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PROMENTORS

Promoting Mentors' Work in Education

ERASMUS+ - EU programme for education, training, youth and sport

Capacity Building in Higher Education

Report on mentoring

at John Paul II Catholic University of Lublin and in Poland

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1. Background

There is no single formalised model of mentoring in the training of future teachers at the John Paul II Catholic University of Lublin. However, the system of support for teachers (not only beginners) is quite extensive and strongly rooted both in the mission of the university

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itself and the leading directions of its philosophical and pedagogical thought.

The key to understanding university education policy and supporting young teachers at different stages of their professional development is the personalistic concept of man and education. The representatives of the former were: Karol Wojtyła (John Paul II), Tadeusz Styczeń SDS, Wojciech Chudy. The second one was established by Stefan Kunowski and Teresa Kukołowicz.

The personalistic vision of a man who has been a person since the beginning of his existence, and at the same time permanently becomes a person **thanks to his relationships with others**, found its continuation in the definition of education. In Christian personalism it is understood as **self-education taking place in dialogue**. Thus, in the process of teaching, not only the pupil but also the teacher learns and improves. Thanks to his work, which is not purely technical (as a profession), but also personal and communal (with moral value), the teacher develops both his teaching skills and his own. Using the words of Aristotle, one can say that a teacher is constantly building what he or she already has (a certain amount of tools: knowledge, skills, abilities), as well as what he or she is (his or her personal character).

Moreover, in this theory a specific **concept of community** has been developed, which is created by people who realize common values, not only common interests. A community understood in this way does not reduce a human being to his/her talents, abilities or tasks. A person has the unique and irreproducible value, and therefore he or she must never be treated only as a means to an end; even if that end should be the prosperity and progress of the whole community. Everyone needs a community not only to grow, but to be able to grow properly. A community creates an opportunity for personal development - to recognize the truth about oneself, about one's "vocation". It makes it possible to give oneself to the "other"-the whole effect of personal development cannot have selfish aims, but is to serve the "other". The "other" may or may not be a particular person. It can also be

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a thing, a matter to which a person devotes himself. It can be a very broadly understood school community. The result of giving oneself to the "other" is one's own growth. On the basis of this approach, **a quite characteristic concept of the master-student relationship has emerged**, which now seems to set the directions for the conceptualisation and implementation of the idea of teacher mentoring in Poland. This can be seen, for example, in the systemic approach to organising the process of educating future and beginning teachers. First of all, the current standard of education preparing for the teaching profession puts emphasis not only on practical preparation (know how), but also on moral, personality and social competences of candidates. It seems that they are often the ones who decide to stay in the teaching profession. Secondly, the candidates for teachers, from the beginning of their professional education, are obliged to carry out professional practice under the supervision of a mentor. His task is not so much supervision but accompanying the student in experiencing and learning about the educational reality. Thirdly, teachers starting work are required to complete the internship under the supervision of an experienced tutor (mentor), who accompanies them in their development even after they have achieved their first degree of professional promotion.

Such an approach is part of one of the broad theoretical foundations of the Organisation for Economic Cooperation and Development (OECD) in the field of education. It concerns motivating, developing and retaining effective teachers in the profession. On the other hand, it is a response to the needs resulting from the analysis of research on educational reality, which indicate a strong correlation between mutual cooperation between teachers and students' achievements.

2. Who is the mentor?

In order to describe mentors key skills, **we conducted a survey** among pedagogy and special education students (future teachers). In Poland, on the beginning of the annual internship, students are assigned to a mentor, who is a member of institution staff. The

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questionnaires were completed by **47 participants** (46 women and 1 man). The majority of surveyed students held internships in primary schools and kindergartens.

