and documents kept, so that later, the knowledge from other areas can be connected in a general framework as a whole.

A novice student support staff member's work shall, during the probation period, primarily be focused on working with students, but this does not mean that other areas should be underrepresented. It would be good, whenever possible, to always connect activities related to other areas (work with teachers, work with parents, analytical and research work, etc.) with activities related to the work with students in order to see that the goal of everything done is to help the student and that work in all areas must be connected and serve students' interests.

It is recommended that whenever possible, a mentor should serve as an example to the novice employee, because, unlike teachers, the novice student support staff member is limited in terms of opportunities to learn from a number of colleagues. It would be good that any activity demonstrated by the Mentor be repeated by the novice as a same or similar activity and that the novice receive feedback from the Mentor thereof, which in fact would be practical guidance through the work process.

Regarding the entire process of guidance and learning, the novice student support staff shall keep a Reflexive Diary, while the Mentor shall keep a Mentoring Diary that in addition to serving as evidence of the activities implemented, shall serve to see what was learned, what quality the learning had and what is yet to be built as competence.

The Mentor shall especially pay attention to showing the values to be followed by the student support staff member and practicing the ethical aspect of work, guided primarily by the specific structure of this profession. This will contribute to the understanding that the student support staff member, by building his/her high ethical and moral values, should be a role-model for many other participants in the educational process.

In situations where the novice employee does not implement the entire Mentoring Program at the same school (for example, if he/she moves to another school) or if there is a change of the Mentor for various reasons, the already prepared Mentoring Program shall continue being implemented. The Program shall be reviewed with the new Mentor and adjusted if necessary, by using the documentation on the previously implemented activities.

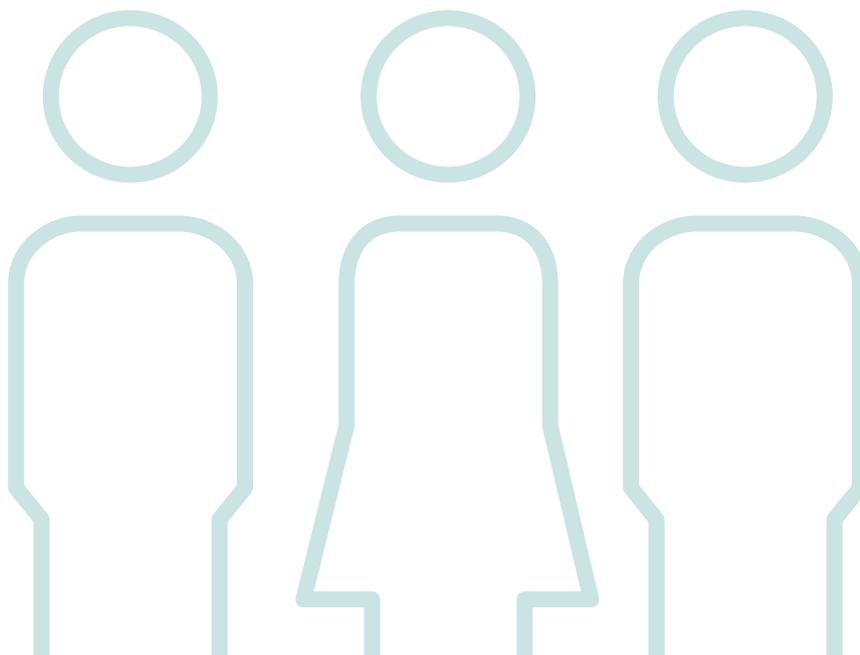
Regarding the implementation of the Mentoring Program, the Mentor shall also conveniently involve other teachers, colleagues and members of the school support staff.

If the Mentor is prevented to support the novice employee for a longer period, the Principal shall appoint another mentor.



RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE NOVICE EMPLOYEE SHALL	<ul style="list-style-type: none"> - plan his/her own work, first with the help of the Mentor, and then independently - implement activities where he/she shall apply different approaches to working with students, teachers and parents, attended by the Mentor occasionally - attend the activities carried out by the Mentor and make reflection about their relevance to his/her practice - keep records and documentation about his/her work according to the guidelines received from the Mentor - implement professional topics and/or workshops in front of colleagues from the school professional bodies and require feedback from them - think about his/her own performance, make reflection on his/her own work and require feedback from the Mentor - study the organizational culture of the school and fit into it - make a plan for self-improvement - also study other activities envisaged by the Mentoring Program - (e.g. ethical aspects of the profession, design and implementation of action research, analysis of various educational work aspects at school and reporting on the analysis...) - hold meetings with the Mentor, other school support staff members, school professional bodies, the Principal... - Keep a Reflexive Diary of his/her own work 	during the probation period
THE MENTOR SHALL	<ul style="list-style-type: none"> - acquaint the novice student support staff member with models of school planning (teachers' instruction planning, planning at the school level, e.g. Annual Program, School Development Plan...), and with the way of planning one's own work and keeping various types of documents and records related to the educational work - explain to the novice employee the overall school organization, positioning and relatedness of all elements within it - organize various kinds of activities to be attended by the novice (workshops, conferences with parents, consultative work with teachers, counseling with students...) - help the novice in the planning and selection of strategies for implementation of various types of activities - attend activities implemented by the novice employee - hold weekly meetings with the novice to discuss the activities observed and plan activities for improvement - introduce the forms of work with various stakeholders in the educational process (students, teachers, parents) - provide assistance and guidance in the action research for the proficiency exam 	during the probation period

	<ul style="list-style-type: none"> - together with the novice employee, put the ethics of the profession in the context of activities implemented, and the values the student support staff member should build cultivate and possess in order to build a good school climate - organize meetings for discussion of professional development based on the novice employee's portfolio - maintain a Mentoring Diary on the work with the novice employee 	
THE SCHOOL PRINCIPAL SHALL	- ensure conditions and resources (both material and human) for smooth implementation of the Mentoring Program	throughout the probation period
TEACHERS SHALL	<ul style="list-style-type: none"> - give assistance and support to the novice employee when he/she or his/her Mentor require it - involve the novice employee in the work of school professional bodies - invite the novice employee to attend their classes or activities in agreement with the Mentor - attend the activities of the novice employee when invited to give their peer feedback 	throughout the probation period
OTHER STUDENT SUPPORT STAFF MEMBERS SHALL	<ul style="list-style-type: none"> - in agreement with the Mentor, give concrete support to the novice student support staff member in handling certain school situations - together with the Mentor, attend the novice employee's activities and give work advice and guidance from their aspect - at least four times during the probation period, hold a meeting with the novice employee whom they refer to the specific administrative activities at that time of the school year - involve the novice employee in training and other forms of professional development taking place at the school 	throughout the probation period.



