NÁRODNÍ INSTITUT PRO DALŠÍ VZDĚLÁVÁNÍ

EFFeCT

European Methodological
Framework for Facilitating Teachers'
Collaborative Learning

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání

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NIDV

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PRO DALŠÍ
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PILOTING THE DRAFT METHODOLOGICAL FRAMEWORK IN THE CZECH REPUBLIC

Question	
Who?	NIDV. Two facilitators; two researchers; 16 mentors; 16 mentees.
What?	Introductory set of six seminars/workshops on mentoring.
Why?	Collaboration opportunities and for professional support of NQTs and their mentors; politically-appropriate moment with regard to the teaching profession in CZ
Where?	NIDV Prague and the Automobile Club of the Czech Republic
When?	November 2016 to May 2017
How?	Collaboration in design and planning of programme and observing facilitation practice against evaluation criteria arising from the draft methodological framework

AN INTRODUCTION TO MENTORING

	Themes for seminars	
	Headteacher Invitation	*Gaining the pilot sample*
1	Introduction to Mentoring	Building the Concept and Relationships
2	Target-setting & Record-keeping	Building in rigour
3	GROW, listening, body language	"Seeing" the other
4	Observation, giving and receiving feedback, stress/distress	Developing harmony
5	Time management	organisational skills
6	Presentations and reflection on mentoring and collaboration	What we have learned through collaboration

FOR MENTORS AND NEWLY-QUALIFIED TEACHERS

Principles in CTL for Research by Observation
1   Leadership, democracy, decision-making
2   Participation, commitment
3   Content and purpose of collaboration
4   Communication and self-reflection
5   Other phenomena e.g., time and space for collaboration

EFFECT PROJECT PILOTING EVALUATION CRITERIA (WORKING MODEL)

	--	-	0	+	++	Comments
Leadership, democracy, decision making						
The leadership was sufficiently expert, and had the professional capabilities to lead / facilitate the collaborative practice						
All participants were able and encouraged to take part in decision-making						
Feedback and reflections from the participants were heard and possibly built into the programme by the expert leaders/ facilitators						
The focus of the collaborative learning was defined on the basis of the needs of the participants						
It was possible to adjust the focus of collaboration to the learning requirements of the participants, even during the practice						
Participants had the opportunity to reflect and respond to ongoing processes, individually, in small groups and/or collectively						

KEY:
-- STRONGLY DISAGREE
- DISAGREE
0 NEITHER AGREE NOR DISAGREE
+ AGREE
++ STRONGLY AGREE

	--	-	0	+	++	Comments
Content and purpose of the collaborative practice						
The purpose of the collaborative group was clearly defined						
The collaborative practice was meaningful and relevant to the participants and their competence set and the context in which they are learning						
The collaborative practice was professionally inspiring						
Participants are exposed to innovative ideas						

	--	-	0	+	++	Comments
Communication, self-reflection						
Participants often engaged in critical discussions about what it means to be a teacher/educator						
Open expression and sharing was encouraged						
Openness and trust between participants is coupled with professional collegial challenge, debate and openness to change						
Participants have the ability and the space to share, question, assess and change each other's opinion, engage in critical discussion						
New ideas emerged from the process of interactions and mutual engagement						
The participants had a chance to take part in informal discussions - e.g., during coffee breaks etc.						
Openness, truthfulness and honesty were key values within the group						
Members supported each other mentally, emotionally and professionally within the community/group						