Who is a mentor. In the survey, we have tried to describe the role of the mentor in the relationship with mentee. In order to make a description, we have distinguished several possibilities of roles. The lowest percentage (6.4%) of the respondents indicated that the mentor played the role of the boss - that is, a person who only sets specific tasks to be performed. More respondents (14.9%) admitted that during their practice, the mentor assumed the role of an observer, monitoring activities, but did not take any initiative towards them. A similar percentage of respondents (17%) defined the role of a mentor as a colleague who showed great cordiality and support and whose professional experience was at a similar level to their. The highest percentage of respondents (**55.3%**), on the other hand, indicated that the mentor played **the role of a master for them, who had a wide range of experiences, often gave them tips, was cordial and supportive, and was constantly developing himself.** In general, we can conclude, that in relations with a young/future teacher, a mentor most often plays the role of a master.

The features of an ideal mentor. In the survey, we used qualitative research by allowing students to express themselves freely about what the ideal mentor should be.

The analysis of the submitted statements made it possible to specify ideal mentor features.

1) Experience - most of the surveyed students indicated that experience is one of the basic features of the ideal mentor. The respondents pointed, it is particularly important because it allows the student to get used to the reality of the school.

One of the respondents wrote:

"The ideal mentor is one who (...) shares his experience, gives some good advice, helps by showing the knowledge he has. He gives advice, tells how you can help your child in any situation. (...) He simply helps to prepare for the teaching profession, gives valuable tips, and allows you to fine yourself".

2) Accompanying the student - The respondents pointed that the ideal mentor should be genuinely interested in how the mentee finds himself or herself in the practice. In the

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respondents opinion, the ideal mentor "accompanies" the mentee through his or her work experience.

One of the respondents points out:

"The ideal mentor is one who opens up his field of experience and allows the trainee to analyse this experience himself. It is also a person who puts the development of the apprentice's experience and competence above his/her own goals. It is a person who, in moments of difficulties and doubts, gives a range of possibilities to choose from, does not impose his own ideas, but accompanies and builds motivation to overcome problems. An excellent mentor is a person who provides inspiration to take action and who is a role model".

3) Student support - Most of the respondents indicated that the ideal mentor points out the mistakes of the mentee, makes suggestions for improvement, but is also open to suggestions from the mentee. The students also pointed out that the criticism of the ideal mentor is always expressed with kindness and cordiality and a declaration of help and support.

One of the students points this out in her statement when writing:

"The ideal mentor is one who helps, gives guidance, does not judge or criticize, but shows what it is worth to change or improve in our actions during classes with children".

The other person also emphasizes:

"The ideal mentor gives advice and guidance, not commands, but is helpful."

4) Self-development - an important element that the respondents pointed out, defining the figure of the ideal mentor, is his own development. The respondents see self-improvement of the mentor as an inspiration for their own activity.

One of the respondents indicates:

"The ideal mentor is a person who is constantly developing, has a lot of experience, is positive towards others, provides guidance and support mentees in their activities".

Mentor competences. One of the aims of the research was to describe the competences of mentors and the values they follow in their professional work as well as during the care of trainees. In terms of mentors' competences and characteristics, we distinguished five

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important dimensions for the mentor and a mentee. These are: biological, psychological, social, cultural and worldview plane.

According to the majority (70%) of those surveyed in the field of biological competence, mentors are highly concerned about the health, safety and physical fitness of trainees, as well as about their mental hygiene (80%). However, the most important was psychological competence, including the ability to transfer acquired knowledge. According to pedagogy students, mentors were eager to share their own professional experience (87% of mentors), they provided students with reliable knowledge (87% of mentors), and were also a source of emotional support for students. In terms of social competences, the most important thing for students was to build a community, supporting helpful and careful relation and positive attitude towards students (95% of mentors). Cultural competences, including the realization of values and transfer of knowledge about culture, were of lesser but also significantly important for students (61%). The least frequently indicated type of competences important from the students' point of view were world-view competences. 31% of students indicated that during the internship the mentor passed on the Catholic faith to them.

In the scope of the transferred values the most important were cognitive values such as wisdom or knowledge, personal values such as camaraderie, moral values (e.g. truth and justice), as well as vital values such as health, life.

3. The profile of the mentoring courses facilitators

In Poland we do not have courses neither for mentors, nor for mentoring courses facilitators.

4. ~~Mentoring~~ TEACHER courses/training

In Poland we do NOT have specific courses for mentors, but there exist a widely developed system of courses and workshops for teachers.

