



Mentoring model evaluation

Results and discussion

5.10.2024

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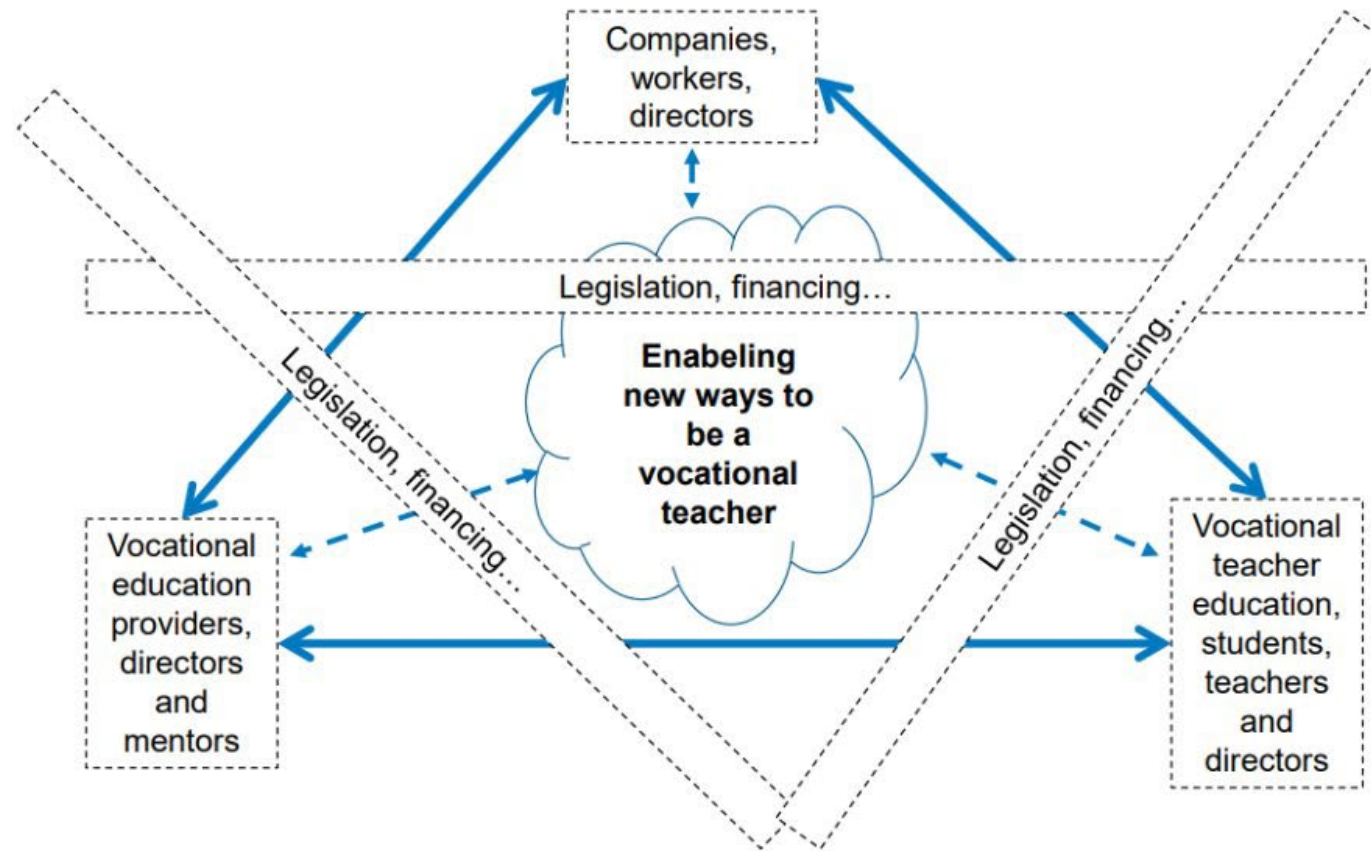
Co-funded by the
Erasmus+ Programme
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Objectives of the workshop

