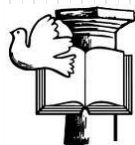


PROFESSIONAL DEVELOPMENT, MENTORS AND TEACHERS IN PRIMARY AND SECONDARY EDUCATION IN CYPRUS

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**REPUBLIC OF CYPRUS
MINISTRY OF EDUCATION
AND CULTURE**



**CYPRUS PEDAGOGICAL
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PESTALOZZI

Developmental stages in teachers' careers

- Initial education and training of teachers
- From beginner teacher to established expert
- From early management to skilled leadership
- The consultant practitioner
- The teacher entering retirement

(Brighouse, 1995)

Developmental stages

Career Entry (1-3 years)

- transition from student to teacher
- what that role change means for the new teacher
 - teachers learn certain skills quickly
 - classroom management,
 - feeling at ease with parents
 - how not to panic
 - trial and error
 - Teachers try out different methods to find the ones which are most natural to them

Developmental stages

Stabilization Phase (4-6 years)

- teachers become more comfortable in their role
- their confidence and sense of independence increase
- focus more on teaching practice
 - expanding pedagogical strategies
 - designing more interesting and stimulating lessons
 - feeling more at ease with their colleagues
 - finding a happy medium on the time demands
- dynamic character of the phase
 - experiencing moments of insecurity and frustration

Developmental stages

Experimentation and Diversification (7-25 years)

- high level of comfort
- engaged in seeking out new challenges and stimulation
- sense of effectiveness has often been achieved
- able to apply a new level of creativity to planning
- accepting criticism
- motivating uninterested students
- increasing the degree of differentiation in classroom

Initial teacher education in Cyprus Education System

- ❖ Preprimary and Primary Education
 - ❖ Four-year course leading to a BEd degree
 - ❖ School experience as part of the program of study
 - ❖ Student teacher appointed to a classroom teacher
- ❖ Secondary and Vocational Education teachers
 - ❖ Seven-month pre-service teacher training course for university graduates who are to be appointed
 - ❖ School experience as a main part of the program of study
 - ❖ Trainee appointed to a mentor teaching the same subject
 - ❖ Reflection thinking as a main part of the school experience

Pre-service training for Secondary and Vocational Education teachers

- The aim is to enable university graduates to teach through a combination of theory and practice
 - theory is based on accumulated experience
 - practice is based on a system of principles and generalisations

School experience as part of the Pre-service training program

- Reflective thinking as a core part of the process for cognitive change and learning
 - **“the act of knowing” involves “a dialectical movement which goes from action to reflection and from reflection upon action to a new action.” Freire (1972)**
 - **“Self – reflection is at once intuition and emancipation, comprehension and liberation from dogmatic dependence” Habermas (1972)**
 - **Reflection on a given pre-understanding brings before me something that otherwise happens behind my back.” Gadamer(1977)**

Reflection thinking in school experience

- The activity is revisited cognitively
 - Phase 1: writing down whatever is worth mentioning
 - Phase 2: positive and negative elements are pointed out (procedures, answers, attitudes, materials, reactions etc)
 - Phase 3: alternative decisions/actions are produced

School experience assessment

A. Quantity and quality of reflections (30%)

B. Quantity and quality of teaching (60%)

Preparation

Procedures

Learning environment

C. School report (10%)

The role of mentors in the pre-service teacher training program

- Liaison between the school and the university
- Cooperation with the deputy head for the school experience schedule
- Guide and support the trainee in trying on
 - Constructivistic approaches
 - Differentiation
 - Formative assessment
 - Classroom management
- Discussing, Giving feedback, Encouraging reflection
- Enabling participation and getting acquainted with different aspects of school life
- Counseling on curriculum issues, materials etc

Induction program in Cyprus Education System

- Reciprocal personal growth for both mentors and novice teachers – different developmental stages of teacher career
 - **Mentoring relationship** between the new teacher and the mentor
 - **Professional development** of both mentors and new teachers
 - **Change and development** of the school culture and school system

Key components

- Theory and practice
- Mentors and novice teachers at different stages of their careers
- Mentoring through
 - Observation
 - Teaching
 - Reflection

Why observing?