1. What are the goals of your teacher courses/training?

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The purpose of teacher training is to help you become a better professional, also as a mentor for younger colleagues, i.e. a person who is an experienced and trusted friend and kind advisor, and not like a trainer - a private teacher who prescribes certain tasks or exercises certain skills. It is defined by such concepts as: a trustworthy guide, a mentor you can rely on, offering help and support, but leaving room for initiative, activity, creativity of mentees. The high demands placed on mentors make it impossible for everyone to be a mentor. It is worthwhile to make candidates for mentors aware of what qualities they should have, what people they are and what they want to become. An exemplary criterion for selecting candidates for mentors is:

- having knowledge and skills (so called hard competences in discipline/profession. The training is supposed to help to acquire so called soft competences - universal, focused on attitude, way of living, personal and interpersonal skills);
- good reputation (in an educational institution, among colleagues),
- experience (seniority),
- personal culture,
- kindness - accessibility for all, openness.

2. What are the central topics of the courses for teachers?

Who is the mentor?

Professional ethos of a teacher

Interpersonal communication

Self-presentation

Team and group building

Cooperation between parents' and students' teachers

Team-learning

Self-improvement of the teacher

How to effectively manage yourself over time?

How to deal effectively with stress in the teaching profession?

How to effectively motivate to work?

How to build authority among students, teachers, parents?

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Professional firing (causes, manifestations, prevention)

Difficult situations and disturbances in the mentoring relationship

A subjective approach to human resources management

3. What skills does your teacher training promote? (e.g. empathy, problem solving, active listening).

The most important skills of a mentor are:

- ease of communication (formulating messages in a clear and transparent way, openness, active listening, dialogue, discussion)
- ability to listen - to listen and express one's thoughts clearly
- supporting - giving others courage and encouragement,
- ability to share - willingness to provide information,
- ability to criticise constructively and kindly
- rapport
- teamwork, cooperation
- emotional intelligence
- definitely - quick decision making,
- setting/setting objectives and achieving them (SMART ER)
- Assertiveness
- autonomy (initiative, creativity)
- readiness to change (e.g. plans)
- effective motivation
- managing myself in time
- planning [purpose - implementation - conclusions (taking responsibility, shaping independence)]
- perseverance in pursuing objectives
- sense of humour (ability to laugh at oneself and see the absurdities)

4. What are the guiding principles of the mentoring model in your institution?

- subjectivity (respect, openness, trust)

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- work ethos (moral side of the profession - , moral attitude to the profession, rights and obligations resulting from belonging to the profession)
- community (co-responsibility for the outcome)
- commitment
- acceptance of potential conflict

What are the central values that guide the process?

- personal dignity and personality
- mutual respect
- responsibility
- Justice
- altruism
- the joy and satisfaction of being a mentor

6 How does the field of mentoring relate to teachers' professional identity and career development?

Teachers are a professional group that particularly needs an ethos. The origins of a teacher's professional morality:

- The teachers have a large dimension of freedom in fulfilling their professional tasks (the need, imposed by the dynamics of educational situations, to constantly decide on the choice of teaching content, methods and methods of education, tasks prepared for students, the type of control of the results of teaching and upbringing, reactions to various behaviours of students, etc.).
- Teachers as possible role models for students, authorities (the need to take into account not only conscious but also unintentional influences on students; teachers' awareness of the so-called hidden curriculum)
- Teachers as the most important "tool" to carry out professional tasks (involving teachers in the process of teaching and raising their own personality, their knowledge and skills, language, experience, etc.). Upbringing to moral values presupposes the moral authenticity of the teacher)

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- Difficulty, accompanying the external control of teachers' professional work (creative character and high degree of independence and responsibility of teachers for the development of their alumni; need to control themselves)
- Making a number of exaggerated and unrealistic claims against teachers in addition to the requirements of those who are entitled to them (the need to make a clear distinction between one and another, for which a well thought-out professional morality is essential).

A mentor is a person who passes the ethos. A teacher will not learn the "morality of his profession" unlike another teacher, a mentor.