1. To gain understanding of mentoring as a networking model in education
2. To try to outline an operational model of mentoring that fits into different contexts, also internationally

Using mentors to close the theory – practice gap

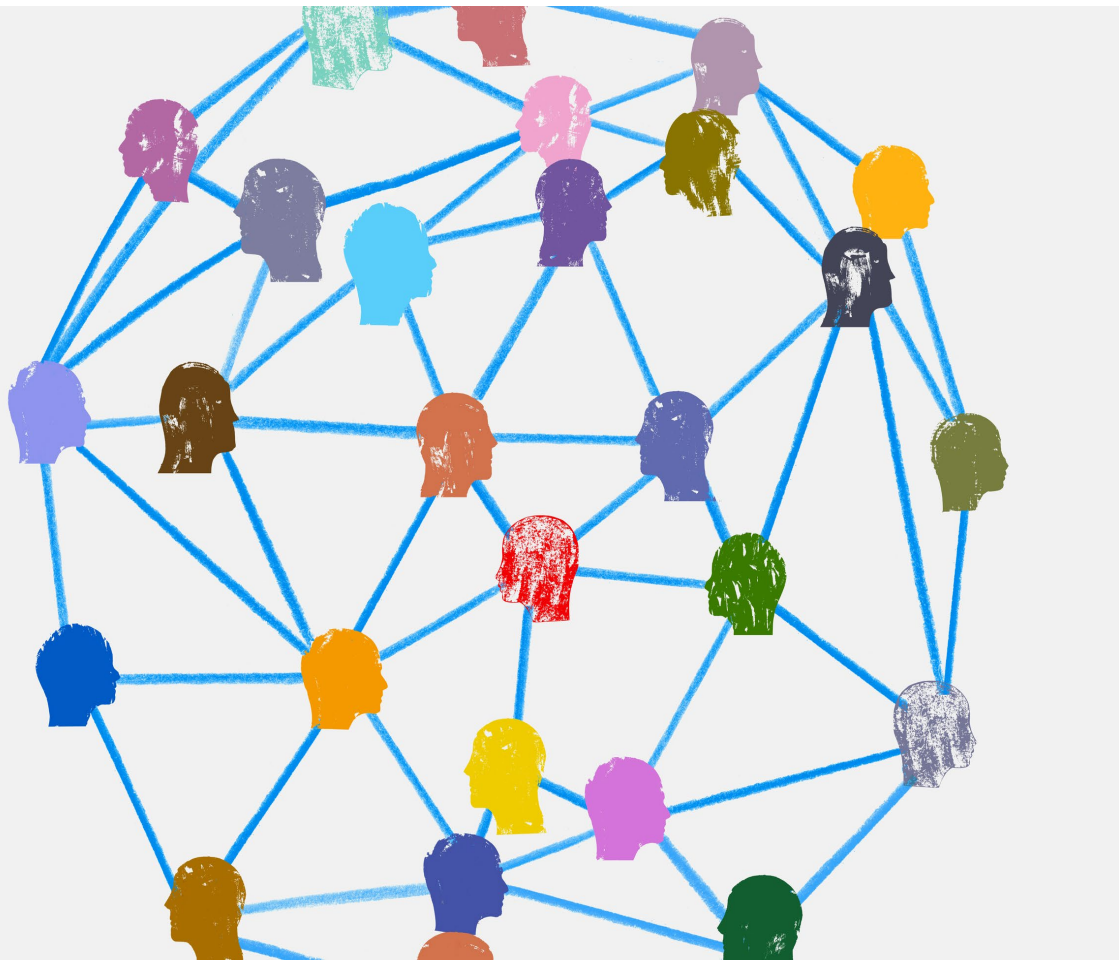


The Mentoring Model as a Figure

Identified elements or parameters of the mentoring network model

1. Mentor as a contact person
2. Mentor as an external expert
3. Agreed responsibilities
4. Structure, support and resources
5. Network coordination
6. Recognition of benefits