3.1.6. Preparation for the proficiency exam

Throughout the mentoring process, care should be taken of preparing the novice teacher to successfully pass the proficiency exam at the end of the probation period. In the second part of the probation period, greater emphasis shall be put on the preparation for the proficiency exam by training the novice teacher in holding observation classes and supporting him/her in the selection, implementation and presentation of a small action research/case study, and maintenance of a Professional Portfolio. The Portfolio of the novice teacher should include:

- Lesson Plan and materials from lessons observed and feedback thereon;
- Samples of students' works with comments of the novice teacher;
- Report on the small action research/case study conducted for the proficiency exam.

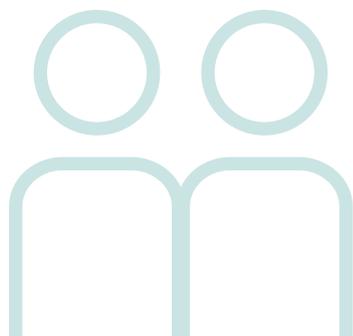
Through preparation activities for the proficiency examination, the novice teacher shall also gain confidence that he/she will successfully pass all parts of the probation exam.

The Teachers' Council shall consider the Report on Mentoring Program Implementation and Acquisition of Core Professional Competences, and based thereon and other findings of the collective, shall adopt a proposal for taking the proficiency exam or for continuing the probation period by no more than six months with the same or another mentor.

Throughout the mentoring process, documents and records shall be maintained in order to provide evidence of the probation period implementation and readiness to take the proficiency exam.



RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE NOVICE TEACHER SHALL	<ul style="list-style-type: none"> - prepare and hold at least two lessons before his/her colleagues from the professional body - based on the feedback regarding the lessons held, improve the following lessons - assisted by the Mentor, choose a problem for a small action research/case study - conduct the research/case study and prepare a report thereon - present the report to the professional body colleagues - select materials that will be included in his/her portfolio 	second half of the probation period
THE MENTOR SHALL	<ul style="list-style-type: none"> - help the Novice Teacher to plan and prepare lessons for observation - give feedback on the lessons observed - help to choose a problem for a small action research/case study - give guidance on the implementation of the small action research/case study - provide guidelines to the Novice Teacher to organize his/her Portfolio 	second half of the probation period
THE TEACHERS' COUNCIL SHALL	<ul style="list-style-type: none"> - give an opinion on the readiness of the Novice Teacher to take the proficiency examination based on the Mentor's report regarding the realization of the Mentoring Program and acquisition of the core professional competences and teachers' findings regarding lesson observation and presentation of the action research/case study 	end of the probation period
THE SECRETARY SHALL	<ul style="list-style-type: none"> - provide guidance on preparing the part of the exam referring to legislation - inform the Novice Teacher on the manner of taking the probation exam (parts included in the exam) - help the Novice Teacher to apply for the probation exam and check if the Novice Teacher has provided the necessary opinions and documents 	<p>the second half of the probation period</p> <p>end of the probation period</p>



3.1.7. Monitoring the Mentoring Program implementation

Only successful implementation of the Mentoring Program can be beneficial for the Novice Teacher. Monitoring and evaluation of Mentoring Program implementation should focus on whether the Program is effective in achieving the goals and what aspects can be improved. All those involved in the implementation of the Mentoring Program shall monitor certain parts of its implementation; however, the key role in this process is played by the Mentor and Novice Teacher.

After each joint activity, the Mentor and Novice Teacher shall discuss the benefits of such activity and next steps. At the end of each month, the Mentor and Novice Teacher shall reflect on the activities implemented in the Work Plan and if necessary, make adjustments and changes thereto. In the middle and at the end of the Program, mandatory evaluation of Mentoring Program's previous implementation shall be made, based on which the School Principal shall decide on the further course of both the mentoring process and probation period.

At the end of the probation period, the Mentor shall prepare a Report on Mentoring Program Implementation and Acquisition of Core Professional Competences. Mentor's opinion shall be used by the Teachers' Council in order to give an opinion on taking the proficiency exam.

At the end of the Mentoring Process, it would be good for the Mentor to make self-evaluation, which will serve his/her professional and career development.