Among the meetings, seminars, scientific and didactic conferences, the most noteworthy are those that create space for meeting four groups of people connected with the teaching profession: students of the faculty, academic teachers preparing for the teaching profession, young teachers and experienced teachers: minors and graduates. Thanks to such forms of training and cooperation, it is possible to combine theory with pedagogical practice, update knowledge in accordance with the latest research results, exchange experiences in the field of pedagogical innovation and problem solving (didactic, educational, social, environmental and professional).

Conferences organized in the Institute of Pedagogy of the Catholic University of Lublin can be an example in this respect:

- "Polish early school pedagogy: theory - research - practice. Leading scientific schools", Lublin 2018.
- Scientific and didactic conference: "Innovation, innovation and pedagogical experiments in the light of the core curriculum and legal acts", Lublin 2018.

5. Practical aspects

The John Paul II Catholic University of Lublin organizes a range of various initiatives to support mentors, interns, beginning teachers and schools in the induction process. The key element of the support relates to providing a valid, reliable and tailored solutions which meet needs of these parties in terms of their career in the education sector.

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Thus, the Institute of Pedagogy KUL specializes in research and practice - based initiatives on different levels:

a) a broad range of educational issues: a series of National Conferences of Teachers and Educators (2004-2018), focused on the process of teaching (in particular the role of values in teaching and educating), school as an organisational setting and teacher/educator professional functioning. These conferences were organised in cooperation with the Servire Veritati Foundation under the Institute of National Education (<http://ien.pl/konferencje>). These conferences raised great interest among educational professionals as they provided an opportunity to exchange experience and discuss challenges of constantly changing school environment. The participants valued the idea behind these meetings related to gaining solid evidence-based knowledge which they could discuss from the practice point of view in networking sessions.

b) more tailored to problems of specific group: The exchange of practice organized in a form of workshops attended by early childhood education teachers and students of pedagogy. The aim of the workshops is to exchange experience among teachers so they could work out common solutions and develop their professional skills. The participants evaluated these workshops on a high level mainly due to the fact that they felt the sense of unity in the occupational terms. Discussing common problems and challenges brought professionals together and provided the feeling of being understood and deeply supported. On the other hand, the presence of students stimulated the process of a generational exchange and, more importantly, provided a chance to develop mentoring skills.

c) more inspirational and symbolic level: "I'm learning you, Teacher" sessions. The main idea of this initiative is to study the profiles of outstanding teachers/educators who are presented as role models in the process of teaching. The participants (teachers) value these sessions for a creative way of presenting

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best practices backed up with the concrete example of the person. In this way they may model a specific type of behaviour and attitude which was proven to be successful in an educational context.

Parents role

In the Polish education system there is close cooperation between teachers and parents. Parents are present in school life on many levels, they help in organizing events, participate in festivities, go on trips with students. There is a Parent Council in each school, which consists of parents' representatives (one parent from each class). The Parents' Council together with the teachers (Pedagogical Council) adopts the school's preventive program, gives opinions on the curriculum and the school's financial plan.

At each school at least 4 times a school year there are meetings with parents attended by a class teacher and parents. Additionally each teacher is available for individual consultations for parents one hour in the month. There are also collective teacher consultations twice a year, in which all teachers are simultaneously present in the school and parents can meet with several teachers in a short time. The purpose of the meetings is not only to discuss student's current situation and possible problems, but to establish relationships with students' parents. All meetings with parents take place at the school. For several years, contacts have also been possible thanks to a common internet platform for parents, children and teachers, in which teachers not only enter student grades, but also communicate via short messages. Thanks to the cooperation, the teacher, especially the novice teachers, has better chance to get to know students families, learn about the parents' expectations towards him and to create a partnership between the school and the parents. Understanding the student's behavior in a family context helps to fulfill teachers role better and plays a preventive role. It happens many times that parents who know their children best, inform teachers about their children's worrying behavior or appearing problems that affect learning. They play a counseling role for teachers in education.

