

**METHOD AND FORM OF PROVIDING MENTORSHIP FOR
PROFESSIONAL PROFILES IN KINDERGARTENS AND
INTRODUCING A MENTORING SCHEME FOR BEGINNERS**

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METHOD AND FORM OF PROVIDING MENTORSHIP FOR PROFESSIONAL PROFILES EMPLOYED IN KINDERGARTENS AND INTRODUCING A MENTORING SCHEME FOR BEGINNERS

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TABLE OF CONTENTS::

1.	Supporting trainees in the early stages of their careers in EU documents.....	5
2.	Introduction to the profession, professional development and support	7
2.1.	Programs for introduction to the profession.....	8
2.2	Mentoring trainees and mentoring schemes, and programs from the EU and region	11
3.	Process of mentoring trainees in kindergartens	23
4.	Suggested structure and content of the trainees' mentoring in kindergartens	25
4.1	Releasing a competition for trainee mentors at least six months before the introduction of the mentoring program and until the submission of applications	25
4.2	Selection of mentor candidates	27
4.3	Accreditation of mentors through trainings organized by the Bureau for Development of Education	27
5.	Guidelines for organizing and implementing a mentoring scheme in kindergarten	29
5.1.	Establishing an employment status of the trainee in a kindergarten.....	29
5.2	Defined responsibilities and obligations of the participants in the mentoring process:.....	29
5.3	Procedure for appointing a mentor	31
5.4	Drafting and approval of the mentoring program	32
5.5.	Implementation of the mentoring program	32
5.6	Preparation for taking the internship exam	35
5.7	Monitoring the implementation of the mentoring program.....	36
6.	Forms of mentoring support	39
7.	Internship	39
8.	ATTACHMENTS:.....	42
9.	REFERENCES:	72

SUMMARY:

As part of the project, an instruction manual was developed on the method and forms of providing mentorship for trainees and introducing a program for mentoring trainees (on-the-job training) for new employees, with the support of preschool institutions for organizing a mentoring program according to the new guidelines. The manual is intended for all professional profiles: teachers, caregivers, professional workers and professional associates.

The following important aspects of this topic are elaborated in the document:

- Basic terms for the process of introduction to the profession and data from the Eurydice Report;
- Analysis of the best practices in the mentoring of apprentices and efficient mentoring schemes from the EU and the region;
- Choosing a concept, structure and content for a model of mentoring trainees in pre-school institutions that will best fit into a national pre-school context;
- Adaptation of the selected trainee mentoring model to the country's circumstances and methods of implementing a trainee mentoring scheme involving:
 - overseeing the work by the mentor;
 - carrying out activities with the support of the mentor;
 - individual implementation of activities with the presence of a mentor;
 - carrying out activities independently and reporting to the mentor about the achieved results;
 - consultation with the mentor when preparing activities;
 - evaluative discussions with the mentor after completing the activities.

This document aims to offer support to trainees in preschool institutions for the organization and implementation of the trainee mentoring scheme and program according to the new manual from the moment it is adopted as part of the system of preschool upbringing and education in the country.

1. Supporting trainees in the early stages of their careers in EU documents

Professional profiles (teachers, caregivers, professionals and associates - **trainees**) employed in the system of preschool upbringing, education and care represent an important component in the creation of quality programs, and their professional competencies are essential for achieving high quality services in early childhood.

There is a consensus among researchers, practitioners and policy makers that for well-educated and competent professionals, regulations regarding the development of professional competence profiles are important, as well as procedures for moving into a flexible system of professional development that will enable trainees advance in their career.

The announcement of the European Commission titled "*Development of educational institutions and quality education for a good start in life*" (2017)¹ also emphasizes the importance of providing *support for trainees during the first years of their career*, especially during **the period of introduction to the profession, the so-called the induction**.

As stated in the European Commission's *Handbook for decision-makers on organized introduction to the teaching profession* (2010)², the transition from teaching studies to professional life represents a significant and sensitive period that is considered crucial for the trainees' professional commitment and development. Even those who have some work experience gained during initial education may need *support when they start working independently in their profession as trainee practitioners*.

In that sensitive period, organized *organized personalized mentoring support (mentoring)* plays an important role, in parallel with other trainings and different types of social support.

In the mentioned European documents, the following are listed as basic terms for describing the processes during the **INTRODUCTION TO THE PROFESSION** period for the various profiles of trainees in kindergartens (teachers, caregivers, professional workers and professional associates):

Induction or introduction to the profession: a stage of structured assistance offered to new trainees in the profession or to future trainees. It could be at the start of their first contract as a trainee in a pre-school or as part of initial trainee education. Vocational education during the official initial education program for trainees, and in particular practice in a pre-school institution, do not count as part of the induction, even if paid. During induction, new and future trainees perform all activities as part of the tasks performed by other experienced trainees and are paid for their work. Usually, induction is preceded by training, evaluation and the appointment of a mentor, which means social and professional support to help new trainees engage in a structured system. This phase lasts several months and can take place within the so-called trial period.

¹ Communication From the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions School: *Development and Excellent Teaching for a Great Start in Life*. Brussels, Com/2017/0248 Final.

²European Commission (2010) Commission staff working document: *Developing Coherent and System-wide Induction Programmes for Beginning Teachers - a handbook for policymakers*, Brussels, SEC/2010/538 fina.

Kindergarten Trainee Mentor: represents a trainee within a preschool institution who is in charge of giving guidance and advice to one of his colleagues. Kindergarten trainee mentors are not necessarily more experienced hierarchically, but usually have more experience in the given institution or the given workplace.

Kindergarten Trainee Mentoring: This is professional guidance offered to trainees by more experienced coworkers. Mentoring a kindergarten trainee can be part of the induction for beginner practitioners into the profession. It can also be offered to any practitioner who needs support.

Continuous professional development: represents the training that trainees follow during their work that allows them to expand, develop and upgrade their knowledge, abilities and skills. It can be formal or informal, or include training in a specific professional area. There are different forms, such as: classes, seminars, peer observation or support from a network of trainees. In some cases, these activities can lead to additional qualifications.

Career: occupation or profession performed over a significant period of a person's life and which offers opportunities for **advancement** to a higher level within a multi-level career structure. Within this report, only the promotion to the second position of the trainee is taken into account.

2. Introduction to the profession, professional development and support

Introduction to the profession is a key moment for all trainees starting their careers in early childhood education and care, some of whom are facing the realities and challenges of working in a nursery for the first time. During this phase, *new kindergarten trainees fully or partially fulfill the responsibilities of their more experienced colleagues and receive compensation for their work.*

This period can last from a few months (for instance, in Slovenia and Slovakia) to two years (Greece, Hungary, Poland, some cantons in Switzerland) or three years (France and Liechtenstein). However, generally speaking, the usual duration of this induction period for new staff in pre-school education and care institutions is one year, as for example in the United Kingdom, Lithuania, Italy, Romania, Bulgaria, Croatia, Bosnia and Herzegovina, Montenegro Gora and Serbia³.

Provision of a *mandatory induction period* in Europe is not as common in preschool education and care institutions as it is in schools⁴. Data from the Eurydice Report⁵ show that this period is mandatory for all employees in *only seven countries* (Bulgaria, Greece, Lithuania, Croatia, Bosnia and Herzegovina, Slovenia and Serbia), and in another six countries it is mandatory *only for trainees who work with older children* (Italy, Poland, Romania, Slovakia, Albania and Liechtenstein). The explanation for this is that in many educational systems, staff working with older children are treated in the same way as school staff, who are more often provided with a mandatory induction period. Also, this period is more often mandatory for primary practitioners than for assistants. Only four countries require induction for assistants - Greece, Slovenia, Slovakia and Bosnia and Herzegovina.

In Slovenia, for instance, induction into the profession lasts 10 months for primary trainees and 6 months for assistants employed by the Ministry with the status of trainees, and only two months for trainees and assistants when directly employed by the kindergarten.

In Spain, the minimum duration of the induction of new trainees in the public sector varies between 3 months and 1 year, depending on the autonomous community, as there are no regulations at the highest level.

In the German-speaking community in Belgium⁶, it is established by law that regular participation in continuing education is part of the work of preschool education trainees. During the induction phase lasting three school years (Kindergärtnerinnen) they participate in eight meetings during one school year with experienced practitioners and other professionals from kindergartens. The topics discussed at these meetings can be prompted by specific cases that

³European Commission - EACEA - Eurydice Report (2019). *Key Data on Early Childhood Education and Care in Europe*. Luxembourg: Publications Office of the European Union.

⁴European Commission/EACEA/Eurydice (2018). *Teaching Careers in Europe: Access, Progression and Support*. Eurydice Report. Luxembourg: Publications Office of the European Union.

⁵Eurydice Report (2019). *Key Data on Early Childhood Education and Care in Europe*. Luxembourg: Publications Office of the European Union.

⁶Peeters, J. and F. Pirard, with colleagues. 2018. "Belgium – ECEC Workforce Profile." In *Early Childhood Workforce Profiles in 30 Countries with Key Contextual Data*, edited by P. Oberhuemer and I. Schreyer. Munich. www.seepro.eu/ISBN-publication.pdf, 42-72.

new trainees encounter in practice or by more general questions about early childhood education.

Induction to the profession, especially when it is mandatory, usually ends with a formal assessment. In some countries, a positive assessment leads to full qualification or contributes to registration as a licensed trainee. In others, it is a prerequisite for permanent employment. When it represents an introduction to the profession combined with a trial period, it is required for a final assessment to confirm employment (e.g. in Spain).

2.1. Programs for introduction to the profession

*The European Commission's Handbook for Policymakers - Induction Programmes for Beginning Teachers (2010)*⁷ highlights the importance of three types of support for new trainees: personal, social and professional. For the effective introduction of new trainees into the profession, it is recommended to implement the so-called integral programs that combine different types of activities for professional development and provide the appropriate professional, social and personal support.

The structured introduction to the profession based on **integral programs for new trainees** contributes to increasing the formative potential in this phase of their professional life. The experience of good practices presented in the Eurydice Report⁸ shows that various activities can be offered as a type of support, of which the first few listed are often mandatory:

- (a) personalized support and advice from an experienced practitioner – trainee mentor;
- (b) pre-arranged meetings with the manager and/or colleagues where problems or progress are discussed;
- (c) various professional trainings – courses and seminars;
- (d) help in planning and evaluating activities for working with children and parents;
- (e) consultation and presence of other colleagues;
- (f) notes and journals;
- (g) participation in other colleagues' activities and/or observation;
- (h) networking and virtual communities;
- (i) cooperation with other institutions.

The different types of activities are specifically combined in various models of integral programs for novice practitioners starting the profession in early childhood education and care

⁷European Commission (2010) Commission staff working document: *Developing Coherent and System-wide Induction Programmes for Beginning Teachers - a handbook for policymakers*, Brussels, SEC/2010/538 fina.

⁸European Commission/EACEA/Eurydice (2018). *Teaching Careers in Europe: Access, Progression and Support*. Eurydice Report. Luxembourg: Publications Office of the European Union.

are presented in the document *Key Data on Early Childhood Education and Care in Europe* (2019)⁹.