Core principles of the model



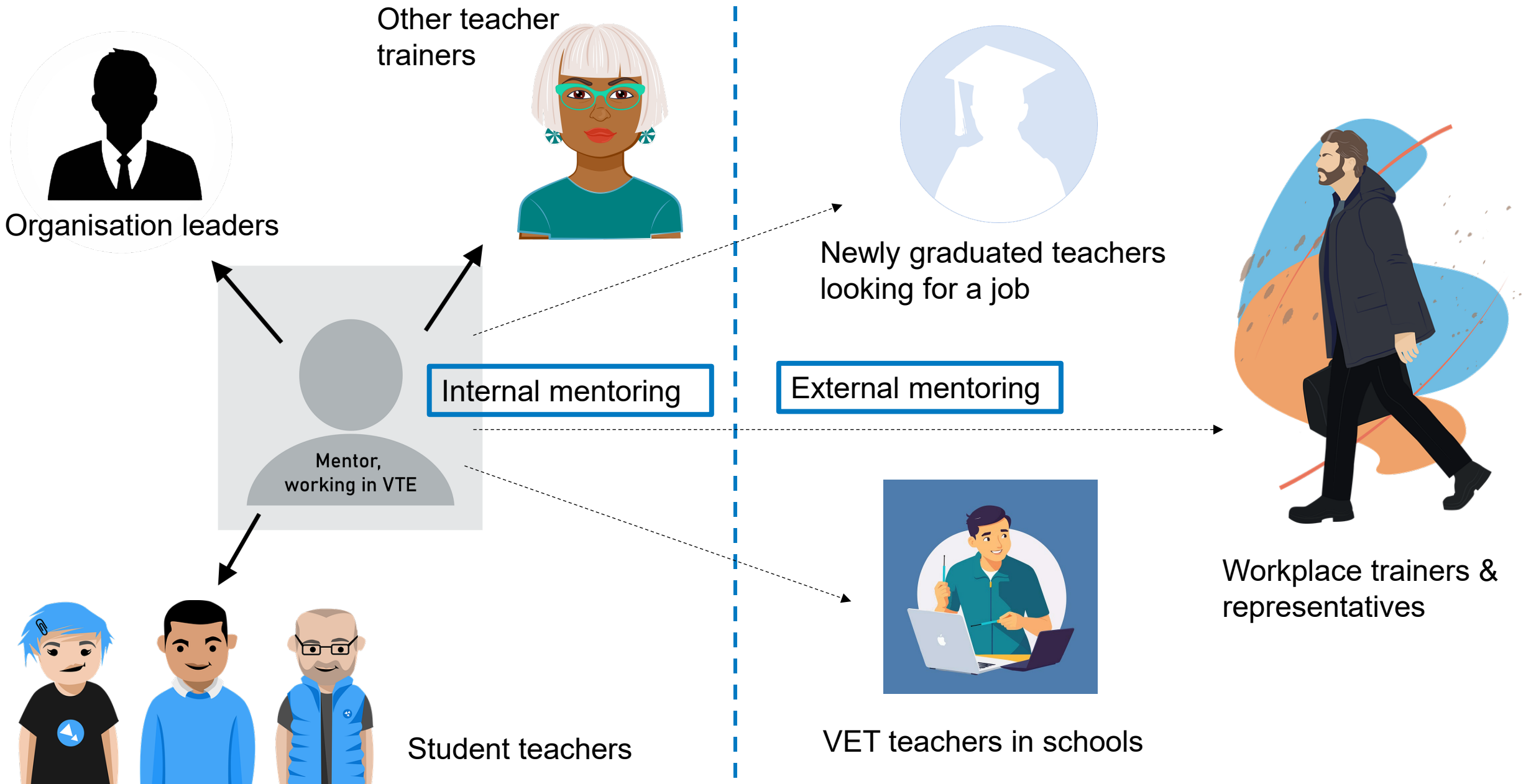
- Informality – the structures are formal, but the functions on operational level is informal
- Flexibility – Flexible participation and activities
- Official roles
- Regular coordination
- Win-Win benefits to all participants