Multiplayer Teams for students with special educational needs

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Teams are formed in the Polish educational system for students requiring psychological and pedagogical assistance. This situation concerns mainly students who have a decision on the need for special education. The task of the team is to plan and coordinate the provision of assistance in a kindergarten, school or institution. In a specially developed individual educational and therapeutic programme (IPET), the forms and period of psychological and pedagogical assistance and the hours in which the individual forms will be provided are determined for the pupil/pupil.

The team consists of teachers working with a given student, educators of educational groups, specialists (e.g. a psychologist, school pedagogue, speech therapist), and also, at the invitation of the headmaster, a representative of the psychological-educational counselling centre. At the request of parents, a representative of the local government, a doctor treating the child, an instructor conducting classes with the child, a physiotherapist or representatives of institutions supporting the child and family (e.g. OPS, CPR, police, court, religious organizations)¹ may participate in the meeting of the team.

A person appointed by the director coordinates the work of the team: organizes a meeting initiating cooperation between teachers and specialists, at which an action plan is established, taking into account the tasks of individual persons (teacher, pedagogue and specialists) and the methods and schedule of implementation. The team monitors the planned activities. It is also responsible for assessing the effectiveness of assistance provided to the child. It performs periodical (2x in a school year) multi-specialist evaluation of the level of functioning of the pupil/ pupil, taking into account the evaluation of the full scope of IPET effectiveness (covering the whole structure of this programme), and thus also the effects of assistance provided to this pupil/ pupil, and in case of insufficient effectiveness of psychological and pedagogical assistance, it modifies the programme in this respect.

Supporting public and private institutions

The **Education Development Center** is a nationwide public teacher training institution run by the Minister of National Education. It was established on January 1, 2010 as a result of the merger of the Central Teacher Training Center and the Methodological Center of

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Psychological and Pedagogical Assistance based on the ordinance of the Minister of National Education.

The goal of the Center is to undertake and implement actions for improving the education system and raising the quality of education in accordance with the state education policy in the area of general education and upbringing. The center has a wide range of training and workshops, which teachers from all over the country willingly use. ORE has 15 faculties, of which an important role is played by the Key Competences Development Department and the School Support Project Team. Publishing (with open access) scientific articles, guides, methodological guides, scenarios and other teaching aids useful in the teacher's work is also an important activity.

6. Effects and impacts

As far as is known, what is the contribution of your academic institution's mentoring training process to mentors, interns, beginning teachers and schools?

If research has been conducted, what was its focus and what were the findings? (Include a research abstract).

Please present any additional evidence you might have of the various impacts of the training and mentoring processes.

Generally speaking, the impact of the above-mentioned initiatives is based on qualitative measures such as feedback received from the participants in a written form. When it comes to more scientific evidence, the project team has already designed studies aimed at:

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- a) designing tools to explore the experience of mentoring by students who completed internships at educational institutions,
- b) exploring factors affecting the process of mentoring from the perspective of beginning teachers,
- c) exploring the phenomena of mentoring within interns teachers by conducting focus groups.

The results of these studies will be presented in the course of the PROMENTORS project.

7. Future plans

Institute of Pedagogy KUL plans to develop its teacher training offer. In the academic year a new model of university teacher training was introduced on Poland - teacher programmes for early education (kindergarten and classes 1-3) and special education (program for special educators and teachers for inclusive pedagogy for students with disabilities and special educational needs) started as 5 year long programmes. (up till now with the Bologna rules - they were obligatorily 3 year long programmes, next 2 years of MA programmes were facultative). This is a new challenge, but it is promising. We do hope that after a 5 year program it will be possible to prepare teachers and equip them in both discipline competences and non-discipline skills (like communication or time management skills)

8. Mentoring with the schools in mind

In order to show the actual state of mentoring in Polish schools, a survey was conducted among the so-called young teachers (at the first two levels of professional promotion - trainee and contract teacher). Each of them, starting a professional promotion procedure, receives a mentor - a mentor.

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The research attempted to determine what role the mentor plays in the relationship with the young teacher starting work and to learn their opinions on the promotion procedure, the difficulties experienced and the support received.

