



The Perception of Mentoring in Israel – Bundle # 1 – Promentors

The Ministry of Education's mentoring model is a dyadic model based on a partnership between a novice teacher (in first year of practice) and an experienced mentor teacher.

Objectives of mentoring process:

The objective of mentoring a novice teacher is to provide professional, personal and organizational support for interns during their first year of practice and also to offer professional evaluation and feedback during this year. The internship year is described using many metaphors that express the difficulty of entering the teaching profession. Some of these metaphors include: “the shock of the living classroom”, “a year of survival”, “the gap between the dream and the reality”, “jumping into an empty swimming pool” etc. These metaphors express the difficulty in transitioning from being a student in a teacher education college to becoming an intern teacher who, from the very first day on the job, receives complete authority and responsibility and does not have a gradual easing into the role of teacher/kindergarten teacher. The mentor is a meaningful anchor for the intern, allowing him to learn from someone who has more teaching experience than he has. The intern seeks advice and shares his doubts about dilemmas and complex issues he has to deal with during his first year as a teacher.

Research¹ has shown that novice teachers who are given professional mentoring remain in the educational system longer than those who were not mentored, and they become more effective teachers as seen in their students' achievements.

The mentor's role

As the novice teacher joins the educational system, the mentor provides an answer to three main challenges that characterize this induction into teaching stage:

- **Professional support** – developing and reinforcing teaching methods and skills, learning about curricula, classroom management differential/adaptive teacher, lesson planning, making the subject matter accessible to students, learning strategies, heterogenic classroom teaching etc.
- **Emotional support** – providing emotional support for the intern who is dealing with various teaching and educational events, conflicts and dilemmas in his practice, his teamwork and in his relationships with students and

Evertson, C., & Smithey, M. (2000). Mentoring effects on protégés classroom -¹
.practice: An experimental field study. *Journal of Educational Research*, 93, 294-304



parents. The intern experiences uncertainty and ambiguity, as well as the dissonance between the “dream of teaching” and the facts on the ground in kindergartens, classrooms and in school. The intern also needs to work on the balance between all the professional demands and his personal and family needs, as well as learning to cope with the heavy workload. These difficulties and complex issues experienced by teachers may cause feelings of loneliness, failure, frustration, disappointment and burnout in the intern.

- **Organizational support** - helping the intern integrate in the kindergarten/school – acquainting him with the kindergarten’s or school’s vision and educational perception, the physical layout of the school, other staff members, administrative matters, norms and behavioral codes in the kindergarten or school in the staff room and with students and their parents.

In addition, the mentor teacher gives the **intern feedback and evaluation** throughout the internship year.

The mentor teacher manages the mentoring process through clarification dialogue based on asking questions that focus on the intern’s wishes, needs, beliefs and values that guide him in his practice, thus enabling the intern to develop his reflective skills about his teaching processes and practice and learn from them. During the internship year, the mentor helps the intern understand his role, develop his professional identity, his teaching efficacy and develop autonomy in his role.

The mentor’s tasks include:

- A weekly, one-hour meeting which is built into the school’s /kindergarten’s timetable
- Observing at least two of the intern’s lessons in each term
- Feedback and evaluation – a midterm feedback and final evaluation
- The intern has to observe the mentor teaching his own kindergarten or school class

Requirements of the mentor’s role:

- Teaching certificate and license
- At least four years’ teaching experience
- Works at least 1/3 of a fulltime job
- Is not a principal or deputy principal
- Graduate of a mentor training course or is currently enrolled in such a course
- Preference for a mentor who is currently teaching or has previously taught for at least two years the same age group as the intern is teaching
- Preference for a mentor who teaches the same discipline as the intern.

Professional Development Remuneration

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The role of mentor is recognized by the Ministry of Education which offers remuneration on the following basis:

- 2.4% of salary – for mentoring one intern
- 4.8% of salary – for mentoring two interns
- 7.2% of salary – for mentoring three interns

Each mentor may take on up to three interns per year.

