



PROMENTORS

PROMENTORS

Promoting Mentors' Work in Education



Co-funded by the
Erasmus+ Programme
of the European Union



PROMENTORS- Promoting Mentors' Work in Education

- The project started on January 15,2020 and will end on January 14 ,2023. •

PROMENTORS Goals:

The main goal of PROMENTORS is to improve the quality of teacher training in Israel through an efficient and sustainable mentoring system based on best EU practices with their mentees. It is an Erasmus+ three years project that aims to expand the successful MIT models (Multiplayer Induction Team) that was developed in the now concluded PROTEACH ERASMUS+ project. The MIT models will serve as a basis for a new model of training for mentors that is carried out by teacher-training academic colleges in Israel. In the new models there will be training courses for in-service teachers and courses on different levels (BEd. and MEd.) that will run pilot programs that enlarge the scope of the MITs in schools.

PROMENTORS facilitates the collaboration of mentors, new teachers, pedagogical guides, and the school staff, in the process of professional development of mentors. To reach these goals the program reviews and examines existing European models in order to learn from their good practices and enrich the models that will be developed in Israel.

PROMENTORS' Objectives:

- to develop and pilot the new mentoring models in 18 MITs.
- to evaluate the pilots and refine the mentoring models.
- to train 360 mentors according to the new models.
- to run three international "train-the trainers" programs to learn about good practices of the EU models.
- to provide a certification system for the new mentoring training in Israel as a label of quality.
- to disseminate the learning process of MITs developed within PROMENTORS partner institutions to other Israeli HEIs.
- to create a professional community of mentors' trainers that can provide coaching and support.

The Partners:

The consortium represents Israeli-EU collaboration, combining European knowledge and experience with diverse Israeli teacher training institutions (secular, religious and Arab).

Israeli partners

The Talpuz College of Education is a religious teacher training college in Holon Israel that offers specialized Bachelor of Education degrees in early childhood, elementary school, secondary school, special education and educational counseling.

Al-Qasbi Academy - Academic college of education, partner institution and an Arab leading institution of teacher education in Israel.

Beit Berl College is a multidisciplinary and multicultural leading academic institution in the areas of education, society and the arts. Responsible for the development of the mentoring models within MIT in the project.

Gordon Academic College of Education - is a multicultural institution located in the city of Haifa, serving Jewish (religious, secular, haredi), Arab (Christian and Moslems) and Druze populations in the region.

Hemdat Hadarom College of Education- Academic College of Education is situated near the city of Netivot. It is the only College of Education that certifies teachers for the religious sector in the Southern District (HMD)

Kaye Academic College of Education- located in BeerSheva, in the southern periphery of Israel, and serves students and teachers. The served population is socio-economically and ethnically diverse, including religious and secular Jews, Ethiopian and former Soviet Union immigrants, Bedouin (about 1/4th of all students), and Arab students.

Kibbutzim College of Education- Established in 1939, Kibbutzim College of Education was envisioned as the source of educational leadership for the kibbutz movement. The founders wished to propagate progressive approaches to Judaism, values of social justice, democracy, environmental conservation and interpersonal mutual responsibility. These are the mainstays of a humanitarian and democratic society.

Levinsky College of Education- offers a variety of programs: A Bachelor of Education degree (B.Ed.), a Master of Education (M. Ed.) degree as well as a specialized program geared to retraining academics for careers in education.

The Mofet Institute is a national inter-collegial center for the research and development of programs in teacher education and teaching in the colleges. The institute constitutes a unique framework both in Israel and worldwide for supporting teacher educators' professional development.

The College of Sakhnin, Academic College for Teacher Education, aims to achieve essential and basic educational needs to the Arab society in the Galilee, north Israel.

EU partners

- The University of Exeter, UK - emphasis on the relation of mentor-mentee in school. They have the university pedagogical guides in supporting, sharing and reflective processes.
- The University of Bucharest, Romania- specializes with advancing social activities between mentors and mentees.
- The John Paul II Catholic University of Lublin, Poland, runs a special mentoring training of university staff serving as mentors in schools.
- University of Jyväskylä, Finland developed a model of peer group mentoring Peer-Group-Mentoring