The study involved 50 teachers, 90% of whom were women and 10% were men. Almost half of the respondents (46%) are teachers aged 30-39. A significant group of respondents (36%) are people between 25 and 29 years of age, therefore it should be assumed that they could be people who started working immediately after graduation. About 12% of the surveyed are teachers over 39 years old and 6% under 25 years old.

The respondents' age varied: teachers with two years of work experience were the largest group; there were also the teachers with 8 and 9 years of professional career.

The differences in seniority and age may indicate difficulties in passing the qualification procedure. It may also be associated with frequent change of workplace or, for example, interruption of the internship due to maternity leave. The vast majority of respondents are teachers of pre-school education (30%) and grades I-III of primary school (28%).

The results of the conducted research allow to draw a fundamental conclusion - in the work of a young teacher, the mentor-internship tutor plays a particularly important role. Research analysis allows to present many important conclusions, which should be classified into two basic areas:

I. The opinion of young teachers about the relationship with the mentor

a. As the most important reason for applying for professional promotion, young teachers indicate higher earnings, and as a second reason they mention improving their teacher's skills. The less important motives are pressure from the employer and increased self-esteem.

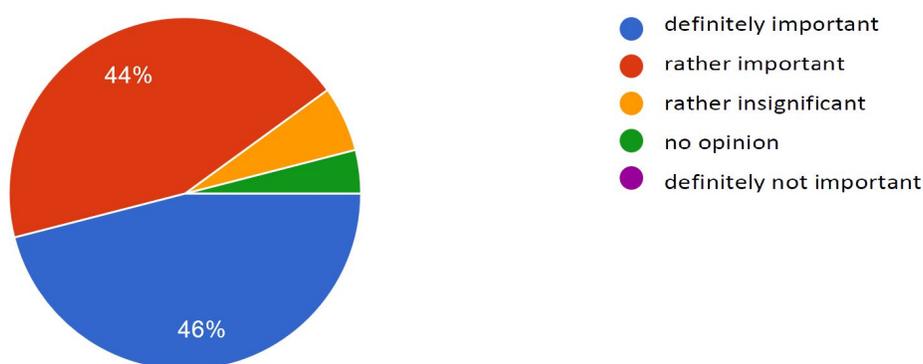
b. The vast majority of teachers surveyed (76%) indicate that their goal is to achieve the highest possible promotion: the degree of a qualified teacher. It is surprising that for 6% of respondents it is satisfying to be promoted to the level of contract teacher. Only 2% indicate as their goal achieving the title of professor of education;

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c. When asked how teachers evaluate the effort put into achieving the next level of promotion, the majority of respondents (76%) say that this task requires a lot of huge effort;

d. Young teachers mostly indicated (58%) that the principal plays an important and definitely important role in the process of their professional promotion. In their opinion, however, the mentor plays a much more important role (90%).

Chart 1. What role in your opinion does the mentor play in the process of professional promotion? (N-50)



According to the respondents, the mentor plays a much more important role in the promotion process. The respondents claim that its role is definitely important (46%) and rather important (44%). Only 4% believe that the role of mentor is rather insignificant. 6% have no opinion on this matter.

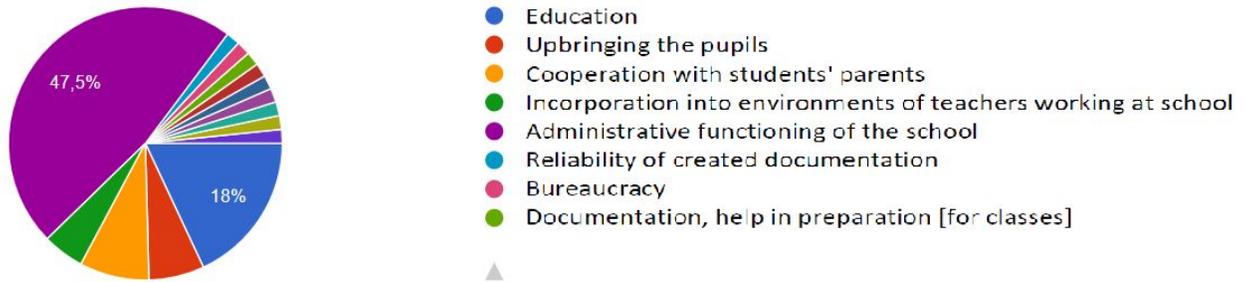
e. They almost unanimously believe that a young teacher gaining successive degrees of promotion needs an internship mentor who will support novice teachers and give helpful advice (94%);

f. Young teachers pointed out in which areas they feel the need to support the mentor the most. Over half of the respondents (54%) admit that they need help with the administrative