Choosing and appointing a mentor:

The kindergarten supervisor or school principal choose and appoint mentors. Accordingly, responsibility for the mentor and following the mentor lies with the kindergarten supervisor or school principal. As a rule, the mentor will be part of the teaching staff of the school in which the intern is employed.

If there is no teacher in the school with sufficient seniority in the same discipline as the intern is teaching, then permission will be given for the mentor to come from a different school. This permission is given for the following disciplines: physical education, science, physics, chemistry, biology, dance, music, art and English.

A kindergarten teacher who mentors an intern must be employed in a kindergarten in the same town as the intern, or in the case of a regional council, in a one of the nearby communities.

It is recommended that the mentor not have too many additional duties so that he will be available to fulfill the mentor role properly.

Specifications and profile of the mentor

The mentor is an educator *par excellence* who is respected by other staff members and by his supervisors.

A detailed list of the personal and professional qualities of the mentor is given below and these should be taken into account when the principal chooses mentors:

- ✓ Personality qualities – the mentor loves people, has great communication skills – is empathic, listens, is patient and tolerant; is accepting, discrete, straightforward and frank, inquisitive and asks questions, is introspective and reflective, responsible and committed, enjoys sharing knowledge, is flexible, takes the initiative, sociable, open to innovations, knows how to handle the tension and complexity between being a mentor, colleague and friend, is an exemplary model who can empower and inspire others.
- ✓ Professional qualities – extensive teaching and educating experience, a good teacher with high-quality, professional and efficient teaching practice, who is an expert in the discipline he teaches, is able and willing to share his teaching

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methods and the considerations that he takes into account in his teaching practice, is able to evaluate the intern and give reliable feedback.

- ✓ Commitment to the mentoring process – is keen to work with novice teachers, believes in teacher development and learning, is available for the intern and is physically and emotionally invested in the mentoring process.

Mentor training process

In the 2019-20 academic year the Ministry of Education developed a three- stage career track for mentor teachers: The three stages are:

1. Training to become a mentor:

Stage 1: a 30-hour training courses for teachers who are already working as mentors.

Stage 2: a 30-hour training course for mentors who have completed the Stage 1 training course.

These training courses are mandatory, and they can be taken concurrently with being a mentor.

The training courses are run by mentor training facilitators in academic teacher education institutions (colleges and universities).

2. Professional learning communities (PLCs) of mentor teachers – The PLCs meet for 30 hours to learn about the actual work of mentors. The PLC members carry out reflective introspection about the practice of mentors as well as dialogue and mutual advice through conceptualization and theoretical enrichment on the subject of mentoring. The mentors have a sense of belonging to the PLCs that promotes their professional development.

The mentor PLCs are led by two mentors, who were trained to lead a PLC. The PLCs meet at *Pisga* (Centers for Teacher Professional Development). Participation in a mentor PLC is voluntary.

3. Mentor PLC leaders – for teachers with extensive experience as mentors who have leadership skills and are interested to become a facilitator and leader of mentor PLCs.

Leaders of mentor PLCs have at least 4 years' experience in mentoring (or who have mentored at least 4 interns) and who passed a screening interview and who completed a 60-hour training course.

Professional development content of mentor training programs:

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Content and Rationale of mentor training:

The attached training program is based on the professional framework for mentor courses that was designed a few years ago and which has now been reevaluated by the 2019 Forum of mentor training course facilitators. The proposed content are the core courses that will be taught in accordance with the professional considerations of the course facilitators.

Stage 1 mentor training course – the course focuses on the following topics in the mentoring process: perception of the role of the mentor, and designing the professional identity of the mentor, getting acquainted with the world of a novice teacher and offering support at this beginning stage – emotional difficulties, creating a professional identity, pedagogical/professional challenges, organizational integration into the system, as well as how to evaluate and give feedback. All these topics are discussed while learning how to design good practices for regular mentor/intern meetings, documenting the mentoring process and the intern's professional development.

This training course focuses on the perception of the role of the mentor and practical aspects of the mentoring process – Doing.

Participants who complete this course will be awarded a Certificate of Completion of Stage 1 of the mentor training course.

