



CEDEFOP

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of Vocational Training



Education and Culture DG
Lifelong Learning Programme

Study visit group report

Group No	170
Title of the visit	Mentoring in educational practice
Topic	Leadership and management in schools and training providers
City, country	Tallinn, ESTONIA
Type of visit	General education
Dates of visit	03-06 March 2014
Group reporter	Evangelia Koutidou and Russell Spink

I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme/initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
Estonian educational system	EST	Tallinn University Continuing Education Centre	Ms Eve EISENSCHMIDT, PhD, vice-rector of Tallinn University	All participants in the Estonian Educational Programme	Overview of Estonian educational system – European level, facts, figures and challenges. Introduction of Tallinn University.
Teacher education in Estonia	EST	Tallinn University Continuing Education Centre	Ms Katrin POOM-VALICKIS, PhD, Associate Professor, Department of Teacher Education, Tallinn University; Ms Kaia KÖSTER, visiting lecturer of Tallinn University, mentor trainer	All participants in the Estonian Educational Programme	Overview of teacher education in Tallinn University. Mentoring in school and university.
Implementing mentoring in school: an example	EST	Viimsi Secondary School	Ms Karmen PAUL, principal of Viimsi Secondary School	Teachers of Viimsi Secondary School and all Estonian teachers	Mentoring in educational practice: the role of leaders in encouraging mentoring at school, example of Viimsi Secondary School. Seminar with mentors of Viimsi Secondary School.
Mentoring programme offered by	EST	Tallinn University Continuing	Ms Piret LIND, senior specialist; Ms Viivi	School Leaders in Tallinn Kindergartens	Introduction of the mentoring programme that is practiced for school leaders by

municipality		Education Centre	<p>LOKK, head of general education department, Tallinn Education Department</p> <p>School leaders: Mr Mehis PEVER, Mr Raino LIBLIK, Ms Heili VAST, Ms Natalia KISLAJA, Ms Tiiu JÕEVÄLI, Ms Carmen SOO</p>	and secondary schools	<p>Tallinn Education Department</p> <p>School leader's perspective of introduced programme – personal experience</p>
Implementing mentoring in different educational institutions: an example	EST	Kindergarten Naba	Ms Anneli LAAMANN, senior teacher at Kindergarten Naba	Naba teachers as mentors and mentees	Implementation of mentoring and supervision in team work, kindergarten Naba serving as an example
Induction year programme, mentor education in Tallinn Education	EST	Tallinn University Continuing Education Centre	Ms Eve EISENSCHMIDT, PhD, vice-rector of Tallinn University; Ms Kaia KÖSTER, a visiting lecturer of Tallinn University, mentor trainer	All Estonian teachers as mentors and mentees	Overview of mentor education in Tallinn University
New methods in mentor education	EST	Tallinn University Continuing Education Centre	Ms Pille MURRIK and Ms Pille KRIISA – trainers of mentoring programme of Tallinn University	All Estonian teachers as mentors and mentees	Workshop: Demonstration of the training tool for mentoring programme <i>A Problem Provides an Opportunity - Problem-Solving Cards Method</i>

Participant-country initiatives					
StreetPro [part of the SVBN StraatVoetbal Bond Nederland program].	NL	StraatVoetbal Bond Nederland http://www.svbn.nl/ streetpro	VAN MEERTEN Marieke marieke@svbn.nl	The StreetPro programme helps over 50 persons (between the age of 16 – 23 years old) in their choice of education. Most of the participants have problems like drugs, finance, disorders or personal problems within the family which make them drop-outs at school. We help them to get things sorted so they can start a study. We do that in a team of 4 coaches. Mentoring is one of the most successful part of our programme.	Mentoring is one of the most successful part of our programme. We have 2 types of mentoring: 1. The coach / mentee (pedagogical students or teachers in training) Every coach has a mentee and does 1 op 1 meetings weekly as well as a minimum of 1 lesson observation per week. 2. The coach / student Every coach has approximately 8 students in programme (besides old students of which they also keep contact with monthly) for mentoring in a 1 on 1 hourly mentoring weekly.
Helpful and Considerate Supervision	GE	Schulstiftung der Erzdiözese Freiburg	SCHERER Dietfried direktor@schulstiftungfre iburg.de	Schulstiftung der Erzdiözese Freiburg is a Catholic Foundation which runs 27 private secondary schools (including 2 boarding schools) with about	In our organisation we have mentoring between two teachers (we call it helpful and considerate supervision). They visit themselves in their lessons and give advice in a protected and sheltered setting. Teaching is the nucleus of school. Therefore this should also develop school