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functioning of the school. They less often indicate the area of teaching, cooperation with parents or upbringing.

Chart 2. In what areas do you need the support of an mentor the most? (N=50)

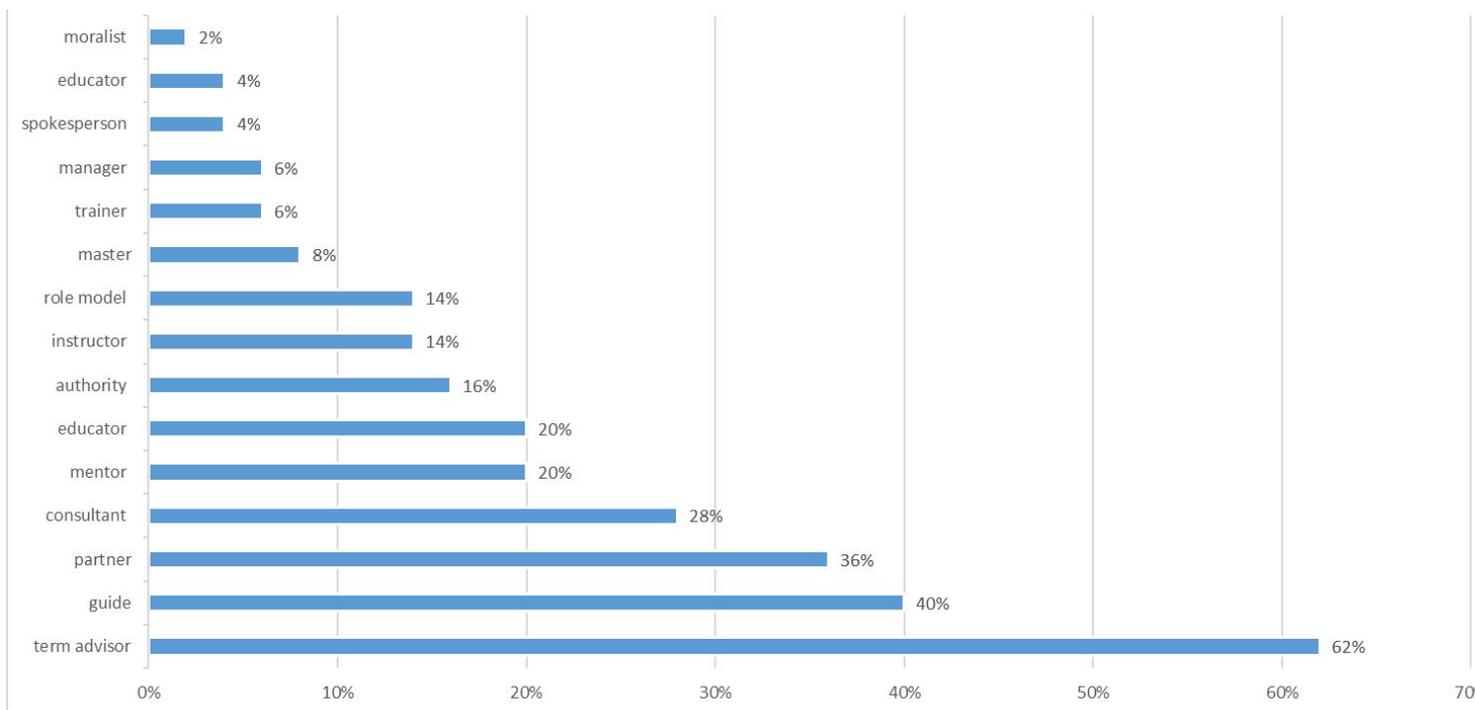


To discuss the issue more widely, teachers were asked in which areas they feel the most need for an internship tutor. Over half of the respondents (54%) admit that they need help with the administrative functioning of the school. 18% of respondents indicate the area of teaching, 8% cooperation with parents, 6% upbringing the pupils. Teachers are much less likely to need support in the area of: help in documenting, didactic support, in remote work (with students).

g. when describing their mentor, the teachers use the term: adviser, guide, partner, consultant.