Stage 2 mentor training course – focuses on enriching and developing the perception of the role of mentor and developing his personal and professional identity as a mentor. The role of mentoring in developing optimal integration into the organizational system of the school and kindergarten, and expanding on practical aspects of mentoring as part of the mentor's work – asking questions when analyzing events, clarification dialogue, dilemmas and complexities of the role of mentor, guidance and facilitation skills, evidence-based practice and representations, while all the time reflecting on the work of the mentor and evaluating the mentoring process.

This course focuses on the Being of a mentor teacher and expanding practices of the mentoring process. Participants who complete the Stage 2 mentor training course will be awarded a Mentor Teacher Certificate.

Details of content and topics in the Stage 1 mentor training course (30 hours).

- A. Getting acquainted with the internship year – the components of the internship year (objective, goals, support, evaluation, observation lessons, etc.)
- B. Good practices in the work of the mentor – scheduling regular meetings with the intern; planning work methods; managing expectations of

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- mentor/intern; drawing up a joint working contract; observing the intern's lessons; evaluation and feedback processes, documenting the mentor meetings and how to work with a mentoring portfolio – documenting the mentoring process and designing a personal work plan for the intern.
- C. Getting acquainted with the world of the novice teacher – the stages of professional development of the novice teacher and the challenges and difficulties he faces.
 - D. Perception of the role of mentor – the transition from being a teacher or kindergarten teacher to becoming a mentor: development of professional identity, positioning of the mentor from the point of view of staff members and professional environment, the mentor's influence on the system-wide environment.
 - E. The roles of the mentor in congruence with the complexity of the beginning teacher's practice – providing organizational, professional and emotional answers, and giving feedback and evaluation (objectives and goals).
 - F. The interpersonal meeting – interpersonal communication skills – listening, empathy, reflectiveness, reframing, asking questions, clarification dialogue, reflective introspection, focusing on my needs, wishes, the intern's values and his world outlook.
 - G. Complexity of the mentor's role – dilemmas and tensions in the work of the mentor.

Details of content and topics in the Stage 2 mentor training course

- A. Examination of concepts, and making a conceptual professional distinction between: mentoring, teaching, therapy and consultation?
- B. In-depth examination of the perception of the role and identity of the mentor teacher and his influence on his organic environment – optimal integration and the staff room/kindergarten cluster.
- C. Duality, dilemmas and conflicts in mentoring – how to combine support and evaluation, what lies between dependency on the mentor and construction of professional autonomy?
- D. Evidence-based mentoring
- E. Practical tips for asking questions, analyzing events that occur during mentoring, dealing with opposition during mentoring (simulations)
- F. Development of guidance and facilitation skills
- G. What is optimal mentoring? Evaluating mentorship and its contribution to the mentee.
- H. Mentoring for teachers in retraining programs (from different professions) or in career change programs
- I. Various mentoring models.

Forum of mentor training course facilitators

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The Forum of mentor training course facilitators in colleges and universities operates in the MOFET Institute, the Center for the Research, Curriculum and Program Development in Teacher Education.

The goal of the mentors' forum is to act as a Professional Learning Community (PLC) whose members learn, share, consult with each other and lay the guidelines for issues connected with mentor training in particular, and for mentoring in general. The forum also serves as a source for updates on news about mentoring in the Ministry of Education and academic institutions.

The forum meets six times a year for 5-hour sessions = 30 hours per year.

Appendix – Professional development for mentors

Every teaching intern needs a meaningful mentor who believes in him.

Mentoring novice teachers is an independent developing discipline in the research as well as in the practical field. Studies conducted abroad have shown that teachers who were trained for the role of mentor perform the mentoring more professionally than teachers who were not trained for this role. This can be seen in the fact that the trained mentors' interns remain in the field of education and teaching for a longer period of time and their students' achievements

In light of these studies, and due to the understanding that the mentor teacher is the most meaningful anchor during the intern's first year of teaching, we -the team at the Division of Internship and Teacher Induction in the Ministry of Education are investing in the professional development of mentoring in Israel and are offering you various opportunities for learning and development in this field.