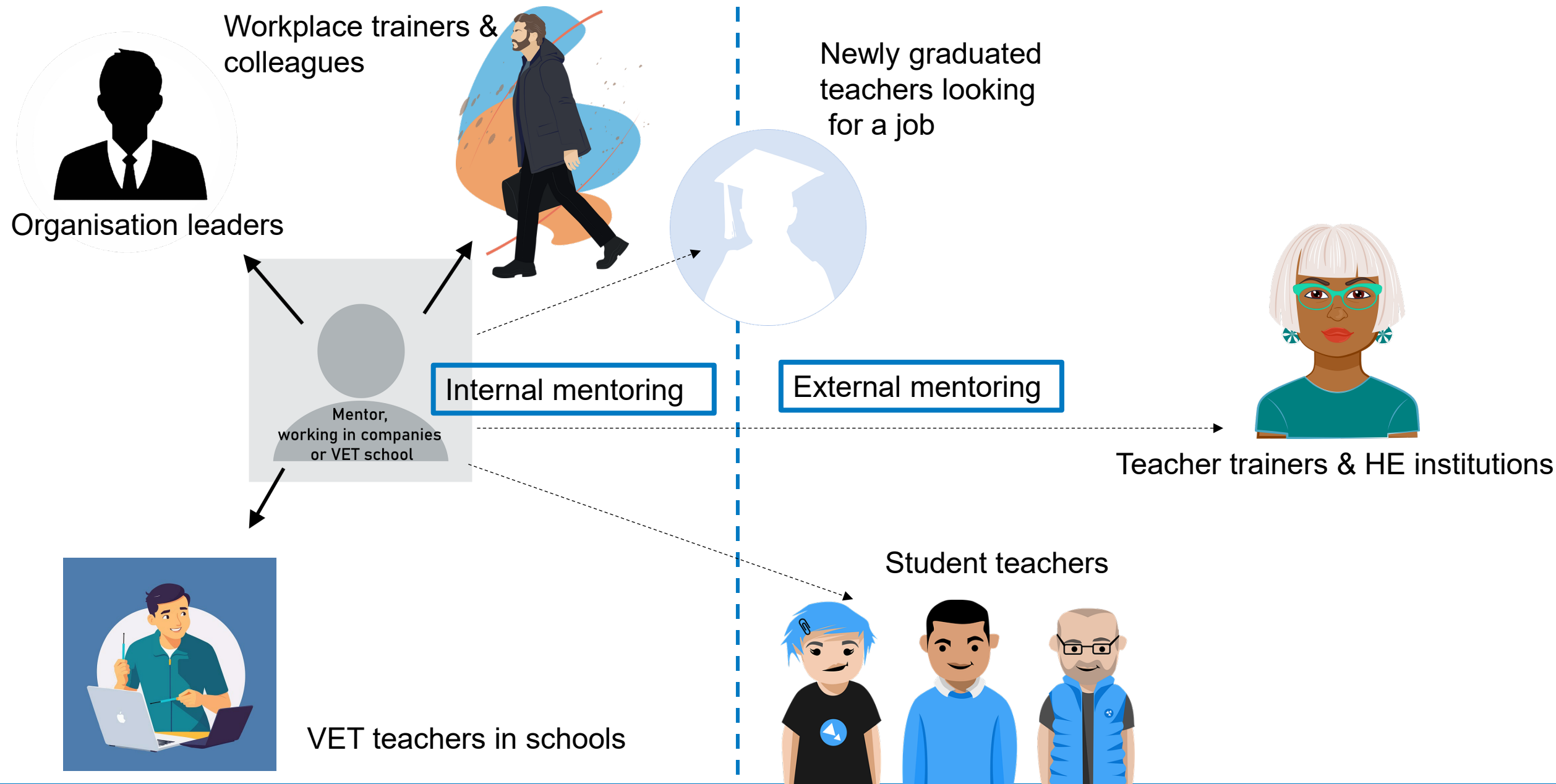
Evaluation results

Element of the model	What was agreed by all partners?	What were the major differences?
1. Mentor as a contact person	<p>Mentoring for</p> <ul style="list-style-type: none">• student teachers• Newly recruited unqualified teachers• newly graduated teachers• workplace trainers /schoolteachers• industry representatives• own organisation <p>→ Mentor has wide access to educational networks in large scale</p>	<p>The mentor's workplace → Where is the mentor employed?</p> <ul style="list-style-type: none">• In VET schools (Finland)• VTE (Turkey and Germany)• In various companies (Norway)• Focus either on internal or external mentoring.• Is working life included in the mentoring model?

Mentor's place and mentoring relationships

- The key question is **“Where does the mentor work?”**
 - it determines who he primarily mentors and with whom s/he collaborates
- The Finnish model is a mentoring model that works as a network
 - Different parties benefit from collaboration:
 - VTE gets Insights from work life and ideas for developing curriculum
 - VET gets new teachers and can influence teacher training
 - Working life can affect teaching and get employees





Evaluation results

Elements of the model	What was agreed by all partners?	What were the major differences?
2. Mentor as an external expert	<p>Mentors offering their expertise as/in</p> <ul style="list-style-type: none">• Developing study courses• Developing evaluation and assessment of student teachers• Current and trending topics• Researcher and research ideas & methods• New practices in teaching and learning (from theory to practice)• Visiting lecturers	<p>RDI (research, development and innovation) focus differs:</p> <p>D – Finland R – Germany I – Norway</p>

Evaluation results

Elements of the model	What was agreed by all partners?	What were the major differences?
3. Agreed responsibilities	<p>Appreciation and validation of the mentor's role/job description and skills within the mentor's own organization.</p> <p>Although the activity is informal, the mentor must have a formal position.</p>	<p>Mentor's activities: tutoring and mentoring – what is the difference?</p> <p>Mentor = tutor (internal responsibility)</p> <p>Focus on internal or external responsibilities, for example in Finland mentors focus on building external relationships.</p>

Evaluation results