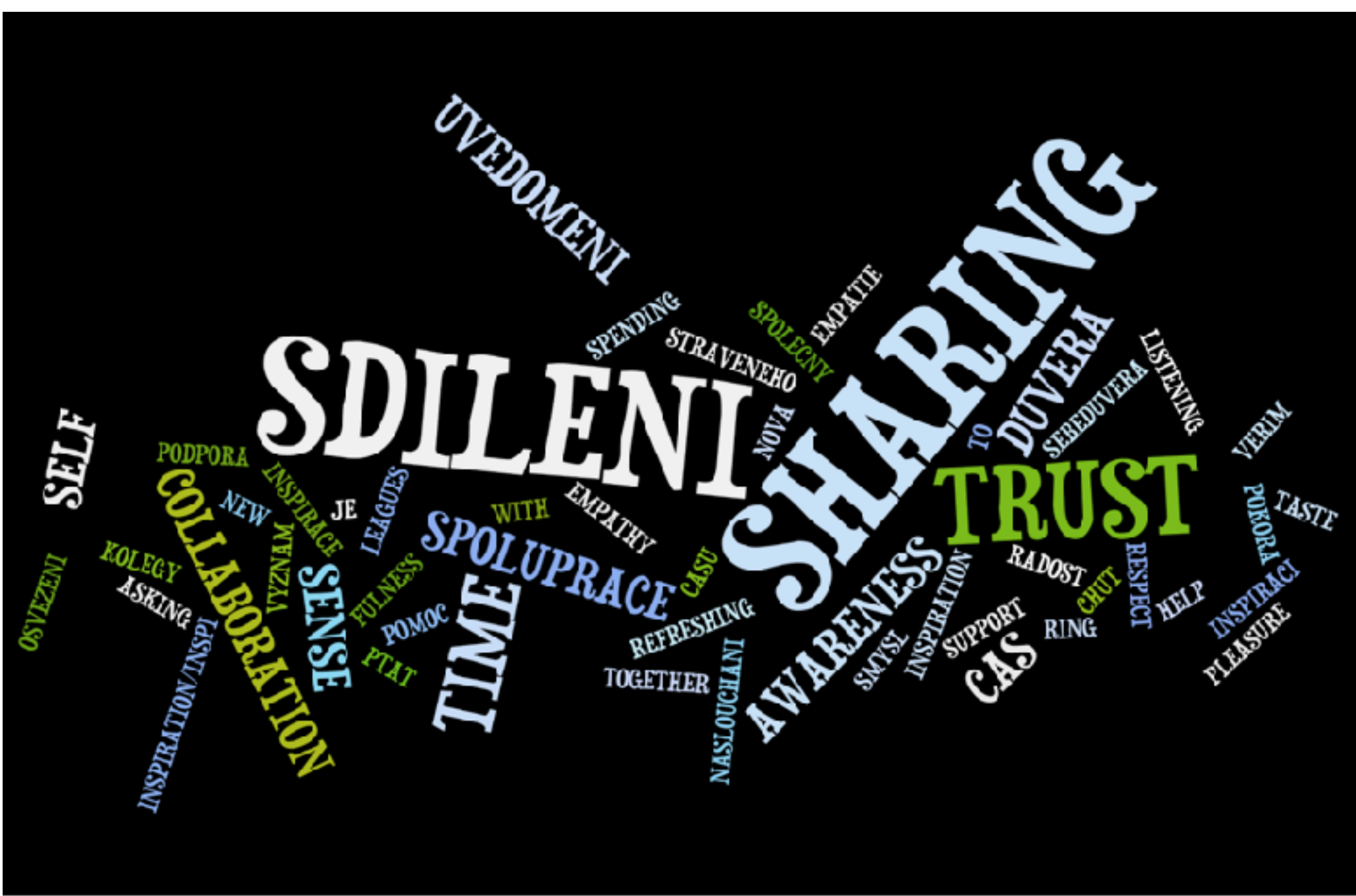|	--	-	0	+	++	Comments
Other emergent, observed phenomena which contributed to TCL						
e.g. Organisers planned sufficient time in the programme for collaborative activity						
e.g. Participants requested more time for collaborative activity						

Evaluation from headteachers

1. Do you see a qualitative shift in co-operation between mentor (teacher) and mentee (starting teacher)? What?

2. What benefits did mentoring have for your school?

3. What steps have you taken in your school to promote collaborative learning, i.e., learning from and with each other?

4. What changes have you introduced or will you put into practice in your school practice in the context of collaborative learning?

Dear Colleagues,

We would be grateful if you could contribute to the evaluation of the EFFeCT project by completing this short questionnaire. No individual data will be published when publishing and spreading the results.