So, for example, in preschools in Poland, a beginner teacher starts his/her career as a trainee. The induction period lasts 21 months, during which the trainee should prepare for the status of "contract teacher". The trainee teacher has a trainee mentor, appointed by the head of the institution, who provides support and advice, especially during the preparation and implementation of the individual plan for professional development. During this period, the trainee working with children up to 3 years of age-caregiver (ISCED 3) - must participate in a training course of 280 hours, including 80 hours of practical training, during which his work is under the supervision of a qualified mentor.

In Italy, the induction program for new trainees in preschool and primary education systems consists of 180 days during the first year of employment. During this period, the beginner trainees work part of the time, and the other part are responsible for attending training activities outside the kindergarten, which are organized by the regional offices or the National Institute for Documentation, Innovation and Research in Education. The activities that the beginner trainee performs at the workplace are monitored and supervised by an experienced trainee. At the end of the school year, the beginner trainee has an interview with the Evaluation Committee in charge of giving an opinion to the kindergarten principal. The principal decides whether to certify the beginner trainee or whether he/she must repeat the induction. If the beginner trainee does not successfully pass this period and the meeting with the Committee for a second time, he/she loses the chance to be confirmed as an employee in the kindergarten.

In France, the duration for the introduction of beginner trainees to the profession in pre-school institutions for older children is three years and is organized at local level. This program includes visits to the beginner trainee by an education advisor at least twice in the first year and once in the last two. In case of difficulties, additional visits are planned. The inspectorate also organizes thematic groups for beginner trainee.

In the Czech Republic, the principals are responsible for the induction of beginner trainees in pre-school institutions for older children. They are evaluated by the Inspectorate, which monitors whether targeted support is provided for the development of the educational competencies of beginner trainees and whether they have an effective integral program. According to the Annual Report of the Czech School Inspectorate, trainees rate consultations with the principal and the management team (90.0%), observation of activities by colleagues (73.5%) and access to mentor (81.2%).

In Malta, for instance, the induction period consists of three half-day induction seminars. The mentoring coordinator is selected by the head to coordinate the induction program. The program involves at least two formal meetings between newly qualified practitioners and the trainee mentor during which he advises the trainees on the various challenges. Meetings are organized according to an appropriate agenda for such meetings, and a record book is kept. It records the minutes of all meetings, events, results and action plans agreed at the meetings.. Consequently, a final report is drawn up by the mentor and sent to the school principal for approval with a final, positive report required for newly qualified practitioners. With this

⁹Eurydice Report (2019). *Key Data on Early Childhood Education and Care in Europe*. Luxembourg: Publications Office of the European Union.

document, the newly qualified practitioner receives a professional status (for example "teacher") for an indefinite period in public institutions, while trainees employed in church and private kindergartens are appointed in line with general employment legislation. After starting work in a kindergarten, newly employed practitioners with a professional status are issued a temporary order by the Council, which will become permanent after two years of satisfactory performance of the educational work, which should also be confirmed by the kindergarten principal (Eurydice, 2019).

2.2 Mentoring trainees and mentoring schemes, and programs from the EU and region

Mentoring, considered one of the main elements of induction programs for beginner trainees¹⁰, generally includes three types of support. As a rule, **a mentor is an experienced trainee tasked with looking after new colleagues and/or future trainees**. He/she is a trainee with longer experience, who conveys the work environment and professional life to new trainees, helps them, gives them guidance and advice when needed. In fact, *mentoring is a mandatory element of the induction program in almost all systems in which induction is prescribed*. The only countries where trainee mentoring is not featured in prescribed induction programs are Greece and Turkey, and is considered optional in Ireland.

Various experiences in the organization and implementation of the process of mentoring trainees in kindergartens (the so-called implementation of a mentoring scheme/programme) in Europe and countries in the region presented are obtained from the information available in the databases Eurydice¹¹ and the Systems of Early Education and Care, and professionalization in Europe¹².

For example, in the UK, all newly qualified trainees planning to work in public institutions are required by law to complete an induction period of three academic years, as set out in the Education Regulations (2013). However, there is no legal requirement to satisfactorily complete the induction period if the trainee plans to work solely in a nursery (Eurydice, 2020). However, these regulations allow newly qualified practitioners to serve their statutory induction period in a public institution/nursery or school. There is no time limit on when induction must take place after achieving qualified practitioner status. The time frame depends on when the individual is appointed to the position. During the induction period, the trainee is employed in a paid position (with a reduced time schedule) and receives support in the form of a personalized development program, which includes professional dialogue, monitoring and assessment of performance against nationally set standards for that profile. The program for professional development during the introduction of a profession includes:

- (a) **trainee mentoring** - support and guidance from an appointed mentor, who holds a qualification and has the time and experience to monitor the progress of newly qualified trainees against the standards;
- (b) a named contact outside the nursery with whom they can discuss any problems in or outside the kindergarten;
- (c) observation of activities and further discussion with newly qualified trainees;
- (d) regular monitoring and peer reviews of trainees' progress;

¹⁰European Commission/EACEA/Eurydice (2018). *Teaching Careers in Europe: Access, Progression and Support*. Eurydice Report. Luxembourg: Publications Office of the European Union.

¹¹Eurydice (2018-2020). Entry to the Profession, Induction and Supporting Measures, In: *Teachers and Education Staff - Conditions of Service for Teachers Working in Early Childhood and School Education*, EACEA National Policies Platform, European Commission.

¹²Oberhuemer, P & I. Schreyer (2018). *Early Childhood Workforce Profiles in 30 Countries with Key Contextual Data*, Systems of early education/care and professionalisation in Europe, Munich: German Copyright Act.

(e) observation of newly qualified trainees by experienced trainees (teachers and/or professional workers) in their own or in another institution where effective practice has been identified.

Trainee mentors *must themselves be qualified* to the appropriate level and have undergone specific training for the role provided by an approved assessment center. *The form and length of training to conduct the mentoring process is usually not prescribed the outcome of the training is rarely formally evaluated.* However, an annual training review and updating of the list of mentors is considered good practice and *some training providers offer modules in mentoring* that can be considered as re-awards or continuing professional development requirements (Eurydice, 2020).

Before induction begins in the UK, an appropriate regulatory body is appointed to decide whether newly qualified trainees have met the standards, based on a recommendation from the director appointed for trainee monitoring. Newly qualified trainees are formally assessed three times during the induction period and, at the end, the director makes a recommendation to the appropriate body as to whether the standards have been successfully met. If the induction is not completed, the individual is ineligible for employment as a kindergarten practitioner. Newly qualified trainees can appeal the decision, but induction may not be repeated (Eurydice, 2020).

In Cyprus, the support of newly employed trainees was a topic of conversation between the Ministers of Education of the European Union and representatives of the Pedagogical Institute of Cyprus, resulting in a *Program for the Professional Development of Educators and Mentors* (2009) with the aim of developing a culture of breakthrough within the kindergarten classes. The aim is to offer beginner trainees the skills and competencies needed for their new position, but also to develop mentoring relationships with experienced trainees so they can think critically about their practice (Eurydice, 2019).

The program for the support of newly employed trainees takes place in three phases (A, B, C) within one academic year (October - May) and duration of seven months. The beginner participates in meetings to discuss certain topics (eg effective learning and early development, group management and individual children's needs) with trainees, follows work in the kindergarten of the trainee mentor and other trainees, together with the mentor he/she carries out activities, etc. In the last phase, the trainee independently carries out activities under the supervision of the mentor. An overview of the activities for interns and mentors is provided below in Table 1.

Table 1. Professional development program for trainees

Phase Period	Planned topics Expected work	Duration form of work
PHASE A October	Effective learning and early development. Group management and individual children's needs..	15 afternoon meetings, 45 minutes each. Meeting with the whole group of trainees
PHASE B October - May	Adopting practices based on Phase A results. Exchange of appropriate and effective practices. - Development of a personal action plan; - Together with a mentor or other	5 afternoon meetings, 45 minutes each Meeting with the whole group of trainees

February	trainees implements 6 activities in kindergarten; - Independent implementation of 10 activities with observation by the mentor.	
PHASE C May	Presentation practices and program assessment	5 afternoon meetings, 45 minutes each Meeting with the whole group of trainees.

The professional development program also includes the **preparation of mentors** to work with the newly qualified kindergarten-trainee practitioners. Within the framework of one academic year, the program for mentors is implemented in the form of meetings with the entire group of mentors in three phases. Within one school year, the program for mentors is implemented in the form of meetings with the entire group of mentors in three phases. In the first phase, meetings are planned between mentors from one kindergarten (in large environments) or at the municipality level, where certain topics are discussed (e.g. Mentoring relationships, counseling on certain topics from psychology or news about effective learning in early childhood, reform processes and regulation by the line ministry, etc.). This is followed by a six-month period of work in a kindergarten with the trainee through various activities aimed at: documenting the needs of the trainees and developing an action plan; joint work in kindergarten with practitioners; observing, monitoring and giving feedback on 10 activities that the practitioner independently realizes; reflection and sharing of appropriate and effective practices and problems. In the last phase, the mentor participates in two meetings in the entire group of mentors, where practices implemented within the kindergarten are presented with reflection and evaluation of the mentoring program. An overview of the activities provided for the professional development of mentors is given below in Table 2.

Table 2. Professional development program for mentors:

Phase Period	Planned topics Expected work	Duration form of work
PHASE A October	Mentoring relationships Effective early childhood learning Psychology counseling (e.g. stress management, self-awareness, etc.)	4 afternoon meetings, 45 minutes each Meeting with the whole group of mentors.
PHASE B October - May	Activities within the public institution during six months: - Documenting the trainees' needs and developing an action plan; - Working in the kindergarten together with the trainee - Observing, monitoring and giving feedback on 10 activities that the trainee independently implements; - Reflection and sharing of appropriate and effective practices	5 afternoon meetings, 45 minutes each.

<p>PHASE C May</p>	<p>Presentation practices and program assessment</p>	<p>2 afternoon meetings, 90 minutes each Meeting with the whole group of mentors.</p>
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In Slovenia, trainees enter the teaching profession by applying for open employment trainee jobs advertised by the Ministry of Education¹³ or by applying for open employment vacancies advertised by kindergartens (Eurydice, 2019). Preschool graduate trainees should enter the profession by initially undergoing **practical training under the mentorship of an experienced trainee**, gradually taking on more responsibility.

The induction program in kindergartens in Slovenia takes place according to the specified and appropriate rules for training and the internship exam for employees in education issued by the minister for education.

The induction can be organized as an internship. Trainees learn about all the content needed for an independent educational process, as defined by the program and the content of the professional exam. The internship lasts from 6 to 10 months. In certain extraordinary circumstances, it may be reduced or extended. *The mentor and trainee develop the relevant internship program together.* A mentor must meet certain conditions to provide mentoring as an experienced colleague. The head of the institution appoints the mentor of each trainee. he mentor guides the trainee all the way to the stage of taking the trainee exam. The mentor writes the final report on the trainee's skills and assesses his/her competencies for independent work (Eurydice, 2019).

