



**loop** 2<sup>nd</sup> LTTA Teachers Development:  
Mentoring and Mentors in Induction Programs  
**Athens 26-28**

## Aims of the LTTA

This short duration event takes place after one year of project development, when the process and frequency of communication are intense, adapting to the rhythm of the plan, which is in a stage of high production, monitoring and validation, therefore involving the full involvement of all participants.

The organiser, Ethniko kai Kapodistriako Panepistimio Athinon (National and Kapodistrian University of Athens) which has an enormous prestige in the initial and continuous training of teachers. It is recognised by the Ministry of Education of the country for its innovative contributions to the improvement of the education system. **This three-day training event is structured into five main objectives:**

To enhance cooperation by sharing resources and knowledge among the consortium partners, supporting the training program in the following topics:

- Learning courses and narratives;
- Innovation and collaborative work;
- Innovation and use of technology;
- The role of the teacher and cultural diversity;
- Multiculturalism in teacher training;

### **1<sup>st</sup> Part** - Good practices of Training Programs & profile of Mentors

- Theoretical framework approaches-Literature review
- Collaborative work & group activities on mentors' and mentees' profile

### **2<sup>nd</sup> Part** – Presentations of experts on training of teacher's professional development

- Collecting testimonies and activities (good practices) that can be allocated to development of resources

### **3rd part** -

Exploit LOOP Toolkit for Mentoring, coordinated by Casa do Professor; as for the toolkit's development protocol, it is intended in particular to exploit:

- Subscription questionnaires;
- Rating criteria of its users;
- Rating criteria for documents and resources suggested in the partnership;
- Preparing partners to act on the LOOP online community and learning network platform;
- Tools for collaboration and management of reserved areas of interaction;
- Content-generation tools;

- Identification of activities and contents to adapt and/or create;

i) Interact on the activities of LOOP Coalitions, in particular those allocated to mentors, school leaders and teachers.

In this activity, in addition to the quality of each partner's contributions, mutual feedback and analysis of the degree of project implementation are taken into account, according to pre-established indicators and results:

ii) Indicators and targets:

- Number of initiatives recognised at the level of the participating organisations and at national and international level;
- Level of satisfaction of the participants;
- Number of reports drawn up in fulfilment of the defined objectives;
- Number of publications;

iii) Results:

- Reports of training activities, which include quality evaluation, feedback and impact on learning;
- Publication of training activities in the various used communication channels.

## Agenda of the LTTA

The 2<sup>nd</sup> LTTA will take place in Athens (1<sup>st</sup> Protypo Gymnasio of Athens) **over three days:**

### 1<sup>st</sup> Day – 26/05/2022

14.00 – 14.10	<p>Welcome by Smyrnaïou Zacharoula, Associate Professor, School of Philosophy, Department of Educational Studies, NKUA, Vice-President of Computer Technology Institute and Press "Diophantus"</p> <p>Introduction to 2<sup>nd</sup> LTTA -presentation agenda</p> <p>*Treats from local products of each country</p>
14.10 – 14.30	<p>Representation of each partner:</p> <ul style="list-style-type: none"> <li>▪ Introduction of participants to 2<sup>nd</sup> LTTA</li> <li>▪ 5' presentation of feedback of contribution to IO1 and dissemination activities</li> </ul>
	<b>Good practices of Mentoring Programs &amp; Profile of Mentors &amp; Mentees</b>
14.30– 15.00	<p>Presentation: Theoretical framework of ITE (initial training education), mentoring programs and mentor's profile Argyri Panagiota Researcher &amp; PhD Candidate, Department of Educational Studies, NKUA</p>
15.00 – 16.05	<p>Group activities: Case studies of characteristics of mentor's profile. Moderator: Argyri Panagiota Researcher &amp; PhD Candidate, Department of Educational Studies, NKUA</p>
15.15 - 16.05	Coffee break
16.30 - 17.30	<p>Group activities / role playing of mentors &amp; mentees profiles based on:</p> <ul style="list-style-type: none"> <li>▪ Communication skills</li> <li>▪ Active listening</li> <li>▪ Building relationships with trust</li> <li>▪ Asking the right questions</li> <li>▪ Creativity</li> <li>▪ Problem Solving</li> </ul> <p>Moderator: Argyri Panagiota</p>



	Researcher & PhD Candidate, Department of Educational Studies, NKUA
17. 30 – 17.45	Presentation: European Schoolnet & teachers' professional development Argyri Panagiota Researcher & PhD Candidate, Department of Educational Studies, NKUA
17.45 - 18.30	Workshop: eTwinning as collaborative learning platform Tzitzli Natalia, ITE Ambassador
18.30 - 19.00	Evaluation of the first day/ Discussion