				1.000 teachers, 300 other staff and about 12.500 students. The schools are accepted by the state as schools of equal value as state schools and have the authority to give the same qualifications as the state schools.	as an organisation.
Peer Mentoring Programme	ES (CANTABRIA)	I.E.S. VALENTÍN TURIENZO Lower and upper secondary school	CARBAJO SUÁREZ Gerardo gcarbajo@hotmail.com	Teachers of the school unit- I.E.S. VALENTÍN TURIENZO	In my school we organise working groups where teachers teach their colleagues. Each working group will have one hour a week to perform their tasks. The working groups that exist in my school on an annual basis are: 1. Using an interactive board as teaching tool, 2. Using a moodle platform, 3. Assessing basic competences, 4. Improving teacher/pupils relations and establishing a smooth school climate.
Understanding to prevent	PT	Teachers Training Centre Association and Schools	FERRO NUNES Emidio Manuel emiferro@gmail.com	Teachers and Headteachers	Programme for all teachers who requested help for working with students with patterns of challenging profiles or behaviour. Integration of teachers coming to school for the first time or beginning working with special students. Support and assistance in planning lessons for dealing with behavioural problems, discipline and risk of dropping out.

					It was implemented at school, in formal training, but later in direct support in the classroom, sometimes in collaboration with the student and family student. It started in formal setting, but may be altered over the years in informal support.
CTU Mentoring	CZ	Rectorate of Czech Technical University in Prague	PRAUSOVÁ Iлона ilona.prausova@rek.cvut.cz	University Students	The aim is to help students as mentees to develop both professional and personal skills.
Informal Peer-Mentoring	GE	All kinds of Schools	HAMMER Stefan stefan.hammer@ags.rlp.de	School Teachers	The aim of the programme is to contribute to school spirit development, to exchange teaching experiences, to find blind spots and deal with them.
Mentoring of Novice Teachers	LU	Universities and Ministry of Education www.men.lu	GREVINK Anna Christina anna.grevink@technolink.lu	Novice teachers in Primary Schools and Kindergartens	Novice teachers are mentored by the teaching team in school and by the inspector during their two year qualifying period.
Mentoring Novice Headteachers	SLO	The School for Headteachers www.solazaravnatelje.si	ERKER Jaka jaka.erker@sentvid.org	School Headteachers	Slovenia runs a programme which was initiated 10 years ago, launched by the Ministry of Education and supported by Eurofunds. The programme is conducted by the School for Headteachers. It is 1 year programme, optional for the new Headteachers and for mentor Headteachers. Mentors are invited by the school for Headteachers and mentors and work lasts for 3 years with one mentee each year. We have 6 formal meetings during the year, working in group of 6 pairs (so 12 people). During the year individual contracts are issued. Meetings

					<p>concern: presenting Ministry of Education and general issues, school inspection, school laws, financing, working with teachers, planning.</p> <p>A headteacher can be a mentor for 1 or more years and have mentees who are either very experienced (e.g. assistants of Headteachers for years) and do not need much help or they are truly beginners and need lots of advice. As a mentor a headteacher gains important information and experience and little financial support.</p>
Informal Peer-Mentoring	GR	Pentapolis Upper Secondary School (Directorate of Secondary Education of the Municipality of Serres, Region of Central Macedonia)	KOUTIDOU Evangelia koutidouevagelia@yahoo.gr	Pentapolis Upper Secondary School Teachers	<p>An innovative practice of peer observation mainly among experienced teachers has been implemented, in the framework of a pilot school evaluation programme. Pivotal methods implemented have been co-teaching and peer observation during classes. The aim of the initiative is to contribute to internal evaluation school culture development, to exchange teaching methods and experiences, to apply innovative teaching tools, to reveal weaknesses and enrich strengths, thereby improving teaching methods and pedagogical strategies.</p>
The Principal Preparation Programme	FIN	University of Jyväskylä Teacher Training School-Institute of Educational Leadership	ANTOLA Mika mika.antola@norssi.jyu.fi	Novice and working Principals, Qualification Programme for Teachers, Teachers interested in	Mentoring is part of principal preparation.