The internship program includes gaining knowledge about the actual pedagogical process in kindergarten and learning about different methods and forms of working with children, parents and fellow practitioners. The trainee improves his/her own special didactic knowledge and skills and learns how to develop a plan for working with children and parents, prepare learning activities, implement didactic materials, etc. The trainee learns by following the mentor's group work and other practitioners' group activities. He cooperates in the management of the activities and in the work of the professional bodies of the kindergarten, as well as in the preparations for meetings with parents and counseling activities with them. The trainee is also prepared outside the kindergarten, as well as, especially, in the areas relevant to the professional examination. The interaction between the trainee, the mentor and the principal should follow the principles and guidelines for the implementation of the induction, and its implementation is a prescribed part of the work of different profiles of practitioners employed in a kindergarten (Eurydice, 2019).

¹³The Ministry of Education publishes open employment positions at least once a year, for qualification requirements and candidate selection procedures. Applicants can also apply for a so-called *volunteer internship*. Applicants, who have a scholarship agreement that stipulates a mandatory internship as part of that agreement, are assigned to schools by the Ministry of Education without using an open recruitment procedure. Applicants - volunteer trainees, when they finish the internship, return to the labor market as job seekers.

Practitioners who act as mentors for the duration of studies of *prospective trainees/students* need no formal training or qualification. However, practitioners who have reached the "mentor" level within the promotion system are eligible for this job¹⁴. Certain colleges for education hold preparatory annual meetings for those interested in the role of mentor. Center managers are usually present at these meetings and explain what is expected of the trainee mentor during the students' field studies. Participants are also informed about the assessment procedures during placement periods¹⁵. The terms of reference for mentoring and supervising kindergarten staff¹⁶ do not have a set role, nor a set time allocation and mentoring specifications. The roles of mentors vary, and mentoring staff are not paid for their work with students, but they do receive a certificate, which they can use when seeking promotion.

A variety of other sources of support, help and career advice are available to newly qualified kindergarten trainees. Beginner trainees can consult with their mentors during their internship, at the start of employment and during preparation for the internship exam. They can also ask for help and support from the principal or professional worker (pedagogue, psychologist) who is part of the advisory service in the kindergarten.

Sources of help available to all are the pedagogical advisors of the National Institute of Education. The units of the Institute are located all over Slovenia. Pedagogical advisors are in constant contact with kindergartens.

* * *

Based on the analysis, it can be said that mentoring is also recognized at the preschool level as a type of support for trainees during the introduction to the profession. But it is organized differently because in some countries the institutions themselves choose whether they will organize this type of support and who they will appoint as a trainee's mentor. Trainees who are assigned a mentoring role are usually offered some form of compensation for their time and work, in the form of paid leave/days off or financial compensation. In countries where mentoring of trainees is compulsory, trainee mentors receive financial compensation of salary for the period during which they were mentored.

Also, the criteria that a trainee that can be appointed as a trainee mentor has to meet may vary. In some countries, participants who take part in organizing support for beginners do not need training or any other kind of preparation to carry out the mentoring of the trainee. In order to be a trainee mentor, he/she needs to have at least the same level of qualification as the trainee and to get the consent of the expert council of the kindergarten.

¹⁵Following this meeting, they occasionally run workshops on contemporary approaches to early years teaching and learning. Trainees as mentors expressed their interest in this type of training and suggested that they be organized as an e-learning opportunity. Center leaders are in charge of selecting a student mentor according to the requirements of the students who choose the setting where they want to be placed. The EACEA setting and the university faculty sign a separate cooperation agreement. Sometimes it happens that students are not visited by their university teachers during their placement periods in EACEA settings.

¹⁶Vonta, T., Jager, J. (2018). Slovenia – ECEC Workforce Profile. In P. Oberhuemer & I. Schreyer: *Early Childhood Workforce Profiles in 30 Countries with Key Contextual Data*, SeePro EU, Munich: Copyright Act, 1034-1064.

In other settings, the principal selects experienced kindergarten trainees who are motivated to help their new colleagues. After being selected, these trainees attend training for work with trainees organized by the relevant educational institution and receive a certificate and title – trainee mentor. If the principal decides that the trainee mentor does not perform his/her tasks in line with the regulations and the statute of the institution, another mentor is assigned to the trainee. In addition, if he/she is not satisfied with the work of the mentor, the trainees themselves can turn to the principal and demand appointment of another mentor.

The Israeli approach to mentoring is a curiosity, because the trainee is responsible for choosing the mentor - it is his/her obligation and responsibility to find a trainee who is recognized in the kindergarten as a potential mentor, accepted by the administration and ready to work with beginners. If there is no such trainee in the kindergarten, the institution's administration provides a mentor from a nearby kindergarten. The basic criteria that the trainee must fulfill in order to be a mentor are a minimum of 4 years of work experience in the same profession and with children of the same age, with whom the beginner will work, as well as a license for educational work and a university degree.

Comparative analysis of Mentoring in higher education institutions in the region

Questions:

- (1) Which documents regulate the internship (PS) and the mentoring of trainees (M)?
- (2) Is the purpose of the work defined for mentors and trainees, and how is it defined?
- (3) Is there someone who prescribes the mentoring program and who is it?
- (4) Are there any criteria and what are the criteria for selecting a trainee mentor?
- (5) Who can be a trainee and how long does the internship last?
- (6) What are the obligations of mentors and trainees, who defines them and how?
- (7) Records and reports of the trainee mentor
- (8) Records and reports of the trainee
- (9) Who evaluates the trainee mentor's work and how?
- (10) Under whose authority is the mentoring of the trainee?

MENTORING	CROATIA	MONTENEGRO	SERBIA
<p>Which documents regulate the internship (PS) and the mentoring of trainees (M)?</p>	<p>Normative and legal issues of M. in educational institutions are decided by Article 80 of the Law on Primary Education¹⁷ and the Decree on taking the professional exam of teachers and professional associates in primary education and teachers in secondary education¹⁸. The decree prescribes the method and conditions for M, as well as the method and conditions for taking a professional exam for teachers and professional associates in schools.</p>	<p>They are regulated by the General Law on Education and Upbringing¹⁹, The Internship Rulebook²⁰ for teachers and the Rules for Taking Professional Exams²¹. The law defines the employment of trainees: who can, how, the length and recognition of the internship. The rulebook prescribes the content, M program, the method of monitoring and evaluation of the internship of trainees of all profiles in higher education institutions. The trainee's training takes place according to the program for M. and in a way that ensures that he/she, through practical work, and under the direct supervision of a mentor, will be trained to independently perform tasks in the process.</p>	<p>Laws and by-laws and manuals that regulate the status and conceptual issues of PS and M in Serbia are: Law on the Basics of the Education System²², Rulebook on Work Permits for Teachers, Caregivers and Professional Associates²³ and the Mentor and Trainee Manual²⁴ - Guide for teachers, caregivers and professional associates.</p>

¹⁷ Закон о основном школству, *Народне новине*, бр. 59/90, 26/93, 27/93, 07/96, 59/01 и 114/01

¹⁸ Правилником о полагању стручног испита учитеља и стручних соработника у основном школству и наставника у средњем школству, *Народне новине*, бр. 88/03.

¹⁹ Општи закон о образовању и васпитању, *Службени лист РЦГ*, 64/02 31/05, 49/07, 04/08, 21/09, 45/10

²⁰ Правилник о приправничком стажу наставника, *Службени лист РЦГ*, бр. 68/03

²¹ Правилник о полагању стручног испита, *Службени лист РЦГ*, бр. 67/03.

²² Закон о основама система образовања, *Службени гласник РС*, бр. 72/2009, 52/2011, 55/2013

²³ Правилник одозволи за рад наставника, васпитача и стручних соработника, *Службени гласник РС*, бр. 22/05 и 51/2008

²⁴ *Прирачник за менторе и приправнике*—Водич за наставнике, васпитаче и стручне соработнике, Група автора, 2009 година.

<p>Is the purpose of the work for mentors and trainees defined? If it is, how is it defined and where?</p>	<p>The purpose is unequivocally defined in the Decree on taking the professional exam for teachers and professional associates in primary education and teachers in secondary education as the training of teachers, professional assistants and educators to take the professional exam.</p>	<p>In the documents we analyzed, there is no precisely defined purpose of M in educational institutions. However, it can be concluded that the goal is aimed at providing assistance and monitoring the progress of the trainees during the performance of the I and their preparation for taking the professional exam. In that sense, the immediate scope and work in M and PS should be sought in the knowledge and skills that the trainee shows when taking the professional exam.</p>	<p>In the Work Permits Rulebook, the purpose of mentoring is: "training for independent educational work and obtaining a license", while the Guidelines mentions that it is: intended to provide support to the trainee and overcome stressful situations during the first year of professional work; to ensure that the trainee performs the job as well as possible and to provide a basis for the continuous development of the institutions in which employees work.</p>
<p>Is there anyone who determines the mentoring program?</p>	<p>PS is implemented on the basis of the Framework Program for Trainees adopted by the competent ministry, which mandates the definition of an operational program for mentoring for each individual trainee. This program is defined by the Internship Committee, which consists of: the principal, a mentor and a professional associate. The committee is also responsible for implementing the program. No later than 15 days from the day the trainee starts work, the institution has the obligation to develop the following mandatory content:</p>	<p>The program is given in a uniformed form for all trainees and mentors in the educational institutions of the Republic of Montenegro, as it was adopted by the Government, on the proposal of the Institute of Education. The program is mandatory for all educational institutions, and its key elements are: (1) teaching, extracurricular and other school activities; (2) creating a professional portfolio and its addition; (3) professional work. Within the three key elements of the program, a table is maintained that describes the key activities of the mentor and trainee for each month.</p>	<p>The Work Permits Rulebook for teachers, caregivers and professional associates defines: (1) Program for getting to know the teachers, caregivers and professional associates and (2) Licensing Program. The program for introduction to the work implies the mastering of knowledge, skills and abilities necessary for the realization of the work. The program is given in the form of expected results for the end of the internship, specially defined for teachers, caregivers and professional associates. For each category of trainees, the expected results are defined for a total of the following edge areas: (1) Planning, programming, realization and assessment of the work; (2) Monitoring the child's development</p>