**2<sup>nd</sup> Day -27/05/2022**

14.00 – 14.10	Introduction to the second day, share of the agenda of the day
<b>Experts' Presentations</b>	
14.10 – 14.55	<p>Mentoring in Department of Educational Sciences (NKUA): A first 'journey' to developing student teachers' professional identity <i>Maria Mamoura,</i> <i>Assistant Professor, Department of Educational Studies</i> <i>National and Kapodistrian University of Athens</i></p> <p>This presentation focuses on issues of student teachers' development of their professional identity before, during and after their practicum in the Department of Educational Sciences (NKUA). Initially, a presentation will be done aiming at highlighting the main goals of the practicum A and B as defined by the curriculum of the Department. This presentation will include the description of both the two compulsory academic courses in relation to practicum in the field (7th and 8th semester). Also, the theoretical framework that supports practicum will be analyzed, focusing on the concepts of student teachers' reflection and personal theory. Finally, representative and illustrative examples of student teachers' 'critical' or "core" reflection (after their first experience of teaching implementation in school setting) will be presented. These examples demonstrate a transformation from their initial perceptions of teaching, learning, and their role as teachers to perceptions that are more inclusive, discriminating, self-reflective.</p>
14.50– 15.15	<p>What are the main teachers' needs and their expectations from mentoring and training courses: glances at some cases <i>Asimina Kontogeorgiou</i> <i>Coordinator of Secondary Schools' Educational Work - Science Disciplines</i> <i>Regional Center of Educational Design, Attica, Greece</i> <i>Regional Administration of Primary &amp; Secondary Education of Attica, Greece.</i></p> <p>We discuss what are the climate in Greek schools and what are teachers needs for professional support nowadays. Important changes take place that teachers (even students and their parents) are not ready to accept and apply them to everyday school life. So, mentoring is indispensable for improving their point of view and propose them new perspectives.</p>

<p>15.15 – 15.40</p>	<p>Building a mathematics teachers' learning community: Challenges, affordances and constraints <i>Magdalini Kokkaliari,</i> <i>Senior Educational Executive of Mathematics</i> <i>3rd Regional Centre of Educational Planning of Attica, Greece</i></p> <p>Research suggests that teachers who collaboratively challenge their teaching practices as well as their students' learning, can bring about changes in their practice that leads to improvement of their teaching. They learn from and in practice and form a learning community. We will discuss under which circumstances an effective mathematics teachers' learning community may be established.</p>
<p>15.40 – 16.05</p>	<p>In service Teacher's Professional Development: Stakeholders, Roles, Potential and Effect. <i>Dimitrios Diamantidis,</i> Mathematics Teacher, Teacher Trainer in Specific Domains.</p> <p>Brief description into the implementation on In Service Training of In service teachers, in Greece, focusing on the training potential, the critical roles of people that participate, the expected effect of the training in the practice of teaching and learning, and getting a glimpse to some training cases and their results.</p>
<p>16.05 – 16.30</p>	<p>Coffee Break</p>
<p>16.30-16.55</p>	<p>Mentoring in a multicultural environment of secondary education. The case of Thrace. <i>Nikolaos Antampoufis, Phd &amp; Msc in Mathematics, Coordinator of Education and Organizational Coordinator of the Regional Educational Planning Center (R.E.P.C.) of Eastern Macedonia and Thrace</i></p> <p>The environment of education in the schools of Thrace is, in contrast to the rest of Greece, multicultural with specific characteristics. These refer to the students' native language as well as to their religious beliefs. Therefore, the mission of a mentor presupposes, in addition to his general qualifications, a special experience and knowledge of the local conditions. There is a need for the mentor to act flexibly in implementing ways to support teachers having as main choice the Differentiated Teaching.</p>

16.55-17.20	<p>The training of teachers in ICT. The case of PAKE (University Training Centres) for mathematics teachers. <i>Malliaris Christos</i> <i>Mathematics Teacher, ICT Teacher Trainer</i></p> <p>The presentation focusses on the design of the program, material and resources, with brief description of the program and reference to typical cases from the implementation and reference to how to utilize the moodle platform.</p>
17.20-17.30	Discussion -Questions
17.30-18.00	<p>All partners: Reporting key points of good practices in teachers' professional development &amp; Mentoring programs</p>
18.00-18.30	Evaluation of second day/ Discussion





**3<sup>rd</sup> day – 28/05/2022**

08.20-08.30	Introduction to the third and final day, share of the agenda of the day
08.30 - 10.00	All partners LOOP Toolkit for Mentoring Interaction on the activities of LOOP Coalitions Moderator: Casa do Professor
10.00 – 11.00	Evaluation & Validation LTTA and progression of the project Moderators: Georakopoulou Eleni & Efstathia Pantazopoulou Researchers & PhD Candidates, Department of Educational Studies, NKUA
11.00 - 11.20	Coffee break
11. 20 – 11.35	Brief updates on project progress from Casa do Professor Reports Timetables Greetings
11.35 - 11.45	Closing of event Greetings



**Scaffolding in Teachers Development:  
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