E-MENTORSHIP

FOR (E)QUALITY IN EARLY
CHILDHOOD EDUCATION

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Programme: Erasmus+
Key Action: School Education
Action Type: Cooperation Partnerships
Start: 01-10-2023 - End: 01-02-2026

Project Description

The "E-mentorship for (E)quality in Early Childhood Education" project brings experienced and novice teachers together to support children's early childhood experience and reduce their achievement gap.

The project develops an effective one-to-one e-mentorship program for novice preschool teachers assigned to schools with predominantly disadvantaged students.

https://ementorship.eu

Summary

The E-mentorship for (E)quality in Early Childhood Education (E-mentorship) project is a comprehensive initiative designed to address critical needs in early childhood education. It aims to bridge the gap in teaching quality by developing, implementing, and assessing an e-mentorship program for novice early years teachers. The project's primary focus is improving children's educational experiences, particularly those from disadvantaged backgrounds. To achieve this, the project's first year involves collaborative efforts to prepare training modules covering essential topics such as curriculum design, classroom management, and diversity. These modules are transformed into an e-learning platform, enabling mentor candidates to access training materials and fostering interaction among mentors and mentees.

In the second year, the project enters its main phase as mentors are assigned to support mentees, and all mentorship activities are conducted online through the web portal. This phase is pivotal for novice teachers as they receive guidance, feedback, and support to develop their teaching skills and adapt to the teaching profession. In the third year, the project focuses on data collection and analysis to assess the program's effectiveness and impact. Additionally, handbooks are prepared to document the e-mentorship program, its content, and outcomes, serving as valuable resources for educators, policymakers, and stakeholders. The project concludes with widespread dissemination of findings and best practices through seminars and conferences, promoting the adoption of effective e-mentorship practices in early years education.

Ultimately, the E-mentorship project serves as a bridge between experienced and novice teachers, aiming to improve the quality of early childhood education for disadvantaged students, aligning with national and European education priorities. By providing support, guidance, and mentorship, the project seeks to create a more equitable and effective learning environment for young children while fostering mentors' and mentees' professional growth and development in the early years of education.

The project's target groups include direct and indirect beneficiaries.

Direct Target Groups

- Experienced Teachers (Mentors): Experienced teachers with more than 15 years of teaching experience who will receive training to become mentors and support novice teachers.
- Novice Early Year Teachers (Mentees): Novice teachers with less than 5 years of experience who will be matched with mentors for guidance and support in improving their teaching skills.
- Academic Members: Academic members who will design the online modules for the e-mentorship program and monitor interactions between mentors and mentees.

Indirect Target Groups

- Early Year Students (Ages 3-6): Young children from disadvantaged communities who will indirectly benefit from the project as the quality of teaching and learning improves through mentorship.
- School Staff: The entire staff of stakeholder schools involved in the project will be indirectly impacted as the project's activities may influence the overall school environment.
- Academic Staff and Early Years Teachers: Academic staff and early years teachers who attend seminars held after the final transnational meeting can gain knowledge and insights from the project's findings and experiences.
- Principals, Teachers in Other Fields, and Educators: Principals, teachers in other fields, and educators interested in mentorship and professional development can benefit from the project's handbook on e-mentorship.

Project Results

WP1: Project Management

In WP1, the project's monitoring and evaluation process involves two main approaches. Firstly, participants in the mentorship program, both mentors and mentees, engage in a self-evaluation process in alignment with adult learning theories. This process includes setting personal development goals, uploading teaching videos for self-evaluation and evaluation by experienced teachers, writing reflective notes, and assessing the program's modules. Secondly, expert evaluation is conducted by academic staff and experts within participant organisations to assess the performance of mentor and mentee teachers. Throughout the project, participant countries will have access to the web portal to monitor activities and ensure mentees upload videos and mentors evaluate them, using checklists

created for this purpose. The assessment and evaluation methods include various checklists for self-assessment, evaluation of mentors and mentees, and program evaluation to track progress and improvement.

WP2: Research Report

WP2 focuses on comprehensive data collection and assessment throughout the e-mentorship program. It begins with a needs analysis to understand the requirements of both novice and experienced early years teachers, which will guide the development of e-learning modules. Teachers will be encouraged to provide feedback and write reflective notes after each mentorship session, forming the core research data. This data will then be evaluated and used to refine the e-mentorship program. Each country involved will generate final reports on the process and translate them into English for sharing with partner countries. The package concludes with a collaborative meeting in Poland where partner countries will share experiences, discuss outcomes, and plan to disseminate research outputs.

WP3: E-Learning Modules

WP3 focuses on developing e-learning modules to train mentor candidates. The project aims to establish an effective one-to-one e-mentorship program for novice preschool teachers. This program seeks to facilitate the adaptation of novice teachers to the teaching profession, enhance their teaching quality, and provide a platform for exchanging experiences between novice and experienced educators. WP3 recognises the importance of well-trained mentors in achieving the project's main objectives, which include improving the competence of educators, offering high-quality learning opportunities, and providing support to teachers when needed.

WP4: Web Portal

WP4 focuses on creating e-learning modules for mentorship training, enabling mentor candidates to access training and acquire the skills necessary to mentor novice teachers. The project aims to develop a robust online learning platform that facilitates mentor training, matches mentors with mentees, and initiates, sustains, and evaluates the mentorship process. This implies that all critical activities related to the mentorship program

will be conducted online, emphasising the importance of establishing a robust web portal to manage a large-scale mentorship initiative effectively.

WP5: Promotion and Sustainability

WP5 focuses on disseminating the project and its results, emphasising the importance of reaching internal and external audiences. The plan outlines specific methods and target groups to effectively introduce, promote, and deliver the project's outcomes to various stakeholders across diverse geographical areas, ultimately ensuring the widespread impact and awareness of the project's objectives and achievements.

Partners

- Adiyaman University
- Wyzsza Szkola Biznesu I Nauk O Zdrowiu
- CEIPES
- Be - Creative Association
- ILA