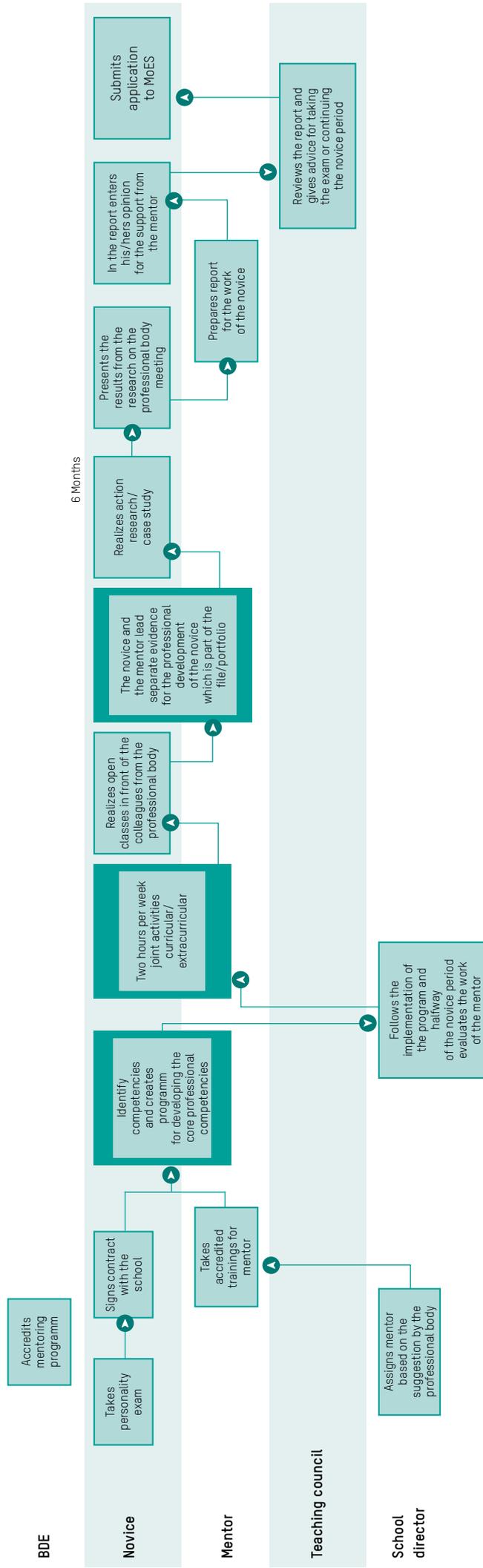
RESPONSIBLE PERSON	ACTIVITY	TIMEFRAME
THE NOVICE TEACHER SHALL	<ul style="list-style-type: none"> - think about his/her own implementation and require feedback from the Mentor - make a plan for self-improvement - keep records of his/her own activities (a Portfolio) - keep records of the activities he/she has jointly implemented with the Mentor (Appendix 4: Mentoring Diary) - make a written reflection on all lessons/activities implemented, whereby he/she shall take into account the Checklist of Novice Teacher's Acquired Competences (Appendix 8) - also make a reflection on other activities related to professional development - at the end of the month, make a reflection on the activities completed within that month (Appendix 3A: Plan of Activities) - make self-evaluation of competences achieved - make Mentoring Program evaluation (Appendix 6: Mentoring Program Evaluation Form) 	during the probation period

<p>THE MENTOR SHALL</p>	<ul style="list-style-type: none"> - keep records of activities that the Mentor implemented together with the Novice Teacher (Appendix 4: Mentoring Diary) - at the end of the month, make a reflection on activities completed in that month (Appendix 3 B: Plan of Activities) - make Mentoring Program evaluation (Appendix 6: Mentoring Program Evaluation Form) - make an assessment of competences acquired (Appendix 8: Checklist of Novice Teacher's Acquired Competences) - prepare an opinion on Mentoring Program implementation and core professional competences acquisition - make self-evaluation (Appendix 7: Questions for Mentor's Self-evaluation) 	<p>during the probation period</p>
<p>THE SCHOOL PRINCIPAL SHALL</p>	<ul style="list-style-type: none"> - monitor the Mentoring Program implementation by lesson observation and insight into activities implementation - together with the Novice Teacher and Mentor, make an official evaluation - based on official evaluation findings, make a decision on a possible change of the Mentor - based on the Teachers' Council opinion, make a decision on a possible extension of the probation period. 	<p>continuously</p> <p>in the middle and at the end of Mentoring Program implementation</p> <p>in the middle of Mentoring Program implementation</p> <p>at the end of the probation period</p>
<p>STUDENTL SUPPORT STAFF MEMBERS SHALL</p>	<ul style="list-style-type: none"> - monitor the Novice Teacher's work - provide feedback and highlight points of advancement - propose training events that can be attended by the Novice Teacher - maintain Novice Teacher's professional record 	<p>during the probation period</p>
<p>TEACHERS SHALL</p>	<ul style="list-style-type: none"> - observe lessons and provide feedback to the Novice Teacher - follow the presentation of the small action research/case study and provide feedback 	<p>during the second part of the probation period</p> <p>during the probation period.</p>



APPENDICES

APPENDIX 1 PROPOSED PROCESS OF PROBATION PERIOD IMPLEMENTATION



The Process has been drawn based on the work of the expert group for mentoring within the USAID Teacher Professional and Career Development Project.

APPENDIX 2a

MENTORING PROGRAM TEMPLATE

WORK PROGRAM OF NOVICE TEACHER _____

WITH MENTOR TEACHER _____

Period: from _____ to _____

The Program was developed based on (tick anything relevant):

- Teacher's competences (Teacher Core Professional Competences)
- Novice Teacher's self-evaluation
- Curriculum/s on: _____
(Programs to be implemented by the Novice Teacher)
- School policies and procedures
- Specifics of students taught by the Novice Teacher
- Specifics of parents and the wider environment
- Emotional and personal support required by the Novice Teacher



CONTENT / AREA	ACTIVITIES	TIME OF IMPLEMENTATION	RESOURCES
Induction in educational work			
Teaching planning and preparation			
Delivery of teaching			
Student assessment			
Adaptation of teaching to students' needs			
Creating a safe and stimulating learning environment			
Social and educational inclusion			
Communication and cooperation with the family and community			
Professional development and professional cooperation			

APPENDIX 2b

MENTORING PROGRAM SAMPLE

SAMPLE WORK PROGRAM OF NOVICE TEACHER _____A.A._____

WITH MENTOR TEACHER _____B.B._____

Period: from 15 August 20__ to 14 August 20__

The Program was developed based on (tick anything relevant):

- ✓ Teacher's competences (Teacher Core Professional Competences)
- ✓ Novice Teacher's self-evaluation
- ✓ Curriculum/s on: _____
(Programs to be implemented by the Novice Teacher)
- ✓ School policies and procedures
- ✓ Specifics of students taught by the Novice Teacher
- ✓ Specifics of parents and the wider environment
- ✓ Emotional and personal support required by the Novice Teacher



CONTENT / AREA	ACTIVITIES	TIME OF IMPLEMENTATION	RESOURCES
Induction in educational work	<ul style="list-style-type: none"> - Establishing contact, determining the Novice Teacher's needs and agreeing mutual cooperation. - Introduction to the educational system, especially the subsystem of education in which the Novice Teacher works, legislation, program documents and modern educational trends. - Introduction to the curriculum and syllabus, and relations between their components (objectives, content, didactic guidelines, concepts, activities). - Introduction to the conditions and devices for performing practical classes and ways to protect the environment.⁴ - Familiarization with safety and protection at work conditions specific to the educational profile. - Maintenance of school administration (both hard-copy and electronic). 	At the beginning of mentoring (August, September)	www.mon.gov.mk/ www.bro.gov.mk/ www.csoo.edu.mk/ www.dic.edu.mk/ www.edulaws.mk/ www.ednevnik.edu.mk/ www.e-ucebnici.mk/

⁴ Sections marked with a different color relate to teachers of practical training.