	<p>Уставот; Universal Declaration of Human Rights; Convention against discrimination in education; Convention on the Rights of the Child; legal and by-laws in the field of education; school obligations and rights of engaged trainees; organizing, preparing and performing educational processes; functional use of modern teaching aids and tools; communication with children and other participants in the c-o process; systematic monitoring, evaluation and assessment of children's achievements; cooperation with parents; pedagogical documentation and records; work of professional bodies of the school; professional and independent work.</p>		<p>and achievements; (3) Cooperation with coworkers, family and local community; (4) Work with children with disabilities; (5) Professional development; (6) Documentation.</p>
<p>Are there any and what are the criteria for selecting a trainee mentor?</p>	<p>A trainee mentor is a trainee from the same profession who has passed a professional exam or has been exempted from taking a professional exam. If it is not possible to appoint a mentor or professional associate in the</p>	<p>The only criterion related to a teacher who can be a mentor is defined in the General Law, according to which a mentor can be a practitioner who has at least the same level of education as the trainee. Based on the criteria established in this method, the mentor is appointed by the director of the</p>	<p>A prominent licensed practitioner who has one of the prescribed titles or at least 5 years of work experience in the relevant field can be appointed as a mentor. The mentor is determined by the principal from the day the trainee starts work. In order for the principal to be able to appoint a mentor, an opinion from the</p>

	kindergarten where the trainee works in practice, he/she is assigned a mentor from another institution.	institution, on the proposal of the professional or teaching council of the institution.	professional staff is needed.
Who can be a trainee and how long does the PS - internship last?	According to the previously mentioned Decree, trainees are all those who have not passed the professional exam. Practitioners without work experience acquire trainee-specialist status upon first employment. Since training without employment is legally possible, in such situations, we are talking about volunteer trainees. In both cases, the internship lasts one year , and after the internship, the trainee takes a professional exam. The trainee that will not pass the professional exam within six months, from the day the internship expires, his/her employment is terminated.	The legislation of the Republic of Montenegro recognizes a trainee as a person who for the first time establishes an employment relationship in an institution in order to train for independent work at the level of their education. The internship period for a trainee with a university degree lasts one year , and for a practitioner with a high school diploma, it lasts six months. After completing the internship, the trainee takes a professional exam.	The current regulations recognize only one category of trainee in a vocational institution - a trainee who meets the requirements for a teacher, caregiver or professional associate, but has not mastered the induction program and does not have a license. The internship period lasts at least one and at most two years. During that time, the trainee should master the induction program.
What are the responsibilities of mentors and trainees and who defines them? And how?	Trainees are required to attend at least 30 hours of work with children mentored, and the mentor to observe the work of their intern for at least 10 hours. According to the Regulations, during the PS, the trainee should be involved in all	Based on the mandatory structure of the mentoring program, the expert council of the institution where the trainee works for the first time prescribes in more detail the trainee's training program. The program is implemented within the weekly norm and includes training activities: (1)	According to the aforementioned Decree, the mentor introduces the trainee to the work through: (1) by providing assistance in the preparation and execution of the above work; (2) by attending work for at least 12 hours during the internship; (3) by analyzing the

	<p>forms of work related to his/her professional profile. Trainee - Professional Associates and Teachers - work with a mentor in professional workplaces for 60 hours during the internship. Volunteers-trainees - professional associates and teachers - are required to spend at least two days a month during the school year. The aforementioned committee must monitor the implementation of various forms of training at least twice during the PS. The committee members are required to help the trainee in the scope of their work, each within five hours. Records of the implementation of the mentoring program must be kept by each member of the committee.</p>	<p>Introduction to the educational program for the area for which the beginner is trained; (2) Introducing the trainee with the way of planning and carrying out work in the institution; (3) Activities performed independently by the trainee under the supervision of a mentor; (4) Training of the trainee in the form of one-day and multi-day seminars in the fields of didactic, psychological, pedagogical, special education and andragogy and other professional areas which the trainee attends of his/her choice; (5) Work on professional or research work with the support of a mentor; (6) The mentor advises the trainee regarding the selection of professional literature; (7) Other activities that allow the mentor to adjust the work program based individually on the trainee and the dynamics of training.</p>	<p>c-o work in order to monitor the progress of the trainee (4) providing assistance in preparing for a program proficiency check. The trainee attends activities of mentors, and on the recommendation of the mentor and the work of other colleagues, i.e. caregivers or professional associates, for at least 12 hours during the PS. The mentor submits to the director a report on the ability of the trainees to independently perform the educational work.</p>
<p>Trainee Mentor Records and Reports</p>			<p>The mentor should keep records of the trainee's work. This record should contain information about: the period during which he/she worked with the trainee; topics and time of visit to activities, observations on the work of the trainee in preparation for the exam, recommendations for improving work and assessment of the trainee's performance according to the given recommendations. The mentor submits to the principal a</p>

			report on the ability of the trainee to perform his/her work independently.
Trainee Records and Reports			The trainee is required to keep records of his/her work: he/she writes a monthly operational plan and work program; prepares for activities; records observations about his/her work and the work with children, about the activities attended, about his/her and the mentors' observations. These notes should be submitted to the mentor.
Who evaluates the work of the trainee mentor? And how?	None of the reviewed documents mentions formal or informal evaluation of the mentor's work	None of the reviewed documents mentions formal or informal evaluation of the mentor's work.	Neither monitoring nor evaluation of the mentor's work is foreseen.
Under whose authority is the mentoring of the trainee?	The Ministry of Education and Sports (legislative framework) and the Agency for Education (professional framework). Professional exams are jointly conducted by these two institutions.	The Ministry of Education and the educational institutions where mentoring is carried out and the Institute of Education , which issued a manual for mentors and organizes mentoring training.	The Ministry of Education, Science and Technological Development (laws and regulations related to mentoring and PS and professional exam) and the Institute for the Advancement of Education and Upbringing.

3. Process of mentoring trainees in kindergartens

Significance of the process of mentoring trainees

Mentoring trainees is one of the concepts that everyone understands, although it is difficult to define unambiguously. It is a complex process in which a *long-term developmental relationship takes place involving cooperation between individuals of different status*.

In a *typical mentoring relationship*, it is a relationship between a senior and more experienced coworker, who serves as a model, provides support, guides and gives feedback, with a junior member or one who does not have experience in the area in which he/she needs introduction. *The mentor is a competent personal teacher, who guides the one who does not have enough experience in the area in which he/she needs guidance* (the trainee), through the process of acquiring certain knowledge and experiences that will enable him to advance professionally and develop personally. The mentor provides knowledge, advice, challenges and support to the trainee to become a full member of a particular profession. Mentoring is always a challenge, because it is a distinctive, unique personal relationship that requires considerable time and energy, a relationship that lasts several years.

In the modern educational context, in addition to this basic *one-to-one relationship*, *mentoring additionally includes a relationship between an adult expert and a group of younger students; or the relationship of a group of experts competent in a discipline to a group of beginners*. In addition, with the introduction of educational technologies, direct social contacts have also been expanded, a so-called *"e-mentorship"*.

Mentoring can be informal or formalized through an institutional relationship, where the initiative to establish it comes from an organization or academic institution that prescribes the goals and structure of that relationship and monitors the success of its implementation²⁵.

Mentorship can be defined in different ways, but it always includes several key characteristics:

- ✓ *it is a personal relationship* (interaction and communication) of two partners who are not equal (one is more experienced, more mature, has professional knowledge or skills). The personal relationship means that each mentoring process is unique, as it is largely determined by the personalities of the participants, the mentor and the trainee;
- ✓ *the relationship is dynamic, reciprocal and full of emotions*;
- ✓ *mentoring is a long-term interaction* (it is not a one-time meeting, but can last for years);
- ✓ *its purpose is the learning and development of the mentee, acquisition, knowledge, skills, ways of thinking, attitudes, in a word, acquisition of competencies of the trainee*, through which his/her potentials will be realized to the greatest extent and will enable him/her to perform some kind of practice independently;
- ✓ *Mentoring is considered the most effective way of learning, because it enables the development of loyalty of new employees* to coworkers and the organization they work for, or students to a specific academic institution, kindergarten, theoretical teaching.

²⁵Antić, S., Ana Pešikan, A. (2016). *Izazovi mentorstva*, Beograd: Obrazovni forum.

Characteristics of quality mentoring

Important features to ensure quality mentoring are related to all elements and participants of that process, and are directly dependent on its type of implementation and function. Key elements are:

- tradition of education that is *characteristic of the system* in which this practice takes place (the philosophy of education that is its basis, as well as the ways in which generations have done it before);
- current characteristics and the situation in *professional education* in general (is there a defined strategy for the education of practitioners; is the image they are aiming for visible – professional competencies and approach to professional and career development);
- understanding the meaning of the terms mentor and mentoring – *the type of recommended mentoring system* (is it inevitably a hierarchical relationship and does the mentor always know and know better and does he understand the meaning required when building partnerships);
- *the context* in which the mentoring should take place and the climate - ie. is there a prevailing conviction that mentoring is essential for positively changing and improving the work of the entire institution, or is it just a form to be satisfied;
- *the mentor himself/herself* and the way he /she sees and understands his/her practice and the practice of the trainee entrusted to him/her;
- *the trainee himself/herself* and his/her learning style and understanding of what learning is, how it takes place, etc.

At the same time, these are some of the key challenges associated with mentoring trainees in educational institutions. As such, they do not imply the creation of mentoring programs, the mastery of which would achieve the goal in itself, but those that would be an integral part of the climate and culture in the kindergarten, as well as the professional development of all practitioner profiles. Such programs will provide a basis for the transformation of the educational process during mentoring into the trainees' continuous, horizontal learning. Therefore, in the modern mentoring of trainees, it is about the context itself and an approach to reflective practice.

The representation of reflective practice in the process of mentoring trainees enables, but also requires learning and reflection on the part of mentors and trainees, thus leaving room for their professional growth. In that sense, reflective practice as the basic context of mentoring a trainee should provide:

- ❖ Awareness and development of knowledge about the basic function of mentoring a trainee (which should not be seen in the short term as preparation for the license exam, but in the long term - as a habit of permanent clear learning and professional development)
- ❖ Clear understanding of the circumstances in which the mentoring practice takes place (characteristics of the institution in which they work, as well as the context determined by laws and regulations)
- ❖ Consideration of the diversity and connection of the roles that are realized during the practice
- ❖ Insight into one's own capacities and weaknesses (Discovering the knowledge, skills and work abilities that one possesses at the moment, as well as those that have yet to be developed and mastered)
- ❖ Developing the habit of looking at one's own practice and building a critical attitude towards it, as well as researching the possibilities for improving and changing the practice.

4. Suggested structure and content of the trainees' mentoring in kindergartens

The mentoring program for the successful introduction of the trainee to work in a kindergarten is realized through various forms of support by an appointed mentor of the trainee and other entities that can contribute to that process.

The preparatory period before starting the mentorship can last from six to nine months. In this preparatory period, of at least six months, the criteria for the selection of a mentor will have to be defined, a contest for applying mentors will be announced, a commission for the selection of mentors will be formed and the procedure for the selection of mentors will be completed. Also during this period it is more than recommended that the selected mentors undergo basic accredited training for mentors by the Bureau for Development of Education²⁶.

Steps in the preparatory phase::

4.1 Releasing a competition for trainee mentors at least six months before the introduction of the mentoring program and until the submission of applications

The competition is announced and managed by the Ministry of Labor and Social Policy at the level of the entire country (attachment 1 is a *competition registration form*). In this way, a standardized procedure will be ensured, and at the same time a database of registered trainee mentors (Register of Trainee Mentors) will be established in kindergartens throughout the country. The register will help in the process of appointing trainee mentors, when there are no registered trainee mentors in a kindergarten, to find the nearest kindergarten which has registered trainee mentors who could mentor the trainees in that specific kindergarten. MLSP is required to submit to each municipality a list of registered trainee mentors per kindergarten for all kindergartens located in the territory of the municipality. The register of trainee mentors should be renewed every year, with the competition for new trainee mentors repeated once a year. Thus, the development of the culture of professional development of the activity will be encouraged and the mentoring of apprentices will be strengthened as a way to ensure that development.