		www.jyu.fi		Leadership and Management	
Introduction to Mentoring	UK	University College Birmingham	WYNNE Victoria v.wynne@ucb.ac.uk	School leaders, Newly Qualified Teachers and Trainers	The programme prepares mentors to take on their role and identifies their responsibility to mentees.
Improve Mentoring and Mentor Training	FR	Ministère de l'Éducation Nationale Lycée des Métiers Les Canuts	JACQUIN Cyril cyril.jacquin@ac-lyon.fr	Teachers, Novice Teachers, Mentors, Mentor Trainers, Headteachers	The programme aims to teacher development and academic research. The underlying concept is that mentors have autonomy regarding the mentoring process, that is, freedom in choosing mentors and mentees, freedom from hierarchy.
Mentoring Student Practice	RO	Transilvania University of Brasov	TRUȚA Camelia camitruta@unitbv.ro	Students in final year of teacher education study programme	Students are organised to a teacher mentor in schools which guide their activity. They have observation practice, direct contact with pupils, they develop their skills regarding teaching, group interaction, planning and self-reflection processes.
Academic Tutor Certification	FR	IRUP is a higher education organization www.irup.com and www.tutor-certification.eu	BADOUR Marylène mbadour@irup.com	Certification Bodies, Education and training Organisations, Academic Tutors	Mentoring (we call it tutoring) is for us a key factor in an alternance training. There are 15 tutors in IRUP. Our institute manages an on-going European project (TOI 2012-2014) about the certification of academic tutor competences.
Staffordshire University: MA in Education Programme	UK	Staffordshire University www.staffs.ac.uk	SPINK Russell r.spink@staffs.ac.uk	There is no formal 'national' programme so schools develop their own mentoring programmes based on an assessment of need. Mentoring students who have been	Some excellent practice is in place for students on Initial Teacher Training courses (particularly mentoring by subject specialists whilst trainees are on teaching placement). Trainees have weekly meetings with their mentors and the mentor will review

				<p>identified as underachieving is common-place. However, many schools do delay this support until the student is in Key Stage 4 (and about to sit formal GCSE [General Certificate of Education] examinations). A current trend is to target those students who are predicted to achieve a result below the 'Grade C' boundary – as one of the published national statistics includes the number of students achieving 5 or more A* - C passes at GCSE level.</p> <p>Mentoring of Associate Teachers (those colleagues who are embarking on a teacher training programme) is widespread. In school, trainees are mentored</p>	<p>progress in a reflective and constructive manner. Both parties will agree on short-term targets.</p> <p>Mentoring is also available for headteachers who are new to their post. The mentor will typically be an experienced colleague. S/He will act as a critical friend and support.</p>
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				<p>by a subject specialist. This person will give guidance, observe teaching and contribute to the evidence base for the trainee.</p> <p>Mentoring is also used to support headteachers in schools that have been inspected by OfSTED [Office for Standards in Education, Children’s services and Skills] and found to be requiring improvement. This includes schools in ‘Special Measures’. In such cases, there is an expectation for rapid improvement to aspects of school performance (this might be low levels of achievement, weak leadership, poor behaviour from students, etc).</p>	
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2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?

The group reported a number of similarities as well as some key differences.

We identified some key features of the Estonian system of mentoring for trainee, newly qualified and senior school leaders (Headteachers).

In Finland, approaches are quite similar to Estonia (i.e. better and faster integration and improved results/efficiency of new teachers by mentoring and supervising). A difference between Estonia and Finland is that in Estonia this is carried out in form of Induction year system for novice teacher. In Finland the way of integration is based on close contact to training schools all activities and supervised/mentored training lessons/lesson-plans/course-plans and, as a result, Finland equips students and new teachers with the best possible resources (research, knowledge, materials) together with clear connections to educational research, better control and quicker integration to school. Estonia provides greater localised and deeper support in the beginning of permanent job.

The German system is similar to Finnish system. In Germany, mentoring (this is more like counselling) occurs at the very final part of the 1.5 year training journey. It is compulsory to undertake mentoring in order to qualify as a teacher, thus, it is important to improve the beginning of the journey for starting teachers. Similarities with Estonia are outlined in the light of the Finnish position. However, this is part of the training period. At the end of the programme a subject specialist will decide whether the student passes and might provide counselling rather than mentoring.