Teaching planning and preparation	<ul style="list-style-type: none"> - Introduction to the structure of all types of teacher planning according to the legislation, method of matching educational goals with the choice of activities and preparation of didactic aids, machinery, tools, equipment and supplies. - Development of global, thematic and process planning, as well as daily planning of Novice Teacher's instruction. 	At the beginning of mentoring (August, September)	www.dpi.mon.gov.mk/
Delivery of teaching	<ul style="list-style-type: none"> - Introduction to modern strategies of teaching. - Introduction to methodical approaches specific to the subject, cross-subject content and educational technology specific to the subject. - Mutual observation of lessons where different techniques, teaching methods, forms and means are applied. 	During the school year (2 hours a week in the first half or 1 hour a week in the second half of mentoring)	www.toolbox.pep.org.mk/mk/dokumenti.php?cat=3
Student assessment	<ul style="list-style-type: none"> - Introduction to the prescribed achievement standards in terms of formative and summative assessment, and modern methods of monitoring and evaluation. - Lesson demonstration using different methods of formative assessment by the Mentor Teacher. - Development of student assessment instruments. - Development of a Case Study. - Preparation of test items for objective knowledge tests (questions by levels according to Standards and scoring thereof), implementation and analysis of results achieved. - Development of practical tasks including assessment criteria specific to the educational profile. - Giving summative grades. - Introduction to the procedure for external evaluation of student achievement. 	Throughout the school year	www.pep.org.mk/mk/ocenuvanje/ocenuvanje_index.html www.pep.org.mk/mk/vesti/07/jun/standardi/Standardi.pdf www.bro.gov.mk/?q=mk/standardi

Adaptation of teaching to students' needs	<ul style="list-style-type: none"> - Workshop on new scientific knowledge about students' learning and development, and monitoring of cognitive, socio-emotional and psychomotor development of students. - Following the Mentor during: planning and realization of free student activities; supplemental and additional teaching; organization of cultural, sports and other community work and humanitarian actions involving students; free student activities and working with students on projects and research; preparation and management of excursions, outings, contests, classes in the countryside, summer vacations and camping organized by the school; mentoring of students. 	<p>In the second half of the mentoring process</p> <p>Throughout the school year</p>	<p>www.prezi.com/kwhwnqr105zb/presentation/</p> <p>www.slideshare.net/BiljanaBCM/ss-31359937</p>
Creating a safe and stimulating learning environment	<ul style="list-style-type: none"> - Introduction to classroom management strategies, possible threats to the physical and psychological safety of students and mechanisms for dealing with cases of violence and discrimination on any ground. - Integration of content for healthy lifestyle promotion and education in taking responsibility for one's own health and protecting the environment. - Introduction to effective techniques for effective dealing with inappropriate and disruptive behaviors and promotion of positive classroom behavior. 	Throughout the school year	<p>www.algoritam.mk/.../sovremenii-krativnimetodi.pdf</p> <p>www.tycoonlabo.com</p>
Social and educational inclusion	<ul style="list-style-type: none"> - Introduction to the documents regarding protection of children's rights and different inclusive education concepts and models; - Introduction to the composition of students at school, the way of planning and implementation of instruction with this group of students and establishment of cooperation with a special educator; 	In the first half of the mentoring process	<p>bro.gov.mk/?q=mk/obrazovanie-za-deca-so...</p> <p>www.stepbystep.org.mk/.../fokusno_podracje_3.pdf</p> <p>www.algoritamcentar.edu.mk/.../rabotasoucenicesopos...</p>

<p>Communication and cooperation with the family and community</p>	<ul style="list-style-type: none"> - Introducing ways of cooperation with the family and local community, and opportunities for their participation in school life. - Introduction to Life Skills Education contents and their implementation. - Novice Teacher's attendance during the class community lesson and teacher-parent meetings realized by the Mentor. - Implementation of specific activities with students by involving parents and the local community. 	<p>Throughout the school year</p>	<p>umd.gov.mk/?p=2258</p> <p>www.stepbystep.org.mk/.../uchilishteto_i_zaednicata_..</p> <p>jser.fzf.ukim.edu.mk/index.php?...</p>
<p>Professional development and professional cooperation</p>	<ul style="list-style-type: none"> - Introduction to teachers' competences, effective models and opportunities for professional development and advancement in the teaching profession. - Inclusion of professional development activities as an integral part of the Annual Program. - Inclusion of Professional Portfolio as a key part of professional development. - Monitoring and evaluation of activities planned for professional development and using the results obtained to plan follow-up activities. - Participation in teachers' professional bodies, observation and implementation of open lessons. - Implementation of action research presented to teachers' professional bodies. - Evaluation and self-evaluation - preparation for taking the proficiency exam. 	<p>In the first half of the mentoring process</p> <p>In the second half of the mentoring process</p>	<p>www.mcgo.org.mk/usaaid-teacher-professional-and-career-development-project/</p>



APPENDIX 3a

WORK PLAN TEMPLATE

WORK PLAN OF MENTOR TEACHER _____ WITH TEACHER _____ BY MONTHS

Time period: from _____ to _____

TABLE: SAMPLE MENTOR TEACHER’S PLAN OF WORK WITH NOVICE TEACHER - BY MONTHS

MONTH	ACTIVITIES	REFLECTION OF NOVICE TEACHER/MENTOR ⁵
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

⁵ Both Mentor and Novice Teacher shall have a copy of the Plan and each shall write their individual reflection regarding the reflection discussions they have in their joint meetings.