1. Do you see a qualitative shift in co-operation between mentor (teacher) and mentee (starting teacher)? What?

A. Both colleagues, project participants, have moved on to acquire the skills needed to operate the mentor - mentee relationship. In their words, they manage to correctly name what they want to solve, learn how to deal with the chosen area of their joint work. In this respect, there has been a shift during project work.

B. Yes, a more open communication, helps to share the method, the knowledge of the process, the structure of the discussion

C. YES Professional growth of both participants.

Establishing and realising clear goals of personal development

Finding ways to realise and evaluate the journey.

D. Co-operation between the new and the mentoring teacher in our country has always been so. But, thanks to your project, mentoring techniques have become more prominent.

E. Their cooperation is better, they meet regularly; participation in the project has brought about the expansion of mutual co-operation, which happened earlier rather randomly.

F. Better targeting on a particular issue, both from Mentor and Mentee, and more effective ways to solve it in practice. Clearer goal setting.

2. *What benefit did mentoring have for your school?*

A. *The specific work of the two colleagues involved in the Effect project is of particular importance for themselves, for their personal development. It is important for school to use mentoring if a system of support for individual educators can be set up, a system within which the individual teacher members will have. The church has a chance to say about support if they feel they need it.*

Mgr. …, who graduated from the Effect program, has a methodological role in the school for reading development, participating in the project will help her to perform the function of the methodology in the work with individual teachers at a higher level.

B. Introduction of a system of work with novice teachers

C. At the school of leadership, mentoring works in the long run. The project has helped and improved this support for teachers.

D. Effect - mentoring through its focus offered the possibility to develop mentoring competencies especially for teachers of collective subjects. However, individual experience with the teachers, their willingness to take into account the specific environment of the basic arts education, was also a valuable experience as a teacher of individual instruction. The greatest benefit is unambiguously working with other teachers, sharing experiences, ideas and insights, possibly establishing further cooperation.

E. Mentee shifted to the specific job he had been assigned to with the mentor. He is more confident in his work, perceiving mentor support as a benefit and wanting to use it further.

F. Opening debates on education - Teachers' approaches to pupils, application of some principles of mentoring in teaching, but also in co-operation between the teaching staff.

3. What steps have you taken in your school to promote collaborative learning, ie learning each other?

A. Within the functioning of the entire faculty and subject committees prepare educators joint training in teaching methodology - in particular the common education in ethics, teaching methodology tv, Hejný math, development of literacy, the development of computer literacy - the use of educational technology in the classroom , always someone from the community is leading a programme for others. Besides seminars, we have set up a system of mutual 'clinics', again serving to share colleagues' experience.

B. Mutual visits of teachers to lessons

C. For the school leadership, mentoring works in the long run. The project has helped and improved this support for teachers.

D. More intensive meetings of the departments, more support from the management.

E. Mutual Regular Meetings of Teachers of Years and Subjects, Mutual Hour Visits, Open Hours for Colleagues, Teacher Teaching, Mentor Meetings.

F. Teachers have "opened" the doors of their classes for the visits of their colleagues. We introduced voluntary 'clinics' - "invite me to a lesson, I'd like to see …."

4. *What changes have you introduced or will you put into practice in your school practice in the context of collaborative learning?*

A.We will look in particular for the financial possibilities of joining the school of paired teaching. We will look for funds to organise support for the staff through external mentors, the next step should be to support internal mentoring - education in this area, creating space for this activity (relief in direct pedagogic activities for mentoring activity …)

B. We would like to gradually get to paired learning.

C. At the school of leadership, mentoring works in the long run. The project has helped and improved this support for teachers.

D. We will continually deepen 😌

E. Modifying mentoring schedules, reducing the number of lessons, passing mentor and mentor experience to other colleagues, regular mentor meetings and school management, training other mentors.

F. From the new school year: once per quarter under pg. counselling - communicating and transferring experience and tips to mentoring tutorials (goals + evaluation)

I thank the entire team that prepared the project - it was a very valuable contribution to pedagogical practice, with an overlap in effective leadership in education.