In Greece mentorship is explicitly established by recent Law 3848/2010, which stipulates that school principal and school counselor should define an appropriate mentor to support the novice in his duties. However this has not been introduced yet. Nevertheless, research evidence provide some implications about the role of the school principal to ensure that new teachers receive the support they need, despite the institutionalization of non-specific framework for novice teachers. In this respect, as far as the actual educational practice is concerned, irrespective of the educational policy implemented, one could mention a substantial similarity to the widely admitted need for the headteachers support of mentoring by many participating countries and the host country of Estonia as well. More specifically, some studies have indicated that novice teachers of Secondary Education express varying opinions regarding principal's ability to support them in their job, to help them develop their own professional identity or to function effectively in the classroom. On the other hand, studies concerning Primary Education suggest that principals try to be friendly to new teachers and cooperative with them. They also try to develop a relationship of trust and have an open door in order novice ones to find support for any problem that arises. They help young teachers to participate actively in the school environment and school culture and reinforce their professional development.

Additionally, in the Greek education system mentorship mainly concerns new teachers' induction. According to the law, a new teacher takes up his duties the first day he/she goes to school and

begins teaching in the classroom without actual support. He is centrally appointed by the Ministry of Education and Religious Affairs and two years later, the novice teacher becomes a permanent employee based on evaluation reports by the school principal and the school counsellor. During the first two years the novice teacher is required to attend a (more or less, depending on former teaching experience) 100 hour induction training program (Presidential Decree 145/97), which probably constitutes the only formal institution providing mentoring service, concerning either subject or pedagogical matters.

In Spain there are no mentoring programmes although the Spanish education system is similar to Estonia. The difference is that in Spain the students start at age 6 in compulsory education rather than 7.

In Romania there are many similarities with Germany and Finland. In final year of teacher training students are assigned a mentor for practice that supervises the trainee. The practice mentor activity is coordinated by the Teacher Teaching Departments in Universities. Beginning teachers have the possibility to be mentored by a mentor until he/she registers for the first examination to obtain the Definitive Degree in Education (but no later than seven years in practice). The methodology for organizing and implementing of mentoring programs is absent.

The system in the United Kingdom has some similarities with Estonian practice although payment of mentors is not a key feature in the UK. Other rewards are available e.g. time remission/reduced class contact time.

France has no mentoring programme established. When it does exist it is very informal between colleagues. In France, teaching practices are difficult to be questioned because teachers are civil servants.

In Luxembourg the mentoring of novice teachers in primary schools and Kindergartens has the following aim: Teachers are well trained at universities, leading to a vocational Bachelor degree. During this training general courses are combined with pedagogical projects and internships in which students are accompanied by a tutor from university and an experienced teacher of the designated elementary school. A two year qualifying period after graduation is helping novice teachers growing into their work, responsibility and self-confidence. Novice teachers are mentored by the teaching team in school and by the inspector during their qualifying period. Teachers must participate in trainings and information meetings related to their new function, which is all defined by the law. There is no direct one to one mentoring in the way it's done in Estonia. More peer mentoring through the teaching team. Teachers of the team can, without any compulsory task, follow a formation leading to a tutoring / mentoring certificate.

Some mentoring happens in Dutch vocational schools but this is unlike provision in Estonia. In specific programmes ['SVBN/program StreetPro'] coaches deliver lessons and are mentors to those still in training.

In the Czech Republic, no mentoring programme exists for teachers but there are opportunities for students in CTU (University). Mentors are specialists often drawn from the private/business and commercial world of work. Similarly in both Spain and Portugal, no formal mentoring programmes are currently established.

In Slovenia, after finishing studies and achieved a degree, young teacher applies to Ministry of education for a special training that lasts 9 month. He/she finds a school and school provides a mentor who is responsible for mentee for this period. During this time mentee doesn't have his own classes (in most cases), but mentor is leading him through all phases of teaching and other

school topics in mentor's classes. After that period mentees pass special state exam and after that get a job as full time teachers (at any school) if there is some place.

2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?

Unlike Estonia (Tallinn, more specifically), where the mentoring programme is well-resourced even when the size of the country is taken into account, many other nations reported that financial constraint has a definite and negative impact on the provision of mentoring. In Estonia, mentors are occasionally rewarded financially, although this is not the case in all schools and it is not a common practice at all. Rewarding system depends on school leader's decision and different options are possible. A few school leaders do not reward mentoring at all, that's why it is so important to emphasise the role of school leader in implementing mentoring at school. In other EU countries this is not the case although time-allowances may be awarded for serving mentors. This represents an inconsistency.

