



Enhancing sustainable democratic culture at schools:

Empowering teachers through mentoring and action research processes



COUNCIL OF EUROPE PESALOZZI TRAINING PROGRAMME FOR EDUCATION PROFESSIONALS

27-29 NOVEMBER 2013, NICOSIA, CYPRUS.

+ Questions for deliberation

- How are teachers trained in your country (refer to teachers of various levels- primary/secondary education)?
 - *If you could choose something to describe the process of teacher training in your country (i.e. a picture, a poem, a novel, an object or an allegory) what would you have chosen?*
- How are novice teachers supported during their early years in the profession (induction phase)?
 - *If you could choose something to describe the induction phase in your country (i.e. a picture, a poem, a novel, an object or an allegory) what would you have chosen?*
- What opportunities do teachers in your own country have for collaboration (in terms of peer-coaching/ collaborative development of courses/ action research)?
 - *Is there enough autonomy allowing teachers to be creative and innovative in terms of collaborative professional development? Please elaborate.*
- Bring in mind two pictures: The first picture should reflect the best experience you had in terms of teacher collaboration (mentoring/peer coaching/ action research). Respectively, the second picture should reflect the worst experience you had.
 - *Which are the main characteristics of both successful and unsuccessful practices derived for these pictures?*



1. How are teachers trained in your country?

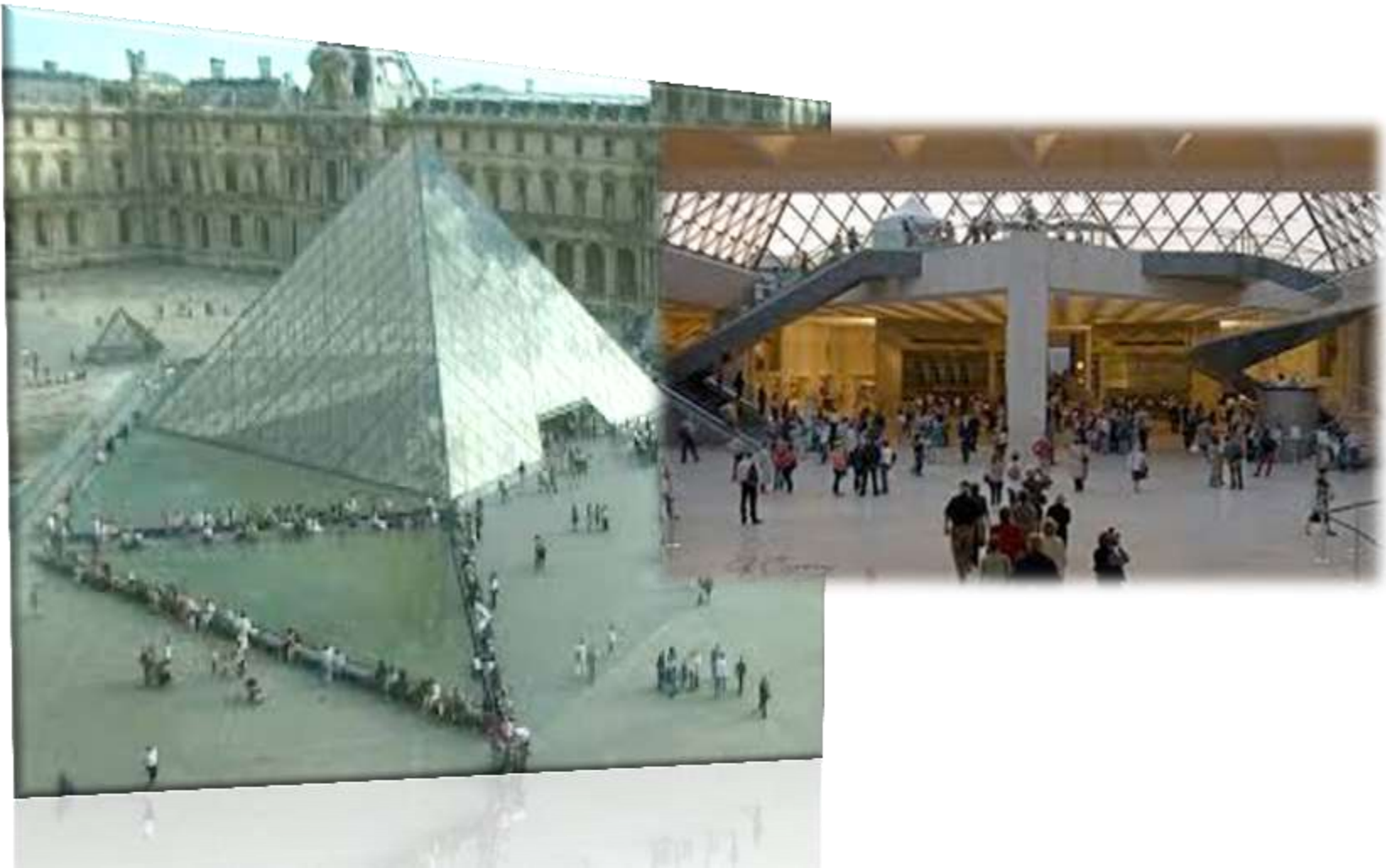
(refer to teachers of various levels- primary/secondary education)

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2. How are novice teachers supported during their early years in the profession?

induction phase

- *If you could choose something to describe the process of teacher training in your country (i.e. a picture, a poem, a novel, an object or an allegory) what would you have chosen?*



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3. What opportunities do teachers in your own country have for collaboration ?

(in terms of peer-coaching/
collaborative development
of courses/ action research)

- *Is there enough autonomy allowing teachers to be creative and innovative in terms of collaborative professional development? Please elaborate.*



3. What opportunities do teachers in your own country have for collaboration ? (in terms of peer-coaching/ collaborative development of courses/ action research)





4. Bring in mind two pictures:

General assembly discussion

- The first picture should reflect the best experience you had in terms of teacher collaboration (mentoring/peer coaching/ action research).
- Respectively, the second picture should reflect the worst experience you had.
- Which are the main characteristics of both successful and unsuccessful practices derived for these pictures?

+ 4. Bring in mind two pictures:

Be creative...Use the flipchart...



+ A Poem About Collaboration & Learning

The more I search, the more I find,

The more I find, the more I read,

The more I read, the more I think,

The more I think, the more I learn,

The more I learn, the more I do,

The more I do, the more I create,

The more I create, the more I share,

The more I share, the more I collaborate,

The more I collaborate, the more I communicate,

The more I communicate, the more I connect,

The more I connect, the more I learn, the more I know

And the more intelligent I grow”

By Cheryl Capozzli