

ALL IN EDUCATION



Mentoring process

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Mentoring process

The Meaning and Importance of the Mentoring Process

The mentoring process is a structured and supportive relationship in which an experienced individual (the **mentor**) guides, advises, and encourages a less experienced colleague (the **mentee**) in their personal, academic, or professional development.

Mentoring goes beyond the mere transfer of knowledge: it promotes **critical thinking, self-reflection, and professional growth** through constructive dialogue and collaboration.

Its importance lies in its **dual impact**:

- For the **mentee**, it provides guidance, motivation, and a clearer sense of professional direction.
- For the **mentor**, it enhances leadership, empathy, and communication skills.
- For the **organization**, it strengthens the culture of **collaboration, inclusion, and continuous learning**.

From a pedagogical perspective, mentoring aligns with **constructivist and socio-cultural approaches** to learning, emphasizing the value of shared experience and co-construction of knowledge. The mentor acts as a **facilitator**, helping the mentee take an active role in shaping their learning pathway.

Ultimately, mentoring is not a one-way process, but a **mutual exchange** that fosters trust, professional growth, and inclusive educational practices.

Mentoring sessions

After the training about the Mentoring process, the focus will be on implementing the developed mentoring models within each educational organization.

- Each mentor (teacher who attended the Joint mentors' training) will support at least two other teachers in the creation of teaching materials. You can use as reference material the [English-language general report](#). (**Annex I**)
- **Prepares mentoring sessions (Annex II)** within their own organization.
- Mentees will **Answer a survey** before and after the mentoring sessions (**Annex III**)
- **Complete the Diary (Annex IV)**

These sessions involve the **trained teachers acting as mentors** and **other teachers being trained in the role of mentees**.

At least two teachers from each organization will participate in the mentoring process,

Each participating teacher who were in Italy will mentor at least two mentees.

At the end of the mentoring phase, both new teachers and also mentor **will produce** two pedagogical activities focused on the use of inclusive teaching methods.

ANNEX II - Mentoring Plan for Teachers

A. Mentoring Activities (10 hours)

Activity	Description	Hours	Mode
Initial analysis and goal setting	Completion of the questionnaire and first mentoring session	1	1:1 or small group
Methodological deepening	Discussion and reflection on inclusive methodologies	2	1:1 or small group
Co-design of inclusive activities	Joint design of inclusive strategies or lessons	6	Collaborative session
Final reflection and closure	Self-assessment and final discussion	1	1:1 or small group

Total mentoring hours: approx 10

B. Piloting in class

Activity	Description	Estimated Hours	Mode
Classroom piloting	Implementation of the designed inclusive activities	8	In-class
Collection of evidence and materials	Feedback, reports, and documentation	1	Individual work
Personal reflection and self-assessment	Individual reflection on results and impact	1	Autonomous

Estimated workload: approx. 10 hours

ANNEX III - Assessment Questionnaire – Mentoring process

1. Awareness and knowledge

How aware do you feel about inclusive teaching (e.g. Universal Design for Learning...)

- Not at all
- Slightly
- Fairly
- Very much

2. Practical application

How often do you adapt your teaching activities to address different learning styles, needs, and levels among your students?

- Never
- Rarely
- Sometimes
- Often
- Always

3. Tools and strategies

How confident do you feel in using inclusive tools and strategies (e.g. technology, cooperative learning, formative assessment, peer tutoring, etc.)?

- Not at all
- Slightly
- Fairly
- Very much

4. Collaboration and networking

To what extent do you collaborate with colleagues or support staff (e.g. special education teachers, tutors, psychologists) to design inclusive activities?

- Never
- Rarely
- Sometimes
- Often
- Always

5. Self-assessment of impact

To what extent do you think your current teaching practices effectively promote the participation and success of all students (especially those with special educational needs or disadvantages)?

- Not at all
- Slightly
- Fairly
- Very much

6. Open-ended question

What aspect of inclusive teaching do you feel you most need support with / have most improved in?



ANNEX IV - Diary

Session No.:	
Date:	
Duration:	
Mode (in-person / online / hybrid):	<input type="checkbox"/> in person <input type="checkbox"/> online <input type="checkbox"/> hybrid <input type="checkbox"/> other: _____
1. Objectives of the Session	
2. Topics and Activities	
3. Mentee's Reflection	
4. Mentor's Notes	