The first step in this phase of the preparation period is defining criteria that each candidate applying for the competition should meet and which should be clear in the competition announcement.

The criteria are grouped into three groups:

- **The first group of criteria** refers to the administrative requirements, without which the registered candidate cannot continue, and include the following characteristics:
 - appropriate education,
 - years of practice in kindergarten,
 - owning a valid appropriate work license,
 - the candidate has not been subject to disciplinary measures in the last year,
 - to have been rated 4 or 5 during the latest evaluation.
- **The second group of criteria** refers to the professional requirements and includes the professional motivation of the candidate, as well as his/her understanding of the trainee's needs and the way of supporting the trainee.
- **The third group of criteria** refers to providing three different recommendations in support of your application, through which an independent, external perception of the candidate's motivation and competences to be a trainee mentor will be provided. Therefore, when

²⁶ BDE already has accredited training for trainee mentors for primary and secondary schools, which can be adapted for educational work in kindergartens

registering, each candidate, in addition to the necessary documentation that confirms the administrative request, should also submit a cover letter and three recommendations.

Regarding the experience criterion, i.e. years of practice of the candidate for a mentor, according to the Law, he/she should have at least three (3) years of work experience in the profession, but it is recommended that it be at least seven years of experience.

Regarding the candidate's motivation, which will be expressed in the cover letter, the candidate, in addition to a brief explanation of his competences in the profession, should refer to the motives that prompted him/her to apply, why he/she thinks he/she would be successful as a trainee mentor, how the mentoring work with the trainee will contribute to his/her personal and professional growth and development, as well as understanding the needs of the trainee and in what way it will provide support for the trainee's professional independence ([attachment 2](#) provides a *cover letter form*). The requirement/criterion for the three recommendations refers to recommendations received from: the educational staff (teacher or caregiver or professional associate), from the professional service (pedagogue, psychologist, social worker, special caregiver, etc.) from the administration (principal, secretary), from parents or external collaborators. In doing so, the recommendations from the three parties should be based on their experience with the candidate in terms of his/her professional competencies, including specific examples through which the candidate has demonstrated ([attachment 3](#) provides a *Recommendation Form for a candidate for trainee mentor*).

✓ WHO CAN WRITE A RECOMMENDATION?

- ✓ Coworkers from their kindergarten, another kindergarten with whom they have cooperated and know the candidate's personality
- ✓ Supervisor / principal or manager
- ✓ Parents whose children the person who is a candidate for trainee mentor works or has worked with
- ✓ Outside associates from organizations, educational institutions, institutions in the field of culture and others with whom the person who is a candidate for trainee mentor has collaborated and who know him/her well as a professional and can give a recommendation

In addition, the total number of mentors that are necessary in the kindergarten at the time of the announcement of the competition and from which category of employees that can be mentors of trainees should be defined. (five categories are defined in the Law – A professional workers, B – professional associates, C – teachers, D – caregivers and D – caregiver / assistant – teacher), as well as the benefits for the trainee mentor in his/her professional development. All this information should be clearly stated in the tender.

4.2 Selection of mentor candidates

A committee consisting of a total of six (6) members should be formed for the selection of the registered candidates: two representatives from the Ministry of Labor and Social Policy, two directors of kindergartens, one representative from the respective municipality and one representative from the Bureau for Development of Education. The committee president is elected from the representatives of the Ministry. The inclusion of representatives from kindergartens and municipalities contributes to inclusiveness in the decision-making process, but also to the significance and importance of mentors in the process of promoting the educational activity. At the same time, by involving all the stakeholders, a better understanding of the role of the mentor by each of them is possible and sharing the responsibility for the success of the introduction, monitoring and promotion of the mentoring program.

The procedure after the end of the competition, i.e. the selection of mentors, takes place through the evaluation of the submitted documents, namely: 1. administrative assessment consisting of checking the submitted documents (diploma for completed appropriate education, certificate of years of work experience in kindergarten, certificate of valid work license, certificate of grade from the last evaluation and certificate that no disciplinary measure has been imposed - all these documents should be in copy) 2. professional assessment through evaluation of the cover letter and three recommendations. [Attachment 4](#) provides a *Form - scheme for evaluating candidates for mentors of trainees in kindergarten* which provides guidelines for the evaluation as well as qualitative descriptions of each evaluation category.

For candidates who, during the administrative assessment, it is determined that they do not meet the conditions established in the competition, the selection procedure ends. For the rest of the candidates, the professional evaluation continues and within a maximum of one month after the closing of the contest for trainee mentors, a list of accepted candidates is adopted. Each committee member evaluates each candidate on the basis of a developed form for evaluating candidates with included selection criteria and at a joint session considers them, summarizes the individual evaluations for each of the candidates and decides on the selection of mentors, and then proposes them to the directors of the kindergartens where the candidates who applied are employed, with an appropriate explanation for each candidate ([Attachment 4](#) provides a *Form - scheme for evaluating candidates for mentors of trainees in kindergarten*). The principals further issue guidelines in their kindergartens for drawing up a solution for mentor(s) for the selected candidates. All selected mentors are automatically entered in the Mentors Register, a database that will be maintained by the Ministry and which will be available to kindergartens and municipalities..

4.3 Accreditation of mentors through trainings organized by the Bureau for Development of Education

The Bureau for Development of Education, within the mentoring program for primary and secondary schools, already has experience and can develop and implement basic training for mentors, at which the newly selected mentors will be introduced to the basics of mentoring, the goals of the mentoring process, as well as the necessary skills of the mentors for successful implementation of the process. It is advisable to make an assessment of the needs for the specific areas of training of the mentors through a brief survey ([Attachment A](#) provides a *Questionnaire for assessing the needs of the selected mentors*).

Based on the experiences of other countries, it seems advisable to have a comprehensive program for the professional development of mentors, which includes apart from basic training and continuous structured preparation and support of mentors in working with newly qualified kindergarten practitioners. Within one school year, the program for mentors is implemented in the form of meetings with the entire group of mentors at the municipal level, in three phases.

In the first phase, meetings (at least 4) between the mentors from one kindergarten (in large environments) or at the municipality level are planned, where certain topics are discussed (e.g. Mentoring relationships, counseling on certain topics from psychology or about news in relation to effective early childhood learning, reform processes and regulation by the line ministry, etc.).

The second phase is a six-month period of work in a kindergarten with the trainee through various activities aimed at: documenting the needs of the trainees and developing an action plan; joint work in kindergarten with trainees; observing, monitoring and giving feedback on 10 activities that the practitioner independently realizes; reflection and sharing of appropriate and effective sales practices and problems.

In the third phase, the mentor participates in two meetings in the whole group of mentors, where the practices realized within the framework of the kindergarten are presented with reflection and evaluation of the mentoring program.

Attachment 5 provides a graphic representation of the steps of the preparatory phase.

The mentoring program takes place for the duration of the internship, over the course of one year, through several steps, the so-called Mentoring Scheme:

1. Establishing employment
2. Appointing a mentor
3. Drafting and approval of the mentoring program
4. Implementation of the mentoring program
5. Preparation for taking the professional exam
6. Monitoring the implementation of the mentoring program

Although the initiation of the steps is chronologically ordered, sometimes the steps run in parallel. Attachment 6 provides three alternatives of a pictorial representation of the mentoring scheme.

For the entire process of introducing the trainee to the job, through all the steps in the mentoring scheme, the mentor and the trainee are obliged to keep appropriate pedagogical documentation²⁷ as proof of the activities carried out²⁸.

²⁷ Pedagogical documentation is part of the activities of JNKE for Mentorship and within those frameworks the complete pedagogical documentation will be developed.

²⁸ In the preparation of the Guidelines, we took into account the experiences of organizing a mentoring scheme to support traineeship established in RNM in all schools described in: Ristovska S., et al. (2016). *Guidelines for the method and form of mentoring support for trainee teachers and trainee professional assistants in primary and secondary schools*, Skopje: Macedonian Center for Civic Education

5. Guidelines for organizing and implementing a mentoring scheme in kindergarten

A mentoring scheme for introducing the trainee to work takes place during the internship, which is regulated by law. Therefore, the very act of establishing an employment relationship of the trainee can be considered as the beginning of the mentoring process.

5.1. Establishing an employment status of the trainee in a kindergarten

The beginning of the mentoring process can be considered the very act of establishing a working relationship of the trainee in the kindergarten. For a person who is employed for the first time, it is understood that he/she must meet certain requirements - legally prescribed general and special conditions (**Article 142** of the Child Protection Act, 2019):

(1) An employee in an institution for children should also fulfill the *following general conditions*:

- Must be a citizen of the Republic of Macedonia,,
- to be physically and mentally healthy,
- to know the Macedonian language and the Cyrillic alphabet,
- to not have been sentenced to a fine or misdemeanor sanction banning them from performing a profession, activity or duty,
- to not have been sentenced by a final court verdict that convicted him/her of a crime of domestic violence, abduction of a minor, neglect or abuse of a minor or sexual abuse, for a crime from the group of crimes against sexual freedom, regardless of the imposed sanction and in which discriminatory behavior has been established in accordance with the law and
- to meet other conditions established in the act for internal organization and systematization of job positions.

(2) In addition to the general conditions for filling the position of public service providers in the field of child protection, the candidate should also fulfill the special conditions in accordance with the classification of the positions, determined in Article 136 of this law.

(3) The persons from paragraph (1) of this article who are included in the groups in which the educational activities are performed in the language of the members of the communities should know the language and script in which the activity is performed.

When establishing the employment status, the principal, secretary and head of the kindergarten play a significant role, describing the working environment and the workplace. After establishing the employment status, the manager/principal appoints a mentor to the trainee.

If the employment status is based during the school year, until the appointment of a mentor, the professional service and the president of the professional asset provide guidance and support to the trainee in relation to the planning and realization of educational work.

5.2 Defined responsibilities and obligations of the participants in the mentoring process:

During the first week of the mentoring process, the responsibilities and obligations of the participants in the mentoring process are as follows:

The trainee - submits the necessary documentation during the job competition.

The secretary- regulates all activities for establishing an employment status during the first week. He/she familiarizes the trainee with the job description, his/her obligations and rights. He/she also informs the trainee about the important legal and by-laws and informs him/her that he/she will be given mentoring support and assigned a mentor.

The principal/manager - during the first week, organizes a meeting and talks with the trainee, encourages him/her and expresses his/her expectations of him/her, introduces him/her to the organizational behavior in the kindergarten in general and introduces the trainee to the team.

Professional workers - during the first week, they familiarize the trainee with the educational group in which he/she will perform the educational work, introduce the trainee to the code of conduct and house rules in the kindergarten.