APPENDIX 3b

WORK PLAN SAMPLE

WORK PLAN OF MENTOR TEACHER _____AA_____ WITH TEACHER _____BB_____ BY MONTHS

Time period: from 15 August 20__ to 14 August 20__

MONTH	ACTIVITIES	REFLECTION OF NOVICE TEACHER
1.	<ul style="list-style-type: none"> - Establishing contact, determining Novice Teacher’s needs and agreeing mutual cooperation. - Introduction to the educational system, especially the subsystem of education in which the Novice Teacher works, legislation, program documents and modern educational trends. - Introduction to the curriculum and syllabus, and relations between their components (objectives, content, didactic guidelines, concepts, activities). - Introduction to the conditions and devices for performing practical classes and ways to protect the environment. - Familiarization with safety and protection at work conditions specific to the educational profile. - Maintenance of school administration (both hard-copy and electronic); - Introduction to the structure of all types of teacher planning according to the legislation, method of matching educational goals with the choice of activities and preparation of didactic aids, machinery, tools, equipment and supplies. - Development of global, thematic and process planning, as well as daily planning of Novice Teacher’s instruction. - Introduction to the composition of students at school, the way of planning and implementation of instruction with this group of students and establishment of cooperation with a special educator. - Mutual observation of lessons where different techniques, teaching methods, forms and means are applied. 	

<p>2.</p>	<ul style="list-style-type: none"> - Formation of Novice Teacher’s Professional Development Portfolio; - Introduction to teachers’ competences, effective models and opportunities for professional development and advancement in the teaching profession; - Introduction to modern teaching strategies; - Introduction to classroom management strategies, possible threats to students’ physical and psychological safety and mechanisms for dealing with cases of violence and discrimination on any ground; - Introduction to achievement standards prescribed for formative and summative assessment, and modern monitoring and evaluation methods; - Introduction to methodical approaches specific to the subject, cross-subject content and educational technology specific to the subject through a workshop; - Development of thematic and process planning, as well as daily planning of Novice Teacher’s instruction; - Lesson demonstration using different methods of formative assessment by Mentor Teacher; 	
<p>3.</p>	<ul style="list-style-type: none"> - Introduction to the documents on children’s rights protection and different inclusive education concepts and models; - Development of student assessment instruments; - Preparation of test items for objective knowledge tests (questions by levels according to Standards and scoring thereof), implementation and analysis of results achieved; - Development of practical tasks including assessment criteria specific to the educational profile. - Giving summative grades. - Introduction to Life Skills Education contents and their implementation. - Novice Teacher’s attendance during the class community lesson and teacher-parent meetings realized by the Mentor. - Update of the Portfolio of Successful Practices. 	



4.	<ul style="list-style-type: none"> - Introduction to effective techniques for effective dealing with inappropriate and disruptive behaviors and promotion of positive classroom behavior; - Mutual observation of lessons where different techniques, teaching methods, forms and means are applied; - Implementation of specific activities with students by involving parents and the local community; - Development of a Case Study; - Maintenance of school administration (both hard-copy and electronic); 	
5.	<ul style="list-style-type: none"> - Integration of content for healthy lifestyle promotion and education in taking responsibility for one's own health and protecting the environment; - Integration of content regarding multicultural and interethnic integrated education; - Following the Mentor during: planning and realization of free student activities; supplemental and additional teaching; - Participation in the work of teachers' professional bodies; - Update of Novice Teacher's Portfolio; 	
6.	<ul style="list-style-type: none"> - <i>Independent implementation</i> of additional and supplementary instruction; - Implementation of Life Skills Education workshops; - Preparation of didactic aids; - Development of student assessment instruments; - Preparation of test items for objective knowledge tests (questions by levels according to Standards and scoring thereof), implementation and analysis of results achieved; - Giving summative grades; - Update of Novice Teacher's Portfolio; 	
7.	<ul style="list-style-type: none"> - Workshop on classroom management strategies, dealing with possible threats to the physical and psychological safety of students and mechanisms for handling cases of violence and discrimination on any ground; - Development of projects together with students: planning, implementation and evaluation; - Update of Novice Teacher's Portfolio; - Initiation of action research, which is Novice Teacher's legal obligation. 	

8.	<ul style="list-style-type: none"> - Workshop on new scientific knowledge about students' learning and development, and monitoring of cognitive, socio-emotional and psychomotor development of students; - Monitoring and evaluation of activities planned for professional development and using the results obtained to plan follow-up activities; - Participation in teachers' professional bodies, observation and implementation of open lessons; - Work on action research; 	
9.	<ul style="list-style-type: none"> - Following the Mentor during: organization of cultural, sports and other community work and humanitarian actions involving students; free student activities and working with students on projects and research; preparation and management of excursions, outings, contests, classes in the countryside, summer vacations and camping organized by the school; mentoring of students; - Introduction to the procedure for external assessment of student achievement; - Work on action research; 	
10.	<ul style="list-style-type: none"> - Giving a summative grade based on multiple measurements; - Managing pedagogical documents; - Following and participating in the duties of the class teacher; - Novice Teacher's attendance of teacher-parent meetings implemented by the Mentor or independently; - Monitoring and evaluation of activities planned for professional development; - Work on action research; 	
11.	<ul style="list-style-type: none"> - Inclusion of professional development activities as an integral part of the Annual Program; - Novice Teacher's participation in the development of School Annual Program's segments; - Preparation of a Report on Action Research; - Presentation of research results to teachers' professional bodies/ Teachers' Council; 	
12.	<ul style="list-style-type: none"> - Evaluation and self-evaluation - preparation for taking the proficiency exam. 	

APPENDIX 4b

SAMPLE OF A COMPLETED MENTORING DIARY

Mentor _____ Novice Teacher _____

Period from _____ to _____ School _____

DATE	ACTIVITIES IMPLEMENTED/TOPICS DISCUSSED AND CONCLUSIONS	ACTIVITIES AGREED FOR THE FOLLOWING PERIOD
	<i>Maintenance of school administration (hard-copy and electronic). Novice Teacher successfully enters the activities implemented. He/she logged in in the Electronic Records. Discussions about Teacher's administrative duties.</i>	<i>Novice Teacher needs to review the Electronic Records into detail and receive an explanation on the manner of their operation.</i>
	<i>Novice Teacher's attendance of a class community lesson. Introduction to Life Skills Education contents and their implementation.</i>	<i>Novice Teacher needs to get more examples of individual Multi-ethnic Integration in Schools (MIS) activities.</i>
	<i>Organized lesson observation to a teacher. Discussion about the benefits of the lesson held. Novice Teacher saw new models of assessment. He/she is interested in them.</i>	<i>Novice Teacher needs to get more examples of assessment instruments.</i>
	<i>Prepares a checklist to assess activity performance. Other types of assessment instruments are discussed.</i>	<i>Novice Teacher needs assistance in developing objective knowledge tests.</i>
	<i>Preparation of test items for objective knowledge tests (levels of questions according to Standards and their scoring); conducting an analysis of results obtained. Discussions about the Specification Table and its importance.</i>	<i>Novice Teacher needs help in performing summative evaluation and giving a summative grade.</i>
	<i>Development of projects with students: planning, implementation and evaluation. Discussions about students' participation in all stages of project development.</i>	<i>Development of a Case Study.</i>