Contact us

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QR code



Kaye Academic
College of Education  המכללה האקדמית
לחינוך ערש קי

 **Talpiot**
Academic College of Education Holon

THE JOHN PAUL II
CATHOLIC
UNIVERSITY
OF LUBLIN | **KUL** 1918


מכללת סכנין
The College of Sakhnin
Academic College
for Teacher Education

מחלת הדרום
מכללה אקדמית לחינוך
HEMDAT HADAROM
College for Education 

 COLLEGE OF EDUCATION
GORDON
www.gordon.ac.il ISRAEL


 JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

 UNIVERSITATEA
DIN BUCUREȘTI
—VIRTUTE ET SAPIENTIA



המכללה האקדמית בית ברל
الكلية الأكاديمية بيت بيرل
Beit Berl College



 A HUNDRED YEARS
OF TEACHER EDUCATION
LEVINSKY
College of
Education

UNIVERSITY OF
EXETER


מכללת סכנין
The College of Sakhnin
Academic College

Kaye Academic 
College of Education המכללה האקדמית
לחינוך ערש קי

 The **MOFET**
Institute

Nasz TEAM

01:14:31

Wycisz (Ctrl+Shift+M)

Opuść

The screenshot shows a Zoom meeting grid with 9 participants. The interface includes a top bar with a timer (01:14:31), a 'Wycisz (Ctrl+Shift+M)' button, and an 'Opuść' button. The grid is arranged as follows:

- Top-left: Ewa Domagala-Zysk, a woman with glasses in a room with bookshelves.
- Top-middle: Dorota Komar-Bielea, a woman in an orange top in a room with framed pictures.
- Top-right: Anna Szudra-Barszcz, a woman with glasses in a room with bookshelves.
- Middle-left: Marta Buk-Cegielka, a woman with glasses in a room with a picture of a pier.
- Middle-middle: Ewelina Świdrak, a woman with glasses in a room with a white shelf.
- Middle-right: Agnieszka Linca-Ćwikła, a woman and a young boy.
- Bottom-left: Anna Badora, a woman with two young children.
- Bottom-middle: Iwona Szewczak, a woman in a blue top in front of a forest background.
- Bottom-right: Lidia Pietruszka, a woman with glasses in a room with a patterned curtain.

Ewa Domagala-Zysk

Dorota Komar-Bielea

Anna Szudra-Barszcz

Marta Buk-Cegielka

Ewelina Świdrak

Agnieszka Linca-Ćwikła

Anna Badora

Iwona Szewczak

Lidia Pietruszka

Zadania

- Spotkanie projektowe – Talpiot, Izrael, luty 2020
- Opracowanie modelu **Community Model of Teacher Mentoring** – marzec – kwiecień 2020
- Opracowanie raportu **Praktyki nauczycielskie oraz mentoring nauczycielski w Polsce** – maj – czerwiec 2020
- Warsztaty – **Peer Group Mentoring** - lipiec 2020, wrzesień 2020, listopad 2020
- Seminarium prowadzone przez Uniwersytet Jyväskylä – **Metody narracyjne w mentoringu** - wrzesień 2020, listopad 2020, luty 2021
- Opracowanie **sylabusów MIT** – Multidisciplinary Mentoring Teams



GACE Syllabus course mentors - PROMENTORS

Course Rationale:

Mentoring procedures and guidance for new teaching workers have been established in recent years as part of the process of entering the profession of teaching. In order to establish professional initiation processes that best address the challenges faced by the new teacher and kindergarten teacher and to develop a proper strategy of absorbing new mentors into the education system, mentors must undergo training courses to provide them with the knowledge, skills and competencies to accompany their work. This online course is part of the training requirements of mentors who will be guardians of our teaching profession.

The uniqueness of this course is reflected in the fact that this course is a part of an ERASMUS+ international program called PROMENTORS. This project aims to create a professional training program for mentors. The website of this project is <https://promentors.org/>.

The vision is that it is important to develop a community of interns, new teachers and mentors who complement and support each other in their professional work and contribute to the educational processes in the community where the MITs exist.

This course will be based on 3 models of mentoring:

1. Mentalization based mentoring - MBM.
2. Lesson Study Model
3. Model of Self-autonomy.

Course Details:

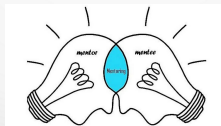
30 Academic Israeli Hours

Target Audience

Teachers who serve as mentors for interns and accompany new teachers participating in the PROMENTOR project



COMMUNITY MODEL OF TEACHER MENTORING (CMTM)



Inspiracja do badań

- 1/6-20-20-05-0509-0002-0513) GD: Praca mentora i organizacja mentoringu dla praktykantów kierunków nauczycielskich w opinii studentów oraz mentorów
- (1/6-20-20-05-0509-0002-0581) GD: Mentoring w procesie awansu i doskonalenia zawodowego nauczycieli w opinii mentorów

Plany:

- Warsztaty w Finlandii
- Warsztaty w University of Exeter
- Seminarium i konferencja podsumowująca projekt - The John Paul II Catholic University of Lublin- March April 2022