Mentor's responsibilities and tasks:

- To help the trainee in integrating into the educational institution.
- To contribute to the creation of a positive climate that will improve cooperation and support in the mentor-trainee direction.
- To familiarize the trainee with the internal organization of the educational institution, the layout and the code of the institution/institution in which he/she works, as well as with as many aspects of life in the kindergarten as possible
- To demonstrate different teaching models
- To evaluate the trainee's activities
- To enable the trainee to recognize children with special educational needs.
- To help the trainee in the planning, preparation and implementation of the educational activity
- To observe the activities carried out by the trainee
- To familiarize the trainee with issues related to safety in the kindergarten
- Discuss with the trainee about the preparation of the upcoming activity, the activities held by the trainee and the observation of the activity by the trainee, as well as continuously provide feedback on the observed activities etc.
- Continuously monitor and encourage the trainee's progress
- To prepare a report on the consultation meetings with the trainee
- To check the documents prepared by the trainee
- To evaluate the trainee's work and prepare a final evaluation report that will be submitted to the head of the institution.

Trainee's responsibilities and tasks:

- To behave in line with the code of the educational institution
- To respect the principles of work in the educational process
- To cooperate with the mentor
- To actively participate in the preparation of the daily preparation under the mentor's

supervision

- To actively monitor and analyze the mentoring activities together with the mentor
- To prepare a protocol for the evaluation of educational activity as well as a narrative report on the observed classes
- To develop skills for managing children, time and resources in the educational group
- To practice an appropriate approach in working with students with special educational needs and to take care of supporting inclusiveness in the educational group
- To fill in a record list for observation of educational activities, completed work meetings and meetings for different stages
- To prepare a report on realized activities, work meetings and meetings
- To develop skills for independent implementation of educational activity
- To prepare a daily preparation/daily operational plan for the implementation of an educational activity
- To develop skills for independent management of any type of pedagogical documentation
- To carry out continuous self-assessment of one's own work with the mentor's support
- To carry out a self-evaluation of one's own activity
- To recognize the relevant social institutions that can help in solving certain educational problems

Defining the responsibilities, obligations and tasks of the participants in the mentoring process is particularly significant and helps in the smooth implementation of the mentoring program/scheme. They are developing and dynamic which assumes that they are what will be further noted as the responsibilities, obligations and tasks of all participants should be noted in this part of the document.

5.3 Procedure for appointing a mentor

An experienced trainee from the same professional profile/profession who meets the criteria for the title of mentor is selected as a trainee's mentor²⁹. *The principal/manager selects a mentor from the list of mentors in the kindergarten, on the proposal of the Professional Council.*

If in the kindergarten there isn't a trainee of a suitable professional profile (educator, caregiver, professional worker and professional associate) with the title of trainee mentor, the principal/manager asks the professional staff to propose a practitioner from the profession who largely possesses the basic professional competencies and standards for mentor, has at least seven years of work experience in the profession as a practitioner and possesses personal qualities suitable for working with trainees. In most cases, the mentor for a trainee - professional worker (or professional associate) will be from another kindergarten. When choosing a mentor from another kindergarten, care should be taken that he works relatively close to the trainee's kindergarten, so that they can meet. Due to the fact that they are not near the same kindergarten, they will mostly contact electronically or by phone, but it is recommended to have meetings, at least once a month.

²⁹ (8) The trainee is instructed with the help of a mentor who can be one of the service providers who perform work for which the trainee is being trained and who have the title of mentor in accordance with this law, and if there is no person in the institution with the title of mentor, the trainee can be trained for work by the head of the facility and/or the director of the facility (Article 142 of the Child Protection Act, 2019).

In some cases, it may happen that it is not possible to find a suitable mentor, especially for those profiles of professional workers (or associates) who rarely meet in kindergartens for now.

In that case, the mentor can also be a professional associate from another profile, and it is recommended that the trainee be in contact with other professional associates (including trainees) from the same profile through various learning groups, electronically or in person.

The defined responsibilities and obligations in the appointment of a mentor are within the scope of the work of the principal/manager. However, in cases where the kindergarten does not have a trainee with the title of mentor or an experienced practitioner in a relevant profession who can take on the role of mentor, the professional asset and the professional service are also included when making a proposal for choosing a mentor.

5.4 Drafting and approval of the mentoring program

*The induction program*³⁰ contains the areas of the Basic Professional Competencies, the activities that will be implemented to reach the identified competencies, the time frame in which they will be implemented and the available resources that the trainee will be directed to use. In addition to these sections, the mentor can add other sections that will specify and refine the program.

The plan for each month contains specific activities and a section for reflection on the success of the implementation.

Within one week of the appointment of a mentor, the trainee, according to the mentor's instructions, performs a self-evaluation of the basic professional competencies he possesses. After preparing the self-evaluation, the mentor and the trainee discuss the self-evaluation and agree on what will be emphasized in the mentoring program. Within one week of preparing the self-evaluation, the mentor prepares a proposal of the mentoring program and jointly reviews it with the trainee and modifies it if necessary. The mentor delivers a completed program with a prepared work plan by month to the principal of the kindergarten / the head of the facility.

Defined responsibilities and obligations of mentoring participants during drafting and approval of a mentoring program:

Trainee – the trainee performs a self-evaluation of his/her basic professional competences (*Attachment 7* provides a proposal *Form for self-evaluation of the trainee*).

Mentor– based on the submitted self-evaluation, the mentor prepares a proposal for the mentoring program and jointly reviews it with the trainee, and the mentor submits the completed program to the director (*Attachment 8* provides a proposal *Form for the content of the mentoring program*).

5.5. Implementation of the mentoring program

The mentor introduces the trainee to the work by helping, monitoring, advising, educating through practice and providing any other type of help and support in the preparation and realization of the educational work. In the mentoring program for trainee professional worker and professional

³⁰(7) During internship, public service providers are trained for independent professional work by mastering the appropriate professional exam program prepared by the mentor. The trainee is instructed with the help of a mentor (Article 142 of the Child Protection Act, 2019).

associate, it is recommended that the mentor also serves as a model for the trainee, since these trainees are limited in terms of the possibility of learning from more colleagues of their professional profile.

During the internship, the trainee should go through all areas of work within which the basic professional competencies are defined for his/her professional profile - caregiver, teacher, professional worker and professional associate.

For trainees from all professional profiles, it is recommended to get to know the structure and organization of work of a kindergarten as an institution, its layout, part of the legislation, regulations, rules, as well as the records and documentation that is kept, in order to then gain knowledge from the rest areas to be able to connect in one general framework or whole.

Then, the trainee is introduced to the key areas of competence of his/her profession, while the other areas are connected through the activities related to working with children, to see that the purpose of everything that is done must be in the child's interest and that work in all areas should be connected and placed in that function.

It is recommended that in the first six months of the internship, a mentoring program be carried out through two hours of joint activities per week (visits to activities with a group by the mentor and the trainee, joint planning, consultations), and in the second half of the internship at least one activity weekly. At the beginning of the internship, the trainee is more often present at activities with children in his/her mentor's group, but he/she can also attend other coworkers from his/her active staff who have more experience in educational work. The attendance of the activities is recorded in a note in the records book, which serves as proof of it. The mentor who works with a trainee professional should pay particular attention to indicating the values from which the trainee should start in relation to the ethical aspect of the work, guided, first of all, by the specific setting of this profession.

If the kindergarten has several trainees at the same time (several mentoring programs are implemented), and if the parts of the programs coincide, those parts can be implemented jointly. For example, workshops, trainings, presentations, open activities, etc.

In the implementation of the mentoring program, the mentor includes other practitioners as necessary.

For the entire process of guidance and learning, the mentor and the trainee keep pedagogical documentation as proof of the implemented activities. But those documents also serve to understand what has been learned, with what quality and what still needs to be built as competence.

If the mentor is prevented from providing support to the trainee for a long period of time, the director/manager should appoint another mentor. If the mentor changes for various reasons, the trainee continues with the implementation of the already prepared mentoring program. The program is reviewed with the new mentor and adjusted if necessary, using the documentation for the activities carried out up to that point..

Defined responsibilities and obligations of participants during the implementation of the mentoring program:

Mentor - introduces the trainee to the planning models in the kindergarten and the way of planning one's own work, as well as keeping various types of documentation and records related to educational work;

- explains to the trainee the overall organization of the kindergarten, the placement and connection of all elements in it;
- organizes different types of activities that the trainee will attend (workshops, counseling with parents, consultative work with other practitioner profiles, etc.);
- helps the trainee in planning and choosing strategies for realizing different types of activities;
- attends activities carried out by the trainee (*Attachment 9 provides a Form for a protocol for observation of activities and reflection*);
- holds weekly meetings with the trainee to discuss the activities attended and to plan improvement activities;
- introduces the trainee to the forms of work with different subjects in the educational process (children, colleagues and other practitioner profiles, parents);
- provides help and instructions during the preparation of the action research for the professional exam;
- together with the trainee, they put in the context of the activities the ethical side of the profession and the values that the professional worker should build, nurture and possess, in the direction of building a good climate in the kindergarten;
- organizes meetings to discuss professional development based on the trainee's portfolio;
- keeps a mentor's records book of the work with the trainee.

Trainee- the trainee plans his/her own work at the beginning with the mentor's help, and later independently;

- implements activities in which he/she applies different approaches to work with children, parents and colleagues where the mentor occasionally attends;
- attends the activities carried out by the mentor and/or other coworkers, events and activities and reflects on the connection with the practice (*Attachment 10 provides a Form for the trainee's reflective journal*);
- keeps records and documentation for one's own work according to the instructions received from the mentor;
- implements professional topics and/or workshops in front of colleagues from professional assets and requests feedback from them;
- reflects about one's own realization, reflects on his/her own work and asks for feedback from the mentor (*Attachment 10 - Form for the trainee's reflective journal*);
- studies the organizational culture of the kindergarten and adapts to it in different situations;
- makes a plan for personal improvement;
- studies other activities foreseen by the mentoring program (e.g., ethical aspects of the profession, preparation and implementation of action research, analysis of various aspects of educational work in school and reporting of the analysis, etc.);
- holds meetings with the mentor, other professionals in the kindergarten, the staff, the principal;
- keeps a reflective journal about his/her own work (*Attachment 10 - Form for the trainee's reflective journal*).

Manager – the mentor provides conditions and resources (material and human) for the smooth implementation of the mentoring program.

Professional staff- provides help and support to the trainee when he/she or his/her mentor asks for it

- involves the trainee in the work of professional staff
- invites the trainee to attend their classes or activities in agreement with the mentor
- attend trainee activities when invited in order to provide coworkers' feedback

Professional services- in agreement with the mentor, they provide concrete support to the trainee in dealing with different situations in the kindergarten;

- together with the mentor, they attend the trainee's activities and from their point of view give advice and instructions for work;;
- at least four times during the trainee period, they hold a meeting with the trainee at which they refer him to specific administrative activities during that period of the school year;
 - they involve the trainee in trainings and other forms of professional development that take place in the school.