APPENDIX 5a

QUESTIONNAIRE FOR SELF-EVALUATION/EVALUATION OF NOVICE TEACHER'S COMPETENCES

LEVEL	MEANING
1	Not at all
2	Mainly not
3	Mainly yes
4	Completely yes

School year: _____

Teacher: _____

School: _____

Assess how much you feel competent in the following areas (tick <input checked="" type="checkbox"/> the corresponding column)		Level			
		1	2	3	4
1. KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM					
1.1. KNOWLEDGE OF THE SUBJECT					
1.	I can organize curriculum contents according to key concepts and goals and objectives set				
2.	I can use and refer students to use modern knowledge about the subject area				
3.	In learning and teaching, I can include activities to integrate the contents and achieve cross-subject goals				
1.2. KNOWLEDGE OF THE EDUCATIONAL SYSTEM					
1.	I know and regularly follow legislation related to the subsystem of education where I work				
2.	I know the program documents related to the subsystem of education where I work				
3.	I can manage pedagogical records and documentation in accordance with legislation				
2. TEACHING AND LEARNING					
2.1. TEACHING PLANNING AND PREPARATION					
1.	I can develop lesson plans at different levels (annual, topical, daily)				
2.	I can plan clear, achievable and challenging objectives and expected outcomes for all students				

Assess how much you feel competent in the following areas (tick <input checked="" type="checkbox"/> the corresponding column)		Level			
		1	2	3	4
3.	I can plan teaching forms, methods and strategies				
4.	I can plan educational tools and working materials required for curriculum implementation, including ICT				
5.	I can plan correlation and integration with other subjects and contents				
6.	In my planning, I can take into consideration the time and resources available				
7.	In my planning, I can take into account the local environment specifics				
8.	I can plan methods, procedures and tools for consolidation of previous knowledge of students and monitoring their achievements				
9.	I can plan both teacher and students' activities				
10.	I can make a reflection containing observations regarding goal achievement, difficulties encountered and guidance on improvement in my next planning				
2.2. DELIVERY OF TEACHING					
1.	I can convey the expected outcomes to students				
2.	I can establish students' previous knowledge and experiences				
3.	I can give clear instructions to all students and refer them to transfer of knowledge				
4.	I can prepare working materials and teaching aids as planned and I can apply them				
5.	I can clearly, comprehensibly and unequivocally convey key information				
6.	I can get all students involved in the implementation of activities				
7.	I can apply modern and different approaches, forms and methods				
8.	I can manage new and unpredictable situations and put them in the context of teaching				
9.	I can implement part of the contents through research and project activities				
10.	I can apply ICT in teaching				
11.	I can welcome and encourage different ways of solving problems and presenting content				
12.	I can help students make a synthesis of knowledge, link previous knowledge to the new one and see the practical application thereof				
13.	I can get involved in planning and implementation of integrated cross-subject activities				
2.3. STUDENT ASSESSMENT					
1.	I can select, develop and properly use different assessment instruments (e.g. assignments, tests, check lists, analytical lists, anecdotal notes)				
2.	I can regularly record the progress of each student in terms of expected outcomes and I can inform parents thereon				

Assess how much you feel competent in the following areas (tick <input checked="" type="checkbox"/> the corresponding column)		Level			
		1	2	3	4
3.	I can diagnose strengths and weaknesses in students' learning and give students appropriate guidance for further learning				
4.	I can check students' previous knowledge/make diagnostic assessment				
5.	I can give positive and constructive feedback that encourages students to work and develop a sense that they can progress				
6.	I can talk to students about their progress, train them to self-assess and plan their own learning				
7.	I can form summative grades on the basis of multiple measurements using appropriate methods and tools				
8.	I can use subject goals and objectives for summative and formative assessment				
9.	I respect the assessment standards at the national level				
10.	I can elaborate the grades I give and prepare clear and informative reports on student achievement that I provide to parents				
11.	I can prepare reports on student achievement at the level of the class/subject and I can use these findings to enhance teaching and learning				

2.4. KNOWING STUDENTS AND MEETING THEIR NEEDS

1.	I can follow cognitive, socio-emotional and psychomotor development of my students				
2.	I have information on each student and record all changes				
3.	I can keep the confidentiality of data on students and parents				
4.	I do individualization and differentiation in teaching based on my knowledge of students' needs				
5.	I can organize and realize additional classes				
6.	I can organize and realize complementary classes				
7.	I can motivate, prepare and organize students to participate in various activities (contests, competitions, exhibitions, performances, projects...)				
8.	I can enable democratic participation of students in school life				

3. CREATING A STIMULATING LEARNING ENVIRONMENT

3.1. CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT

1.	I can prepare materials and use various learning resources that stimulate students to explore and learn				
2.	I can adjust the space in the classroom to suit individual needs and the needs of the entire group				

Assess how much you feel competent in the following areas (tick <input checked="" type="checkbox"/> the corresponding column)		Level			
		1	2	3	4
3.	I can establish rules for safe use of work materials and equipment, including ICT				
4.	I make sure that work means and materials are readily available to all students				
5.	I enable to exhibit students' works in the school space				
6.	I can establish and ensure compliance with the rules of conduct in the classroom and school				
7.	I can promote values pertaining to personal safety and safety of others				

3.2. SCHOOL CLIMATE

1.	I address students by their name and with respect				
2.	I show empathy and support positive values in students				
3.	I encourage students to participate in activities, share their experiences, expectations and emotions, and to believe they can achieve more				
4.	I establish rules of conduct together with students and insist on their observance				
5.	I can identify a conflict situation (both open and hidden one)				
6.	I can help students to fairly resolve conflicts				
7.	I can organize students in joint activities where peer cooperation is emphasized				
8.	I use the advice of school support staff members (psychologist, pedagogue, sociologist, special educator) whenever a student should be helped				
9.	I can adjust my language during communication depending on the context, situation and student's personality				
10.	I can ask questions, encourage students to ask questions and stimulate discussion				
11.	I can encourage discussions regarding the understanding of cultural and gender differences				
12.	I can plan and implement a variety of media and communication tools, including audio-visual aids and computers				
13.	I can encourage (and present) appropriate models of speaking, writing and expression among students, using various media				