Chart 3. What terms would you use to describe your mentor (maximum 3) (N=50)

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Teachers, when describing their mentor, use the term advisor (62%), guide (40%), partner (36%), consultant (28%). Only every fifth respondent uses the terms: mentor (20%), educator (20%), authority (16%). The mentor is also referred to as: instructor (14%), role model (14%), master (8%), trainer, manager (6% each), spokesperson, educator (4% each) and moralist (2%) .

h. Respondents were also asked if their mentor fits into the definition of a mentor - as a person who establishes a partner relationship with the trainee teacher, shares his knowledge, experience, supports and gives advice. The received data indicate that as many as 88% of respondents believe that their mentor fulfills this role.

i. The vast majority of surveyed teachers (88%) describe their relationship with the mentor as good and very good, and 6% as satisfactory. Only 4% assess it as insufficient. 2% of respondents cannot determine it;

j. Most teachers asked what traits an mentor should have to be able to properly perform their functions replied that they should be empathic, open and helpful.

In addition, he should show patience, knowledge and competence. About 20% see in this

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role an experienced person who is friendly and has positive attitude towards the young teacher.

Teachers also indicated commitment and communication skills as desirable traits. 10% of respondents indicate that the mentor should also show consistency in action. Slightly below were such qualities as: honesty, responsibility, determination, wisdom, concreteness and diligence. The catalog of listed traits was very rich and complex, among the others, individual statements appeared: modest, accurate, calm, firm.

II. Difficulties pointed out by mentoring teachers about mentoring

a) Most of the novice teachers surveyed (58%) say that the career promotion path is difficult to implement, although at the same time they recognize (56%) that the career promotion criteria are clearly defined;

b) The surveyed teachers indicate that the greatest difficulty in the process of professional promotion was caused by bureaucratization and formalization of the process;

c) as the most important facilitation by way of professional promotion, the respondents mainly indicated the help of a mentor - a mentor who should support the teacher in a competent and kind way.

Good cooperation, advice and contact would significantly facilitate the task of teachers who start work in school or kindergarten. 20% of respondents said that the friendly help of people working in the same institution and having passed the first two levels of promotion could be a good hint in searching for solutions to problematic situations. Their experience and suggestions are a valuable source of information. Young teachers also note that reducing bureaucracy and omitting the need to create so-called An 'intern's briefcase' would allow them to focus on the didactic process. They indicated that this was a difficult and labor-intensive activity;

d. Beginning teachers describe the effectiveness of the current teacher care model in Polish schools as satisfactory (42%) and good (22%). The vast majority (70%) indicate many strengths of teacher's professional promotion, mainly such as: increase of competence and experience as well as motivation and mobilization for development. Some respondents

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believe that the advantage of gaining further promotion levels is the opportunity to receive a higher salary;

e. It is worth mentioning that a large group of respondents (68%) also indicate the most significant flaws in the teacher's professional development system. As the main problems teachers stated: bureaucratization of the system of gaining next levels of promotion and formalism connected with detachment from the reality of work.

f. what can be changed to improve this model?

Research conducted among beginning teachers revealed the importance of the role of a mentor in the development of a young teacher. There is no doubt that his accompaniment is an indispensable element of the promotion procedure. He can be a source of inspiration and motivation for self-development. A mentor who supports with his experience makes teachers really acquire new competences and become more effective in teaching. The research results clearly indicate the system's shortcomings and areas which are worth paying attention to in order to improve the model of supporting young teachers in the process of professional promotion.

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