5.6 Preparation for taking the internship exam

During the entire mentoring process, care should be taken that the trainee is ready to successfully pass the internship exam at the end of the training. In the second part of the internship, a greater emphasis is placed on the preparation of the internship exam, by enabling the trainee to hold visual activities and support in the selection, implementation and presentation of a small action research/case study and managing the professional portfolio. A trainee's portfolio should include:

- preparation and materials from visual activities and feedback on them;
- examples of children's papers with trainee comments;
- report on the conducted small action research/case study for professional exam.

Through the preparation activities for passing the professional exam, the trainee also gains confidence that he/she will successfully pass all parts of the internship exam.

The professional council reviews the report on the implementation of the mentoring program and on the achievement of the basic professional competencies, and based on it and other knowledge from the team makes a proposal for taking the professional exam or for extending the training for a maximum of six months with the same or another mentor.

During the entire mentoring process, documentation and records should be kept that will provide evidence for the completion of the training and readiness to take the professional exam.

Defined responsibilities and obligations of participants during the second half of the implementation of the mentoring program and its completion:

Mentor - the mentor helps the trainee to plan and prepare visual activities with children (for trainee-teacher or trainee-caregiver) and activities for professional assets or parents (trainee - professional worker, trainee - professional associate);

- gives the trainee feedback on visual activities with children, activities for parents and/or professional assets, when the trainee is a professional worker or professional associate;
- helps the trainee to choose a problem for a case study, i.e. a small action research;
- gives the trainee instructions for carrying out the small action research/case study;
- gives the trainee guidelines for organizing the portfolio.

Trainee – the trainee prepares and holds at least two activities in front of coworkers from the professional staff;

- based on the feedback on the activities held, it improves the following activities;
- with the help of the mentor, chooses a problem for a small action watch/case study;;
- conducts the research/case study and prepares a report;
- presents the report to coworkers from the professional staff;
- makes a selection of materials that will enter his/her portfolio.

Secretary - gives the trainee instructions for preparing the part of the exam that refers to laws;

- helps the trainee in registering for the trainee exam, checks whether he/she has provided the necessary opinions and documents.

Professional staff - gives an opinion on the trainee's readiness to take the professional exam based on the mentor's report on the implementation of the mentoring program and on the achievement of the basic professional competencies.

5.7 Monitoring the implementation of the mentoring program

Only the successful implementation of the mentoring program can be beneficial for the trainee, and therefore timely monitoring and evaluation of the implementation of the mentoring program is important.. Those processes should focus on whether the program is effective in achieving the goals and what are the aspects where it can be improved. Everyone involved in the implementation of the mentoring program has the obligation to follow certain parts of its implementation, however, the mentor and the trainee have a key role in this process.

After each joint activity, the mentor and trainee discuss the benefits of the activity and next steps. At the end of each month, the mentor and trainee reflect on the implementation of the activities from the work plan and, if necessary, make adjustments and changes to the work plan.

In the middle and at the end of the program, a mandatory evaluation of the previous realization of the mentoring program is made, on the basis of which the principal/manager makes a decision about the further course of the mentoring process and the internship. According to the way it is provided in the competent regulation (Article 142 of the Child Protection Act, 201):

- (8) After the end of the mentoring, the mentor and the trainee together prepare a statement on completed mentoring, in which they make an assessment of the realization of the goals determined in the program from

paragraph (7) of this article. The statement about completed mentoring is delivered within seven days to the person employed in the organizational unit for human resources management or the person who performs the tasks for human resources management if there is no organizational unit, who based on the statement issues a certificate for successfully implemented mentoring.

(9) In the event that the trainee did not achieve the goals, according to the program from paragraph (7) of this article, the mentor, within seven days, submits a statement about the unrealized goals to the person employed in the organizational unit for human resources management or the person who performs the management tasks if there is no organizational unit.

At the end of the internship, the mentor prepares a report on the realization of the mentoring program and on the achievement of the basic professional competencies. The mentor's opinion is used by the professional council to give an opinion on taking the professional exam.

At the end of the mentoring process, it is good for the mentor to do a self-evaluation, which will serve him/her for his/her professional and career development.

Defined responsibilities and obligations of participants in connection with monitoring and evaluation of the implementation of the mentoring program:

Mentor – the mentor continuously keeps records of the activities that they have realized together with the trainee;

- continuously reflects at the end of the month on the realization of the activities in that month;;
- makes a continuous evaluation of the mentoring program (*Attachment 11 provides a Form for the evaluation of the mentoring program*)
- continuously assesses the achievement of competencies;
- prepares an opinion on the implementation of the mentoring program and on the achievement of the basic professional competencies;
- continuously self-evaluates during the implementation of the program, especially in the area of communication, and at the end of the mentoring program in order to plan one's own promotion (*Attachment 12 provides a Form for reflection on the communication process*).

Trainee³¹- the trainee prepares and holds at least two activities in front of the coworkers from the professional staff;

³¹(9) In the event that the trainee did not achieve the goals, according to the program from paragraph (7) of this article, the mentor, within seven days, submits a statement about the unrealized goals to the person employed in the organizational unit for human resources management or the person who performs the human resources management tasks if there is no organizational unit.

(10) The trainee who has successfully completed the mentorship after the traineeship has passed a professional exam before a committee consisting of three members and their deputies, two of whom are public service providers who have at least the same level of education as the trainee and one member from the organizational unit for human resources management, and if there is no organizational unit, the person who performs human resources management tasks, formed by the head of the public institution for children.

- during the mentoring program, the trainee continuously thinks about one's own realization and asks for feedback from the mentor;
- continuously makes a plan for one's own improvement during the internship;
- continuously keeps records of own activities (portfolio) during the internship;
- continuously keeps records of the activities that he/she and the mentor realized during the mentoring program;
- prepares a written reflection on all realized activities, taking into account the trainee's acquired competencies;
- reflects on other professional development activities that he realized during the internship;
- continuously reflects at the end of each month on the realization of the activities in that month;
- continuously makes a self-evaluation of the achievement of competencies during the internship;
- continuously evaluates the mentoring program during its implementation, in its first part of 6 months, and at the end of the program ([Attachment 11](#) provides a *Form for the evaluation of the mentoring program*)

Professional services- during the internship, they monitor the trainee's work;

- give feedback and highlight points of improvement;
- propose trainings that the trainee can attend;
- manage the trainee's professional file.

Professional staff- follows visual lessons and gives feedback to the trainee

- oversees a small action research/case study presentation and give feedback.

(11) If the trainee successfully passes the professional exam from paragraph (10) of this article, the trainee is promoted to the next level after securing financial resources.

(12) The trainee who has not successfully passed the professional exam will have his employment terminated (Article 142 of the Child Protection Act, 2019).

6. Forms of mentoring support

Forms of mentoring support are part of the pedagogical documentation that the trainee and the mentor should keep. They refer to support in drawing up a personal plan for the trainee, for professional development - observing the work of the mentor; carrying out activities with the support of the mentor; individual implementation of activities with the presence of a mentor; carrying out activities independently and reporting to the mentor about their results, consultation with the mentor when preparing activities, evaluative discussions with the mentor after the activities are completed.

- observation of the mentor's work
- implementation of activities with the mentor's support
- Individual realization of the activities in the presence of the mentor
- Independent implementation of activities and reporting to the mentor about the output results
- Consultation with the mentor in preparation of the activities
- Discussion and evaluation with the mentor during and after completing the process.

7. Internship

Professional profiles that are employed for the first time in kindergartens have the status of an assistant, namely:

- Professional worker - trainee (Category B)
- Teacher – trainee (Category B)
- Professional associate - trainee (Category C)
- Caregiver - trainee (Category D)

According to the elaborated concept of Trainee Mentoring and the introduction of a trainee mentoring program (on-the-job training) for new kindergarten employees, it is recommended that the internship last for one year. It is planned that the one-year internship will be carried out according to the specific process, structure and content of the mentoring of trainees in kindergartens. The internship will follow the realization of the mentoring scheme and the mentoring program for the mentoring of trainees in kindergartens.

During the internship, the trainee is entitled to a paycheck in the amount of 90% of the salary of the professional profile for the position of professional worker, teacher, professional associate or caregiver.

During the internship, the professional profile of the position of professional worker - trainee, teacher - trainee, professional associate - trainee or caregiver - trainee are trained for independent educational and professional work by acquiring the basic professional competencies for the professional profiles from kindergartens (Output 1.1: Defined competencies for directors, caregivers, professional workers and co-workers in the pre-school institutions).

During the internship, the trainee is guided and directed by a mentor who is determined according to the established procedures for appointing a trainee mentor, determined by this document.

If there is no professional worker or professional associate in the kindergarten who can be appointed for the position of trainee mentor, in that case an expert worker or professional associate of the same professional profile can be appointed from another kindergarten in the area of the municipality.

During the internship, the trainee cooperates with the appointed mentor, with whom they organize and implement the mentoring program in accordance with the mentoring scheme.

For the purposes of organization and implementation of the mentoring scheme and program, instruments provided in the attachment to this document will be used, which refer to:

- Mentoring Scheme - 1
- Mentoring scheme – 2
- Form for mentoring program

During this process, the trainee prepares to take the professional exam. For the needs of the implementation of the mentoring program, the tools attached to this document will be used, which refer to:

- Form for self-evaluation of trainee needs
- Form protocol for observation of activities and reflection
- Form for reflective journal of the trainee
- Form for evaluating the mentoring program
- Form for reflection on the communication process

The tools aim to determine the trainee's readiness to take the professional exam.

The implementation of the mentoring program and the passing of the professional exam are recommended to be implemented in parallel with the licensing process. That is, the professional exam and taking the license exam are set as complementary processes.

One person can mentor a maximum of two trainees at the same time.

For performing the work of a trainee mentor, the institution/MLSP pays the mentor a compensation in the amount of 10% of the paycheck.

The professional staff, based on the report of the trainee mentor, on the mastery of the basic professional competencies and his readiness to take the professional exam, within 15 days from the day of receiving the report, makes a proposal for taking the professional exam or for the continuation of the internship for a maximum of six months with the same or another mentor (if necessary).

If, even after the extended traineeship, the trainee does not receive a proposal from the professional asset to take the professional exam, his employment in the kindergarten will be terminated.

The professional exam is conducted in two exam periods during the educational year - autumn and spring exam period. The autumn exam period lasts from October 1 to November 30, and the spring exam period from March 1 to April 30.

The trainee who does not pass the professional exam can apply again and take the exam in the next exam period. If he/she does not pass it in the next exam period, his/her employment in the kindergarten will be terminated.

The trainee who passed the professional exam is issued a certificate for passing the professional exam no later than 15 days from the day of taking the professional exam. The certificate is issued by the MLSP. For the certificates issued by the MLSP, it is necessary to keep written and electronic records.

