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IZVJEŠĆE S TEČAJA

Coaching and mentoring to support teachers

Mađarska, Budimpešta

20. lipnja – 25. lipnja 2022.

Day 1

Upon my arrival in Budapest I was very impressed and surprised with their public transport system and all the green areas in the city. Even for someone like me – having no sense of spacial awareness I was able to find my way around. Our group was a very small group of five people – three from Spain, one from Poland and myself. The first day was mainly getting to know each other and the outline of the course aims for the week.

Firstly we discussed our needs and backgrounds, the principles of supporting teachers, the importance of asking good questions and finally change.

To get to know each other we played a game called 1...2...3... Go! We were put in pairs, the leader would say TEA or COFFEE, together we both counted to 3 and said our choice. Everytime the pair said the same answer they got a point, thus the pair with the most points was the winner. (other variations – black or white, fish or meat, red wine or white wine, cats or dogs). This is a great activity for all ages including adults. It could be used as a first lesson activity or revision and consolidation of vocabulary.

Our lesson finished at 1.30 pm and then our group joined the other Erasmus group for a tour of the city accompanied by a very interesting and knowledgable lady. We visited both parts of Budapest and visited many beautiful parks, old buildings, the Parliament, castles etc.

The temperature was very high and unfortunately after 5 hours of walking the city streets I was exhausted and had no problems falling asleep that night.

Day 2

Once again class was started with a warm up activity called "Two truths and a lie". Each person had to write 3 sentences, Two had to be true and one a lie. The rest of the class guessed which one was the lie.

The first session was all about asking good questions which was closely related to Bloom's Taxonomy. We discussed the importance of asking questions which make children or students clarify, reflect, create and think out of the box when answering as opposed to yes/no.

The second session was devoted to REFLECTION which is an important part of mentoring. We each answered the three following questions:

I'm the teacher who ...

My colleagues think that I'm a teacher who is ...

My students think that I'm

We studied the „Johari Window“, which is the most widely used model for self-awareness and focuses on the perspective I and OTHERS.

We completed the day with a great activity called „Passengers on a train“ – 4 people on a train

they are strangers

they are talking

BUT there are some rules

Each person is given a number 1-4, the number indicates the number of words which can be said by that person. The aim of the game is to keep talking for as long as possible.

e.g. Hello – What's your name? – John – Oh John!- That's a lovely name. – Yes

Day 3

Another warm up activity, this time „No can say YES/NO“. In pairs each person is given 5 paperclips. One person starts by asking the other person a variety of questions the person answering mustn't answer YES/NO . If they do they hand over a paper clip. The person with the most paper clips at the end is the winner.

In the first session we discussed:

LISTENING – types of listening (passive/marginal, competitive/evaluative and active). A number of activities were conducted to enhance our listening skills and provide feedback.

The second session was devoted to the PURPOSE of OBSERVATION. We discussed why we conduct observation sessions with our teachers and what the aims and goals of these are. Observation etiquette was also discussed where we made a list of DO'S and DON'TS to consider when observing a colleague or employee.

Day 4

Today was all about coaching and mentoring to support teachers. We discussed the differences relating to mentoring a teacher in the role of a guest or critic.

The role of a guest (colleague) focuses on fewer foci, development, support and continuous contact, whereas the role of a critic (management) focuses more on a generic checklist, evaluation and statistics. Whatever the role, the purpose of the observation, mentoring and coaching needs to be clear and precise.

Our second session was all about mindsets FIXED Vs Growth.

FIXED mindset	GROWTH mindset
avoids challenges	stands up to a challenge
avoids failure	accepts failure
blames others	reflects
uses existing strategies	experiments with new strategies

Day 5

Our last day was one of reflection and culmination of the topics we had covered throughout the seminar. We played a game called „Positive Gossip“. In groups of three, two of the people had to say positive things about the third person who had his/her back turned towards them. This in turn lead to the final topic of PRAISE and POSITIVE REINFORCEMENT not only with children but also staff. A short video and research by USA psychologist Carol Dweck was discussed. Her findings encourage teachers NOT to praise intelligence or ability BUT to praise the process and effort.

Finally, all participants in the group gave a 5 min presentation on their school, city, life etc.

Our final goodbye activity was to complete the sentence on the paper stuck on everyone's back.

I WILL ALWAYS REMEMBER YOU A very positive and fun experience for all.