Time pressure was noted by many of the participating group in contrast to the Estonian provision.

In Estonia, the Induction period is promoted as a 'non-compulsory' engagement although, in practice this has seen to be undertaken. In Luxembourg, a two-year period of induction is compulsory although this is currently underdeveloped in its practical form.

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German colleagues would like to see mentors volunteering without the promise of specific time reward as the mentor would gain enormous professional benefit through engaging with the mentoring process especially for headteachers. This was a significant and positive aspect reported from Estonian practice.

Mentoring in Spanish school is an informal programme and mentoring of novice teachers depends on the willingness of the headteacher and the head of the department. Novice teachers can expect some from senior at the start of their teaching career. Novice teachers are provided with information that relates directly to the school they are working. There are no mentoring programmes for headteachers although, in their first year in post, they must attend a 20 hour seminar. At the end of the first year, the education inspector will evaluate the work of the headteacher.

France has launched an ambitious recruitment drive (60 000 teachers over 5 years) with the reintroduction of professional training in universities. To do so, the ministry has created five new institutes called ESPE (Ecole Supérieure du Professorat et de l'Éducation), Master's level) and 28 at the national level. To enter the school, students have to prepare a specific master. For the second year of the Master's programme, students are part time teachers, they are mentored by experienced teachers, imposed by the ministry. It is a big change in teaching practices, and the challenge is to manage these changes. In Higher Education, most of the time, teachers are part-time and it is very challenging to motivate them to mentor or be mentored.

In Romania there is a need to make clear the distinction between training to teach and the mentoring process and, in Holland, mentoring is somewhat limited at teacher/senior leader level: Here the accent is more on student mentoring programmes. In Slovenia, mentors do not receive

any training. Mentor-selection decisions are made by the headteacher. A very small number of mentor-training programmes exist, within the country these programmes are very hard to find.

In the Czech Republic the situation is similar to Slovenia. Some schools (especially private) use mentoring for new teachers but it is decided by them and not coordinated by other institutions.

One of the main challenges for Greece is to bridge the gap between what is legally enacted and what actually happens in the educational practice, concerning novice teachers induction. A two-year induction period for novice teachers is also compulsory in Greece, although it takes place in a rather informal context, thereby underlying the need for the legal regulation to be implemented in practice. For this purpose, mentor training programmes organised for instance by Universities are also mostly needed. Indeed, there are many experienced teachers who cannot carry out the mentoring role, unless they are provided with suitable techniques and strategies designed to guide and motivate them in their prospect work as mentors. Nevertheless, it is imperative that major changes take place related to teachers professional culture through mentor training, in order to be more cooperative and empathetic, open to change their collegial profile and cultivate their interpersonal skills, get ready for self-reflection, so as to give feedback to their novice colleagues or even their peers. From this viewpoint, great emphasis should be placed on building up quality relationships among colleagues, as a precondition of the development of the whole school culture. Subsequently, since the teacher number does not have the chance to increase at the current moment in Greece, due to economic stringency, peer mentoring either among teachers or among headteachers can be viewed as the major challenge for the time being and as a vehicle for both ameliorating teacher performance and achieving school development. In conclusion, peer mentoring among both teachers and headteachers as well as mentor training could be characterised as key challenges to current policy-makers in Greece.

All participants noted time-limitation as being a significant constraint.

2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.

In Estonia, the mentoring system has been quickly established. A big strength is that it is a voluntary initiative and it is a good way for mentors to develop their career path. Mentors are working collaborative and forming networks to discuss the common issues. A positive connection exists between schools, the university and with professionals who are employed by the local municipality.

Colleagues from Germany and Luxembourg would welcome a closer look at Estonia's system for the development of Headteachers through mentoring whilst this is already established in Finland. In the UK, 'Executive Headteachers' are not uncommon and serve to mentor newly-appointed headteachers and some headteachers who are struggling to effect improvement in their own school.

Our colleague from Portugal would similarly welcome mentoring for headteachers, although the issue of strong competition between schools must be taken into account at all levels of planning. There is no national programme in Portugal and no programme established in Spain at this time.

In Slovenia mentoring new headmasters is a common situation for some 10 years. A 'School for Headmasters' is established for educating headmasters and getting a certificate, taking care for headteachers education and growth during his/her time in post and for organizing support for new

headmasters – mentor system. Mentor and mentee is working together for 1 year, sometimes in seminars (prepared at School for headteachers) sometimes as an individual contact. It is not always the case that the mentor and mentee are from the same city or types of schools.