Mentor training courses

Mentor teachers who were selected by school principals and/or supervisors are offered five options for professional development in the field of mentoring:

A. Mentors who have not yet been trained for the role:

Stage 1 mentor training course - 30 hours

The course focuses on the aims of mentoring, the perception of the role of the mentor, the world of the novice teacher / kindergarten teacher, and mentoring skills.

This course is designed for teachers who are already mentors.

Participants who complete this course will be awarded a Certificate of Completion of Stage 1 of the mentor training course.

B. Mentors who have completed the stage 1 course:

Stage 2 mentor training course – 30 hours

In the second stage we will broaden the teacher's mentoring skills and learn

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how to apply them during the mentoring process, and we will examine the complexities of mentoring in greater depth.

The course is designed for teachers who have completed the Stage 1 mentor training course.

Participants who complete the Stage 2 mentor training course will be awarded a Mentor Teacher / Kindergarten Teacher Certificate.

The requisites for being a mentor teacher are that you complete the Stage 1 and Stage 2 mentor training course – 60 hours – over a period of two years and have a Mentor Teacher Certificate.

C. Professional Learning Community – for certified mentors who mentor in practice - 30 hours

Participation in a professional learning community of mentors who reflect on their practice as mentors and learn from it. The community assists in the mentor's professional development and a sense of belonging to a meaningful community of mentors.

D. Mentors who work in a multi-cultural and multi-faceted environment – mentor training course for teachers beginning to work in a multi-cultural and multi-faceted environment – 60 hours

The mentors will delve into questions that focus on the multi-cultural nature of their work environment. Participation in this course is dependent on a screening and acceptance process.

E. Certified mentors who have mentored at least four interns – Training course to be a teacher leader of a professional learning community of teacher / kindergarten mentors – 60 hours

This course will train mentors to lead professional learning communities of mentors which are held at *Pisga* (Centers for Teacher Professional Development) throughout the country. This role is conducted outside of the schools. Graduates of this training course will receive a salary as a lecturer at the *Pisga* centers. Participation in this course is dependent on a screening and acceptance process.

Summary of Mentor Training Courses

	Training Course	Target Audience	# hours	For further information, contact
1	Stage 1	Mentors who have not yet been trained for the role	30	Teacher Induction Unit at the college or university nearest to you Click for the full list http://cms.education.gov.il/EducationCMS/Units/Staj/AgafHitma
2	Stage 2	Mentors who have completed Stage 1	30	Teacher Induction Unit at the college or university nearest to you Click for the full list http://cms.education.gov.il/EducationCMS/Units/Staj/AgafHitma
3	Professional learning community for mentors	Certified mentors who mentor in practice	30	Irit Sarig, Head of mentoring, Division of Internship and Teacher Induction Sarig.irit@gmail.com
4	Leaders of professional learning communities for mentors	Certified mentors who have mentored at least four interns	60	Irit Sarig, Head of mentoring, Division of Internship and Teacher Induction Sarig.irit@gmail.com
5	Mentor training course for teachers beginning to work in a multi-cultural and multi-faceted environment	Teachers beginning to work in a multi-cultural and multi-faceted environment	60	Professor Orna Schatz-Oppenheimer, Mentoring unit, Division of Internship and Teacher Induction schatz@macam.ac.il

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2	Stage 2	Mentors who have completed Stage 1	30	Teacher Induction Unit at the college or university nearest to you. Click for the full list http://cms.education.gov.il/EducationCMS/Units/Staj/AgafHitma
3	Professional learning community for mentors	Certified mentors who mentor in practice	30	Irit Sarig, Head of mentoring, Division of Internship and Teacher Induction Sarig.irit@gmail.com
4	Leaders of professional learning	Certified mentors who have	60	Irit Sarig, Head of mentoring, Division of Internship and Teacher Induction Sarig.irit@gmail.com

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	communities for mentors	mentored at least four interns		
5	Mentor training course for teachers beginning to work in a multi-cultural and multi-faceted environment	Teachers beginning to work in a multi-cultural and multi-faceted environment	60	Professor Orna Schatz-Oppenheimer, Mentoring unit, Division of Int schatz@macam.ac.il

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