Elements of the model	What was agreed by all partners?	What were the major differences?
4. Structure, support and resources	<p>Resources to mentors need to be allocated</p> <p>Some kind of structure is needed to display the decision-making process</p> <p>Anticipating the annual workload may be difficult</p>	<p>The working culture in each country restricts or sets the limits.</p> <p>In Finland, possibly there is a need to include mentoring in collective labor agreement for teachers, as is done in the general education. (internal mentoring)</p>

Evaluation results

Elements of the model	What was agreed by all partners?	What were the major differences?
5. Network coordination	<p>Coordination can be done by VTE</p> <ul style="list-style-type: none">- some kind of coordination within vocational educational institutions is needed <p>Should the mentoring model in Finland apply to both those studying to become teachers and those who have already graduated as teachers?</p> <ul style="list-style-type: none">- the difference to the employer's orientation must be clear	<p>How extensive network work is required of the mentor (regional, national, etc.)</p> <p>Mentoring network cannot mean all networking</p> <ul style="list-style-type: none">- limiting the role is necessary.

Evaluation results

Elements of the model	What was agreed by all partners?	What were the major differences?
6. Recognition of benefits	<p>Up-to-date information of the changes in education (to all parties) and influencing chances (development work)</p> <p>Collaboration toward common goals increase the attractiveness (teaching quality, new solutions)</p> <ul style="list-style-type: none">- more students to VET and VTE- skilled workers and elevating their status <p>Combination of theory and practice (dialogue)</p> <ul style="list-style-type: none">- feedback from students <p>Promoting smoother transitions between education and professional life</p> <ul style="list-style-type: none">- especially student teachers's paths to VET (temporally jobs, practiced positions) <p>Leaders (all parties) engage in dialogue, fostering a shared understanding of common objectives.</p>	<p>In this part, working life and companies did not come up clearly (only actual education reforms and leaders's commitment)</p> <p>- What is the companies and organizations place in the network?</p>

How does the model meet the needs of the vocational teacher education in your country? How would you change it, if needed?