There is also a ‘School for headteachers’ in France. This is situated in Poitiers. The Ministry of Education assigns mentors although time pressures make the operating system inefficient.

One of the main objectives of the 2009 reform in Luxembourg was to improve the pupils’ educational achievement whilst providing teachers with the necessary autonomy to adapt their teaching methods to the pupil’s need. To achieve this aim, teaching teams have been created, organising coordination meetings weekly, which also made the introduction of mentoring novice teachers possible. School heads in primary are not school heads, in the usual sense, but teachers who are presidents of committees. Presidents are not hierarchical leaders but general coordinators working on democracy basis. There is no mentoring program foreseen. However the committees’ presidents experience a heavy workload and their experiences have triggered a discussion on the creation of director’s offices with full-time school principals. Implementation of mentoring of head teachers would be welcome if presidents of committees would become directors. An optional master program “Management and coaching in education” has been set up 3 years ago.

A colleague from Greece noted that it was both interesting and thought-provoking to think about how schools and universities collaborate to carry out mentorship in school educational practice in the host country. Joint seminars for mentors and novice teachers organised by state Universities were also considered to be innovative. Peer mentoring could also be reinforced as regards novice headteachers even in the host country regarding all grades of education, as well as in the participating countries, including Slovenia where it is occasionally and unofficially organised. It would be crucial for such programmes to be generally implemented throughout, admittedly, all participating countries.

2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?

The group identified a number of areas whereby policy and practice could be effectively adopted by other EU nations. This included both the mentoring of school leaders and a close involvement of the local university.

Our French colleagues like the idea of Council of Teacher Education and would welcome this in France with additional support for Life-Long Learning mentoring. A positive step has been to mix education sciences (Pedagogical preparation, learning theory, etc) through the development of the compulsory Masters level programme (for teachers). The Masters qualification is focussed on the job of ‘teaching, education and training’. The practice of peer-to-peer mentoring is interesting and the mentors training too.

Additionally, the transferability of mentoring programmes for teachers of different age-groups would be welcome across a number of EU countries. This is an established feature of the Estonian system.

At all stages and levels, the group recommend that Policy-makers need to be well-informed before they reach policy decisions. Cooperation between university and secondary school is imperative.

A number of previously mentioned innovative practices could be transferable to other participating countries. In particular, as far as less-experienced countries are concerned, key ways of mentoring implementation have been clearly presented that could fit many even different social realities, as regards both policy context and teacher communities.

3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Colleagues from Luxembourg, Germany and Spain believe that it would be good if the group kept in contact and see if mentoring is being further implemented in different countries and how, so we could learn from each other. Online peer-mentoring systems could be usefully explored and an information exchange with Estonian colleagues would be fruitful.

Participants from Romania and Greece see a great potential for collaborative work with local universities to undertake further research. The Romanian participant saw a good opportunity to work with two Estonian professionals to further develop the problem-solving cards method.

A colleague from the Czech Republic identified that the sharing of resources, from each of the group members, would be useful. Further contact with participants of this study visit would be useful for future cooperation between herself and other universities. This was echoed by German participants who would hope to see the network evolve through email contact.

French colleagues recommended that the study visit group's dropbox could be used afterwards to share online resources about mentoring in our countries. It could be a good way to initiate a network. We could also work on developing teachers and student mobility within a European Erasmus+ programme.

TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

Adequate resourcing of mentoring programmes across EU in order that high quality is the expectation and the norm.

Nations without an established mentoring programme need not start from point 0%, as Estonia offers an excellent model which could easily be adapted. This was a point made by our Spanish participant.

Mentoring for teachers and headteachers will help increase the quality of education in schools. This might well be of interest for other presidents of school committees and the inspectors of schools (i.e. not just restricted to teachers).

Key issues related to: 'What makes a good mentor and how to recognise this?' and 'What knowledge and skills does a good mentor possess?' It is necessary to have a strong emphasis on self-reflective skill development. The message that mentors shouldn't solve the mentees' problems but help them find their own solutions is a key message to be communicated.

The potential for a European Mentor Certificate should be explored and also to consider the best way in which to integrate mentoring into teacher education [during training, after induction, continuing education). This policy review should include professional associations/teacher unions.

THANK YOU!