4. SOCIAL AND EDUCATIONAL INCLUSION

4.1. SOCIAL AND EDUCATIONAL INCLUSION

1.	I can prepare individual education plans				
2.	In teaching, I can use inclusive learning and teaching strategies				
3.	I can follow and evaluate students' attainment and development according to individual objectives				

Assess how much you feel competent in the following areas (tick <input checked="" type="checkbox"/> the corresponding column)		Level			
		1	2	3	4
4.	I am involved in inclusive school activities				
5.	I can prepare a Work Plan and cooperate with families of children with special educational needs				
6.	Together with students, I can prepare inclusion work teaching aids				
7.	I can adapt the classroom to students' individual needs				
8.	I can include families and students in joint activities on respect for diversity and intercultural integration				
9.	I can participate in professional orientation of students with special educational needs				
10.	I can continuously cooperate with school support staff				
11.	I can work individually with students who need help				

5. COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY

5.1. COOPERATION WITH FAMILIES AND THE LOCAL COMMUNITY

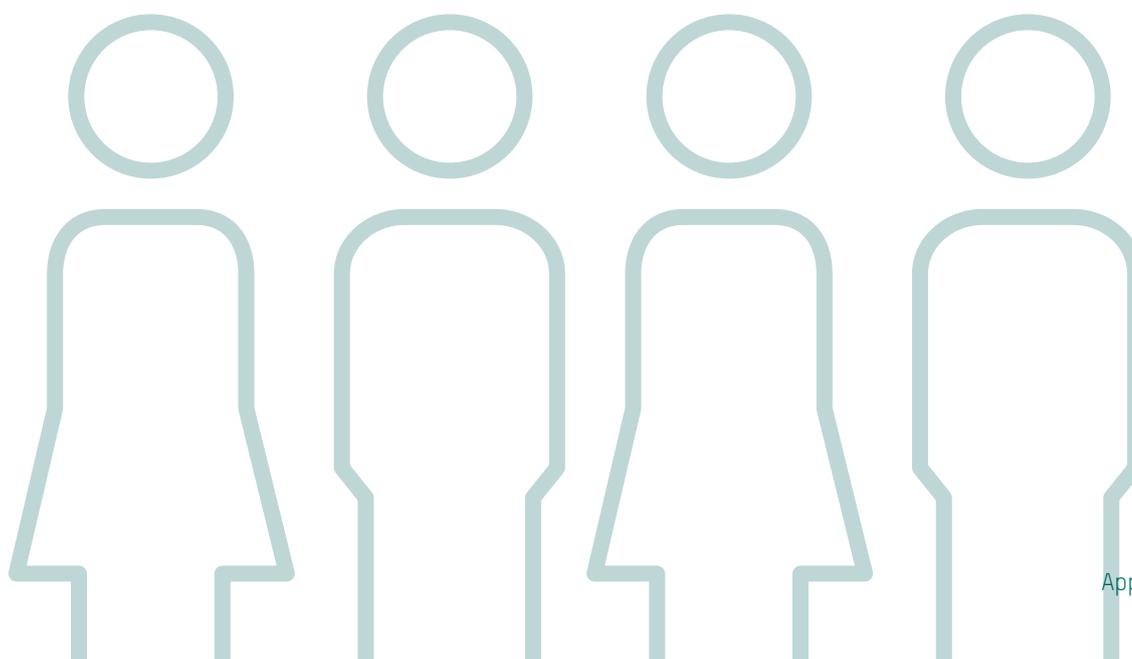
1.	I can include families in activity planning for both the class and the school				
2.	I can include families and local community representatives in the teaching process				
3.	I can prepare an individual calendar of meetings with parents (I can plan teacher-parent meetings, individual meetings, reception days)				
4.	I can identify possible resources for cooperation with the community				
5.	I can collaborate with institutions and individuals from the local community				
6.	I can participate in and encourage education of parents				

6. PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

6.1. PROFESSIONAL DEVELOPMENT

1.	I can reflect, assess, request feedback and keep notes on my pedagogical work				
2.	I can plan, keep records and provide evidence of my own professional development				
3.	I can conduct action research to improve my professional practice				
4.	I can apply the knowledge and skills acquired in training attended				

Assess how much you feel competent in the following areas (tick <input checked="" type="checkbox"/> the corresponding column)		Level			
		1	2	3	4
6.2. PROFESSIONAL COOPERATION					
1.	I can suggest topics for training events at the school and participate in them				
2.	I can actively participate in the work of teachers' professional bodies				
3.	I can perform work tasks in a timely and quality fashion				
4.	I can participate in various activities of professional associations, social networks and forums				
5.	I can share teaching materials with my colleagues				
6.	I can share experiences and use tips to improve my work				
7.	I can use electronic communication for professional cooperation				
8.	I can hold and observe open lessons				



APPENDIX 5b

SELF-EVALUATION OF NOVICE TEACHER'S STRENGTHS AND WEAKNESSES

MY PROFESSIONAL WEAKNESSES:	MY PROFESSIONAL STRENGTHS:

APPENDIX 6a

MENTORING PROGRAM EVALUATION FORM

Date _____ Novice Teacher _____

School _____

TO BE FILLED BY THE NOVICE TEACHER

1. Which activities/topics were most useful to me?

2. Which activities/topics were least useful to me?

3. How much did the Program contribute for me to gain the necessary competences?

4. What was the cooperation with the Mentor in the past period?

5. Suggestions to improve the mentoring process in the future:

APPENDIX 6b

MENTORING PROGRAM EVALUATION FORM

Date _____ Mentor _____

School _____

TO BE FILLED BY THE MENTOR

1. Which activities were most useful to the Novice Teacher?

2. Which activities were least useful to the Novice Teacher?

3. How much did the Program contribute for the Novice Teacher to gain the necessary competences?

4. What was the cooperation with the Novice Teacher in the past period?

5. Suggestions to improve the mentoring process in the future:

APPENDIX 7

QUESTIONS FOR MENTOR'S SELF-EVALUATION

1. Was I sufficiently prepared to be a mentor?

2. How much did I manage to give quality and timely feedback?

3. Was I taking the role of an evaluator? Did I impose too much on the Novice Teacher?

4. What activities/topics enabled me to improve my mentoring skills?

5. Which aspects should I improve to prepare even better for the role of a mentor?

Mentor _____

School Principal's Comment

Principal _____

APPENDIX 8

CHECKLIST OF NOVICE TEACHER'S ACQUIRED COMPETENCES

INDICATORS	APPLICATION LEVEL			
KNOWLEDGE OF THE SUBJECT AND THE EDUCATIONAL SYSTEM				
Effectively organizes curricular contents in accordance with key concepts and goals and objectives set	1	2	3	4
Uses and refers students to use modern knowledge in the particular subject	1	2	3	4
In learning and teaching includes activities to integrate the content and achieve cross-subject goals	1	2	3	4
Knows and observes legislation and program documents related to the subsystem of education that he/she works in	1	2	3	4
Maintains pedagogical records and documents in accordance with legislation	1	2	3	4
TEACHING PLANNING AND PREPARATION				
Prepares plans at different levels (annual, thematic, daily)	1	2	3	4
Plans clear, achievable and challenging objectives and expected outcomes for all students	1	2	3	4
Plans teaching forms, methods and strategies	1	2	3	4
Plans teaching means and working materials required for curricula implementation, including ICT	1	2	3	4
Plans correlation and integration with other subjects and contents	1	2	3	4
In planning, takes into account the time and resources available	1	2	3	4
Plans methods, procedures and tools for consolidation of students' previous knowledge and monitoring of student achievement	1	2	3	4
Plans teacher and students' activities	1	2	3	4
Makes a reflection containing observations regarding objectives achieved, difficulties encountered and guidance for improvement of his/her next planning	1	2	3	4

INDICATORS	APPLICATION LEVEL			
DELIVERY OF TEACHING				
Introduces students to expected outcomes	1	2	3	4
Identifies students' previous knowledge and experience	1	2	3	4
Gives clear instructions to all students and refers them to knowledge transfer	1	2	3	4
Has prepared work materials and teaching aids and applies them	1	2	3	4
Clearly, understandably and unequivocally conveys key information	1	2	3	4
Includes all students in activities implementation	1	2	3	4
Applies modern and different approaches, forms and methods	1	2	3	4
Implements part of the contents through research and project activities	1	2	3	4
Applies ICT in teaching	1	2	3	4
Uses and encourages students to use the standard literary language and models for writing and expression	1	2	3	4
Accepts and encourages different ways of solving problems and presenting contents	1	2	3	4
Helps students to make a synthesis of their knowledge, link their previous knowledge with the new one and see the practical application thereof	1	2	3	4
STUDENT ASSESSMENT				
Selects, prepares and appropriately uses different assessment tools - tests, check lists, analytical lists	1	2	3	4
Regularly records students' progress	1	2	3	4
Possesses a collection of evidence on the progress of each student, which he/she uses to inform both students and parents about student progress and planning of teaching and learning	1	2	3	4
Diagnoses strengths and weaknesses in students' learning and gives students adequate guidance for further learning	1	2	3	4
Checks students' previous knowledge/diagnostic assessment	1	2	3	4
Provides positive and constructive feedback encouraging students to work, and develops in them a sense that they can progress	1	2	3	4
Forms summative grades based on multiple measurements using appropriate methods and tools	1	2	3	4
In summative and formative assessment, starts from subject's objectives	1	2	3	4
Observes assessment standards at the national level	1	2	3	4

INDICATORS	APPLICATION LEVEL			
Elaborates the grades given to students and prepares clear informative reports about student achievement, which he/she delivers to parents	1	2	3	4
KNOWING STUDENTS AND MEETING THEIR NEEDS				
Has information on all students and records the changes therein	1	2	3	4
Keeps data on students and parents with confidentiality	1	2	3	4
Makes individualization and differentiation in teaching based on students' needs	1	2	3	4
Regularly organizes and conducts complementary and additional classes	1	2	3	4
Enables students' democratic participation	1	2	3	4
CREATING A SAFE AND STIMULATING LEARNING ENVIRONMENT				
Adjusts the space in the classroom to suit individual needs and the entire group's needs	1	2	3	4
Prepares materials and uses various learning sources stimulating students to explore and learn	1	2	3	4
Establishes rules for safe use of work materials and equipment, including ICT	1	2	3	4
Makes sure that resources and work materials are readily available to all students	1	2	3	4
Exhibits students' works in the school space	1	2	3	4
Addresses students by their name and with respect	1	2	3	4
Together with students, adopts rules of conduct and insists on their observance	1	2	3	4
Shows empathy and supports positive values in students	1	2	3	4
Identifies conflict situations and helps students to settle them fairly	1	2	3	4
SOCIAL AND EDUCATIONAL INCLUSION				
Develops Individual Education Plans in collaboration with the Inclusion Team	1	2	3	4
Monitors and evaluates students' attainment and development according to individual objectives	1	2	3	4
Is involved in school's inclusion activities	1	2	3	4
Takes care of individual needs of students with special educational needs	1	2	3	4
Works individually with students who need help	1	2	3	4

INDICATORS	APPLICATION LEVEL			
COMMUNICATION AND COOPERATION WITH THE FAMILY AND COMMUNITY				
Includes families and local community representatives in the teaching process	1	2	3	4
Prepares a calendar of meetings with parents	1	2	3	4
Collaborates with individuals and institutions from the local community	1	2	3	4
PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION				
Plans, keeps records and possesses evidence of his/her own professional development	1	2	3	4
Participates in various forms of vocational education in and out of school	1	2	3	4
Implements action research to improve his/her professional practice	1	2	3	4
Participates in the work of teachers' professional bodies	1	2	3	4
Performs work tasks in a timely and quality fashion	1	2	3	4
Shares teaching materials with colleagues	1	2	3	4
Uses electronic communication for professional cooperation	1	2	3	4
Holds and observes open lessons	1	2	3	4

Mentor _____