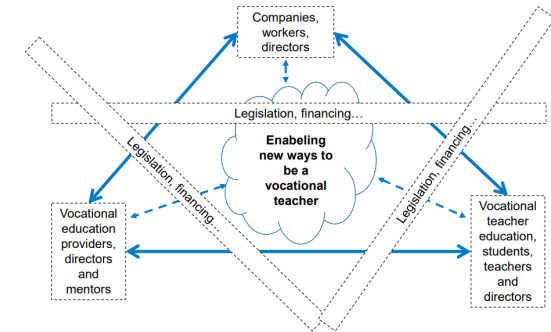
1. Mentor's appreciation and status
2. Integrating the world of work to the teacher education (practical skills, comprehensive and theory-practice learning environment)
3. Pilot programs and partnerships with local businesses to introduce on-the-job training and the collaboration
4. Improving communication and cooperation between students and teachers, mentors and schoolteachers
5. Cooperation body that coordinates cooperation, monitors progress and ensures the quality of education and evaluates experiences
6. University schools that emphasize mentoring have also been written into law by the government's declaration. There is already a strong connection between companies and universities and between companies and schools, but the connection to the companies is not clear.
7. National and regional cooperation networks, working life connections and expert networks have to be identified and systematically described.

How does the model fit into national level legislation and practices of the educational system?

- Agreeing with trade unions and companies
- In line with other national legislation and practices in several ways – the same situation as in other development work
- Mandatory pedagogical studies - incorporating learning on the job into teacher training would require changes
- Reducing the theoretical nature of teacher studies would require experimentation and changes
- Partnerships with industry and companies are needed, partly due to statutory duty.
 - teachers' networking should be supported (e.g. workplace training modules)
 - coordination of development work and quality assurance
- No funding; voluntary based and included to the study hours
- Relationships with companies are not considered sufficiently
- Trust, flexibility, freedom of action, recognition of mutual benefit and informal activities should be emphasized
- Few references to corporate involvement
- Communication about the mentors' work

How does the figure / image manage to describe the model or process? What kinds of changes would you suggest (if any)?

- Describes thinking, but not the network perspective - the model opened up through the examples
 - the network perspective should be better presented
- Describes well the basic components of the professional teacher training process, i.e. the elements of university, school and workplace
 - Indicates critical gap in the vocational teacher training system by including on-the-job training
- The success of the model depends on the participation of universities, vocational schools and industry partners
 - the support of stakeholders is essential
 - requires changes to regulations - experiments and evaluation important
- More or less already implemented as shown in the model



Workshop "Mentoring in 2034"

Describe "The Mentoring Model in 2034"

- *the most important prerequisites for the well working model are highlighted and tackled in 10 years.*
- includes important stakeholders and partners such as vocational training, vocational teacher training, world of work etc.

It follows principles such as

- **Informality** – structure is official, but functions are informal
- **Flexibility** – Flexible participation and activities
- **Official roles**
- Regular **coordination**
- **Win-win benefits** to all participants

