



Novice Educator Support and Training (NEST)

2.5_CORE_CURRICULUM

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Novice Educator Support and Training (NEST)

NEST Core curriculum for mentors

The NEST core curriculum includes the scope and sequence of mentor learning covered by the NEST intervention. The curriculum gives a structured overview of learning objectives and content, which are aligned with both the NEST mentoring approach and the desired mentor learning.

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Introduction

As part of Work Package 2, a NEST Core curriculum for the mentor intervention (training and support) is developed (deliverable 2.5). This core curriculum is describing the learning objectives of the NEST mentor professionalization, which have been based on:

- The outputs identified in the Theory of Change at mentor level, complemented by a detailed description of these outputs, as we have been observing in the research literature
- The mindsets that we have put forward as part of the mentoring framework
- The examples of training courses that were included in the best practices – Mainly the [Teach for All training course](#) (with clearly stated objectives) and the mentoring course of [Teach for Bulgaria](#) (with related questions that are guiding the learning objectives)

Comment - As part of our feedback loops, it was planned that during the month of June, these learning objectives would be checked within the consortium (including project partners). However, given the short timeframe for the development of the trainings and support, we have agreed with ExE that they would integrate these learning objectives as part of their work on Work Package 4 and that the feedback loop in June would therefore concern directly the (more extensive) training structure provided by ExE.

Learning objectives

In the learning objectives that were developed (table below), we have only included the skill-related learning objectives. However, it is important to also consider the 7 over-arching mindset related learning objectives in developing the training courses:

- The mentor is **open for personal development**
- The mentor is **respectful**
- The mentor is **trustful**
- The mentor is **empathic**
- The mentor is **curious**
- The mentor is **courageous**
- The mentor is **open for freedom and flexibility**
- The mentor is **evidence-based**

In this course mentors will develop.... (from ToC)	In this course mentors will... (Nicely written learning objectives)
... their professional self-understanding (mentor identity, role, and vision for success)	<ul style="list-style-type: none"> ● Develop an increased awareness of their mentor identity: <ul style="list-style-type: none"> ○ Explore their motivation to be a mentor for novice teachers ○ Build their vision for their mentor role in a disadvantaged school context ○ Reflect on their strengths and challenges as a mentor in this context

	<ul style="list-style-type: none"> o Explore their mentor mindsets ● Develop and implement their own vision for success for their mentoring practices ● Framing the goals and agreeing expectations of the mentoring relationship with mentees Reflect on their experiences and beliefs about induction, coaching and mentoring of novice teachers (in disadvantaged schools) ● Recognizes the value of mentoring as a tool for professional development for the mentee
<p>... their capacity for self-reflection and self-improvement</p>	<ul style="list-style-type: none"> ● Explore new ways of evidence-based self-reflection (will also be based on the toolbox – deliverable 2.3) ● Purposefully practice new mentoring strategies ● Practice strategies to purposefully and based on evidence evaluate and effectively improve their mentoring practice: <ul style="list-style-type: none"> o Collect data on the effectiveness of their mentoring practice (e.g. feedback) o Regularly track their own progress based on their vision for success o Identify their learning needs and improvement points. o Define next steps for their own learning and development. ● Explore, select, and adjust tools and activities for their professional development based on their learning needs and interest
<p>... their relationship-building skills</p>	<ul style="list-style-type: none"> ● Practice building relationships based on trust ● Ask feedback to their mentees about the process ● Select tools and approaches to show respectfulness towards the mentees and their existing practice ● Develop and use approaches that builds trust with the mentee ● Develop and use approaches that help to build and show empathy with the mentee ● Develop, select and use approaches that improve their communication skills ● Know how to work with adult learners (andragogy)
<p>... their ability to evoke action in others</p>	<ul style="list-style-type: none"> ● Respect and recognize the challenges of the starting teacher without judgement ● Notice the prevalent narratives about students and families in the school and support the teacher to challenge those that do not grow student leadership ● Grow skill in surfacing and challenging limiting beliefs that teachers might hold about students and families. ● Use coaching skills to challenge beliefs and ways of being

	<ul style="list-style-type: none"> ● Use coaching skills and strategies to help define actions mentees can take to challenge their own beliefs and ways of being ● Nurture and support their own curiosity about initiatives/participation of novice teachers within the school
<p>... their ability to apply a variety of mentoring strategies</p>	<ul style="list-style-type: none"> ● Explore new tools and strategies for mentoring and their impact on the mentees learning <ul style="list-style-type: none"> ○ Understand the difference between more directive and more facilitative mentoring strategies ○ Learn to determine what mentoring approach to use in a given context ○ Identify and apply mentoring strategies best suited to the mentoring context and mentees learning needs ● Mentors practice the observation-feedback cycle <ul style="list-style-type: none"> ○ Select and use appropriate tools and strategies to purposefully observe the mentees' practices ○ Develop strategies to identify the most urgent learning needs of the mentee based on observation ○ Prepare a feedback conversation that focusses on both strengths and points of improvement. ○ Select and use appropriate strategies for giving effective (directive) feedback ○ Set clear objectives and an action plan with the mentee ○ Effectively plan for follow-up until the next mentor contact ● Develop key coaching skills through modelling, practice, reflection and evidence-based feedback loops ● Practice (transformational) coaching conversations to support mentees personal and professional learning process