- One of the prime means of becoming professional
- Not just simply watching others who are competent but reflecting on and incorporating what is seen and heard in one's own behaviour
- Observing accompanied by
 - psychological readiness
 - tools for observing and categorising and recording what is seen
 - pedagogical content knowledge

Why reflecting?

- Classroom observation does not guarantee teacher change and improvement
- There is need to reflect on observation

“while you are observing other to learn about their approaches to teaching you will be learning to observe yourself.”

The dynamic model as a lens for self improvement

- ...For becoming aware of one's own behaviour
- ...Discovering alternative instructional practices and exploring solutions for instructional problems
- Determining personal teaching strengths
- Focusing reflection on IMPORTANT areas of teacher effectiveness – based on the dynamic model

INDUCTION PROGRAMME

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graph TD; A[INDUCTION PROGRAMME] --> B[Centrally based Training]; A --> C[Work in the School Unit]; B --> D[Phase A' & C']; C --> E[Phase B']
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**Centrally
based Training**

Phase A' & C'

**Work in the
School Unit**

Phase B'

INDUCTION PROGRAMME - CONTENT

Phase A' – Centrally based training

- Setting the “scene” – getting acquainted with the tools and procedures

Phase B' - Work in the school

- Exploring newcomer's needs- the profile
- Developing action plan
- Observation

Phase C' – Reflection conference

- Reflection over the mentoring experience

Support Group – Teacher Trainers

- Provide support to both mentors and novice teachers
 - Meetings at school
 - Enable reflection
 - Continuous contact with
 - Enable the development of a community of practice

Challenges - Obstacles in the implementation of the induction program

- Choosing the mentor
- Training for observing
 - A lack of focus leaves the observation open to selective perception, contradictory explanations and false observation
 - Use of simpler forms of the tool for observation
- Follow up
- School culture

Changes in the induction program (2013-14)

- Attendance of centrally based training
- Financial incentives – reduction of working periods
- Mentoring as action research and a whole school responsibility

Training program for newly appointed head teachers

- Areas in focus
 - Leadership and Development
 - Management and Organisation - Beginning of the school year
 - Culture and school climate
 - Human resources
 - Teaching and learning

Training program for newly appointed head teachers

- The head teacher - mentor
 - Presents examples of good practice
 - Discusses practices applied by the mentorees
 - Gives feedback
- Four visits at the mentor's school throughout the year
 - agenda formulated in cooperation with the Pedagogical Institute
 - the content of each meeting is finalized by the participants' needs (use of a questionnaire on their professional needs)
- Use of Moodle to promote networking

Training program for newly appointed head teachers

➤ 1st Meeting with the Mentor Headteacher

- Development Plan for the school unit – Strategic planning for school development and Improvement
- Dealing with financial issues
- Human Resource Management
- Relations with School Council

➤ 2nd Meeting with the Mentor Headteacher

- Communication (personnel, parents, pupils, Ministry of Education and Culture, School Council)
- Culture and Climate
- Registrations
- Planning the school year
- School Development Plan

Training program for newly appointed head teachers

➤ 3rd Meeting with the Mentor Headteacher

- Teachers' evaluation
- Dealing with students' problematic attitudes
- Conflict resolution
- Culture and Climate
- School Development Plan

➤ 4th Meeting with the Mentor Headteacher

- “Closing” procedures of the school year
- School Self Evaluation
- School Development plan

Mentoring as action research

- Action research is about
 - systematising and validating something that is being done already
 - ensuring that colleagues share their good practice and assist each other in constantly improving teaching and learning.
- Going beyond the role of a guide and supporter but a provider of opportunities, similar to that of a parent in a parent-child relationship
 - believe in the teacher's future research
 - remove any fears or preconceptions that may have had
 - smooth the way and give work direction
 - confidence to carry out action research



THANK YOU!

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