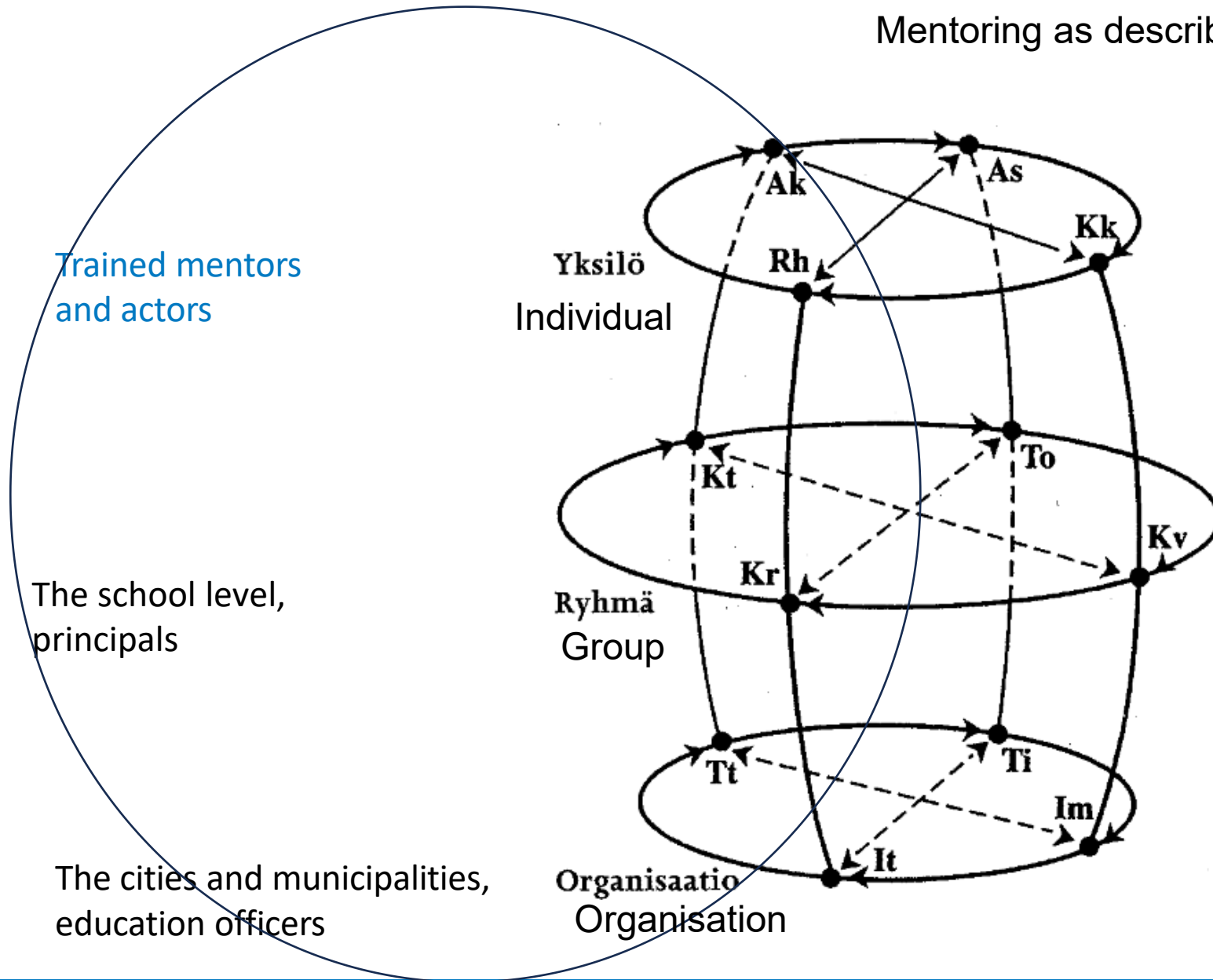
The final output of the workshop is

a drawing, a visualization or a flowchart, a collection of sticky notes, etc. that shows

- the agents, the coordinator & relationships between them and the descriptions of the roles
- pay attention to who is the mentor, where s/he works, who is the beneficiary
- what and where is the theory-practice gap that the mentoring model is supposed to accommodate
- how flexibility is included as a key working principle

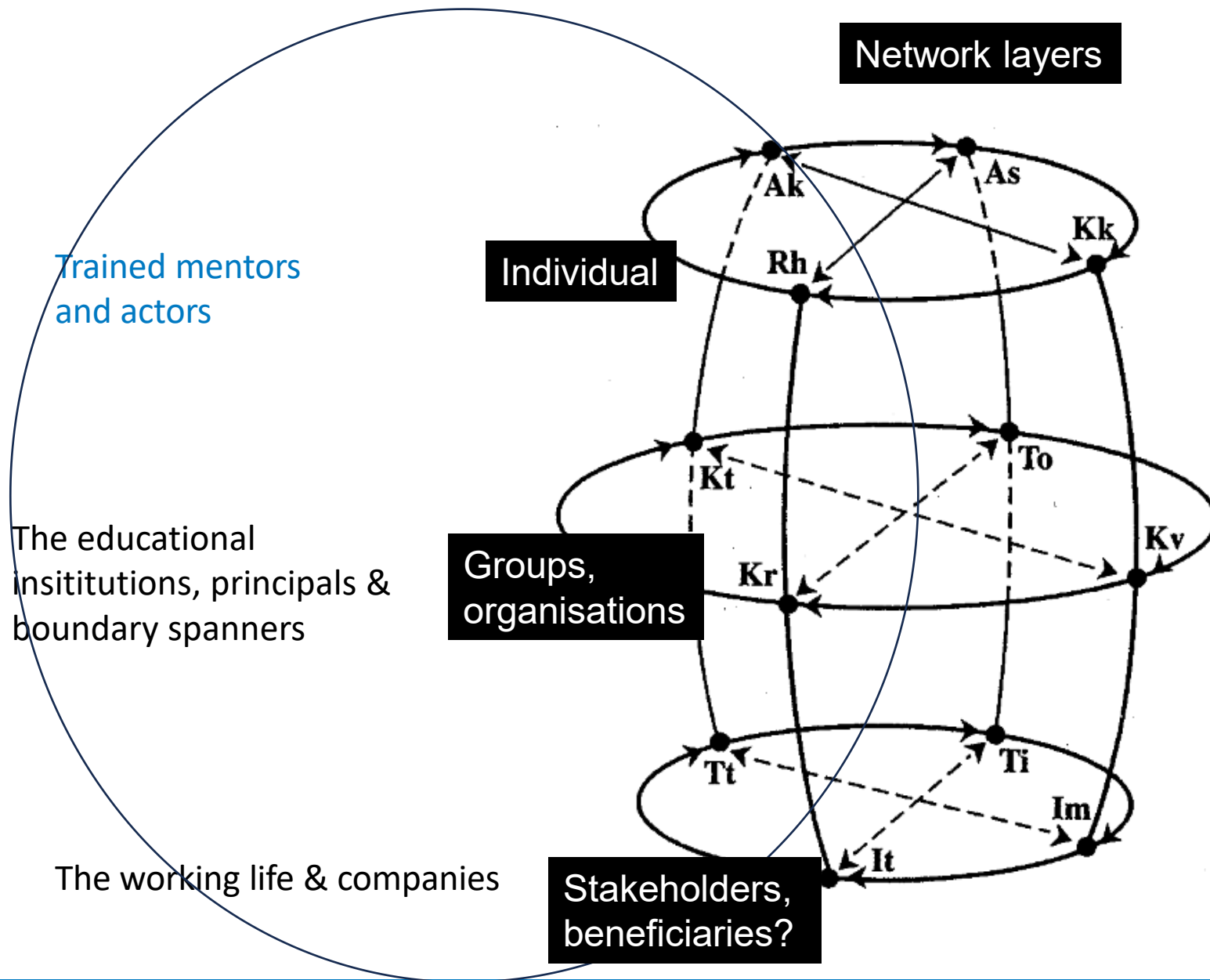
The outputs are shared together.

Mentoring as described in the Finnish basic education



One person coordinating the activities!

Process chart of experiential learning in a work organisation, Kolb 1984



Mentoring as described in vocational education?

One person coordinating the activities!