8. ATTACHMENTS:

Attachment 1: Application form for a competition for a mentor of a kindergarten trainee

Attachment 2: Cover letter for applying to the trainee mentor competition

Attachment 3: Recommendation form for the candidate - mentor of a kindergarten trainee

Attachment 4: Form - Scheme for evaluating candidate - mentor of a kindergarten trainee

Attachment 5: Scheme of preparatory steps

Attachment 6: Mentor scheme - 1

Attachment 6: Mentor scheme - 2

Attachment 7: Form for self-evaluation of trainee needs

Attachment 8. Form for mentoring program

Attachment 9. Form protocol for observation of activities and reflection

Attachment 10. Form for reflective journal of the trainee

Attachment 11. Form for the evaluation of the mentoring program

Attachment 12. Form for reflection on the communication process

Attachment A. Evaluation of the mentor's training needs

Attachment 1 Form - Application for a competition for a mentor of a trainee in a kindergarten

COMPETITION APPLICATION

Name and surname of the candidate:

Public institution for children-Kindergarten:

Date:

Years of work experience in education:

Years of work experience in kindergarten:

The candidate applies to be a mentor of a kindergarten trainee for the appropriate professional profile:

- A) mentor-professional worker
- B) mentor-teacher
- C) mentor-professional associate
- D) mentor-caregiver

Attachment 2 Form – Cover letter for applying to a competition for a trainee mentor

COVER LETTER

Name and surname of the candidate:

Public institution for children-Kindergarten:

Date:

Guidelines for writing a cover letter:

- *The letter should not be longer than 500 words;*
- *Should state the professional motive for mentoring a trainee;*
- *Should describe how he/she will identify the trainee's needs and the ways in which he/she will provide support.*

Attachment 3 Form – Recommendation for the candidate - mentor of a kindergarten trainee

RECOMMENDATION

Name and surname of the candidate to whom the recommendation refers:

First and last name and job position of the person giving the recommendation:

Kindergarten/organization/institution of the person making the recommendation:

Date:

Guidelines for writing a recommendation:

- *The letter should not be longer than 500 words;*
- *Should state the reasons why the recommender believes the candidate would be successful as a kindergarten trainee mentor;*
- *Should state the personal characteristics that the candidate possesses, which the recommender considers important for a kindergarten trainee mentor;*
- *To describe specific examples of situations where the candidate has been observed demonstrating helping, advising or guiding less experienced coworkers.*

Attachment 4 - Scheme for evaluating candidates for kindergarten trainee mentors

Name and surname of the candidate being evaluated:

Name and surname of the member of the selection committee:

Public institution for children-Kindergarten:

Date:

Evaluation guidelines- Each criterion is scored with 0, 3, 5 or 10 points respectively. Which is: 0 - absence of criterion; 3 means unsatisfactory; 5 satisfactory and 10 fully meets the criterion. The maximum number is 60 points. At least 60% of the total number of points, i.e. 36 points, is required for the candidate to be placed on the proposed list of mentors of kindergarten trainees.

Remarks	ADMINISTRATIVE EVALUATION FIRST SELECTION with a maximum total of 10 points						COVER LETTER		RECOMMEN DATIONS			Points	
	Adequate education	Valid license	Work experience	Disciplinary measure	Evaluation rating	Poi nts	Professional motive	Needs and support	1	2	3		
UNFULFILLED						0						0	
CRITERION													3
FULFILLED						2						5	
CRITERION													10
Total points	Maximum 10							Max. 20		Max. 30			

Scoring Guidelines for Mentor Selection Criteria

Administrative evaluation

The administrative criteria refer to the requirements specified in the Child Protection Law for the level of a mentor (level of education, work experience and possession of a license), as well as basic indicators of the behavior of the person applying for a mentor, which are necessary in the role of a mentor - disciplinary measures and professional evaluation.

Criterion / condition	Points	
	Does not fulfill	Max.
Completed appropriate education (acquired 240 credits according to ECTS or completed higher education VII/1 degree or appropriate secondary education)	0	2
At least 7 years of work experience in a kindergarten	0	2
Has the appropriate work license	0	2
Has not been subject to disciplinary measure in the last year	0	2
Has been rated "4" or "5" on the latest evaluation	0	2

Professional evaluation - assessment of the professional motive and understanding of the mentor's role through the cover letter and recommendations

The special criteria for evaluating the eligibility of the candidate for trainee mentor refer to:

- The candidate's professional motive, where the scoring takes place according to an analysis of the candidate's reasons for wanting to be a mentor - wants to encourage the development of the other's potential, willingness to share his/her knowledge
- Professional competencies
- Understanding the trainee's needs
- Personal characteristics – specifying characteristics such as: patience; attentive listening with understanding of others – giving space to others to express themselves; openness to questions from others; willingness to help, etc.

A detailed description of how to score for each of the listed criteria is given in the table below:

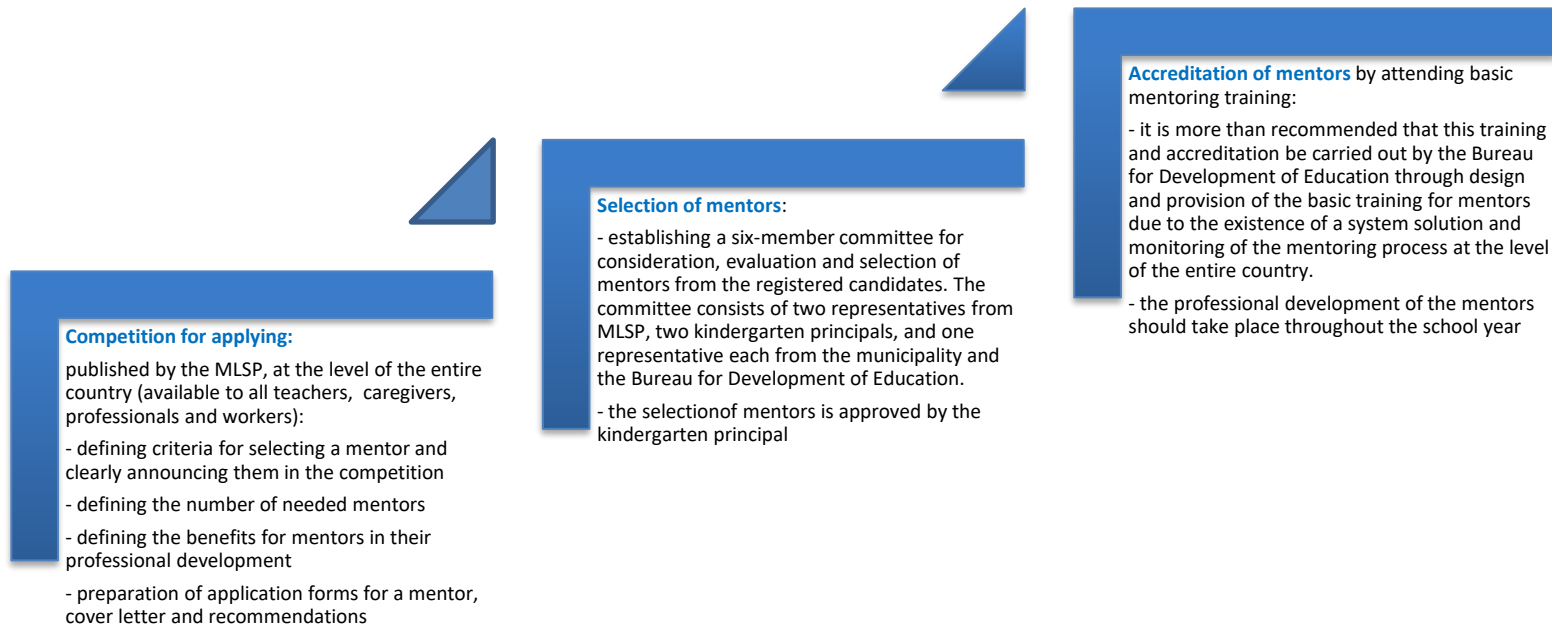
Points	Description of the criterion the candidate owns
COVER LETTER	
Professional motive	
0	No appropriate professional motive has been stated, such as understanding the role of the mentor, a clear desire to support the less experienced to develop their potential, improvement of the quality of educational work as a whole, opportunity for their professional development through mentoring, etc.
3	Two to three reasons for applying for a mentor are given, but not sufficiently well explained
5	There are sufficiently well-explained motives for applying to the competition, while the internal motivation is recognized
10	An excellent description of the desire to be a mentor – a clearly expressed desire and willingness to transfer knowledge to others, support the less experienced in dealing with challenges, positive encouragement through recognition of the other's strengths, recognition of one's contribution as a mentor in the advancement of the profession of educational and caring activity, recognition of the experience of a mentor as a way of growth and development in the profession and career, etc.
Professional competencies	
0	No clear and appropriate professional competences are specified
3	The professional competencies are listed exhaustively, but there is no personal mark, nor examples of the listed competencies
5	Several professional competencies that he/she possesses are listed and one or two examples through which he/she reflects them.
10	Specifying outstanding and proven professional competencies (with examples), including participation in the preparation of activities related to professional development, held more than five (5) visual activities/trainings for staff within the framework of the professional development program, production of visual aids for different age groups, keeping neat pedagogical records, examples of using a variety of methods, techniques and strategies for working with children, examples of excellent cooperation with parents, outsiders and institutions, examples of participation in organizing events are listed, manifestations etc. in the kindergarten or beyond, projects for the promotion of the educational activity in which the candidate participated, as well as trainings for professional and personal improvement organized by the municipality, by other organizations or attended independently, etc.
Understanding the trainee's needs	
0	The trainee and his/her needs are not mentioned in the cover letter

3	Insufficiently clear examples of how he/she would recognize the trainee's needs, does not give the impression that he/she understands the needs or how he/she would take them into account.
5	One or two examples of how the trainee will understand the following: listening carefully, asking the trainee for his/her opinion and ideas, encouraging and motivating, establishing a friendly and safe relationship with the trainee to make them feel welcome, introduces the trainee to the team and teamwork in the kindergarten, includes him/her in the professional community, develops a relationship of trust and open communication with the trainee (he/she is confidential about the information shared with the trainee), encourages self-confidence, etc.
10	A clear and unambiguous description of understanding the trainee and his/her needs by indicating more than five of the following: listening carefully, asking the trainee for his/her opinion and ideas, encouraging and motivating, establishing friendly and safe relations with the trainee so that he/she feels welcome, introduces him/her to the team and teamwork in the kindergarten, includes him/her in the professional community, develops a relationship of trust and open communication with the trainee (he/she is confidential about the information shared with the trainee), encourages self-confidence, etc.
<p>AVERAGE SCORE OF THE COVER LETTER is obtained by adding up all the points given according to the individual criteria and dividing by the number of criteria (3), for example; motive -3, competences – 5, understanding of needs – 0: $3+5+0=8$; $8/3=2.66$ is rounded up to 3 and that order of points is marked in the grading scheme</p>	
<p>RECOMMENDATIONS</p>	
<p>Professional competencies</p>	
0	No clear and appropriate professional competences are specified
3	The professional competencies are listed exhaustively, but there is no personal mark, nor examples of the listed competencies
5	Several professional competencies that he/she possesses are listed and one or two examples through which he/she reflects them.
10	Specifying outstanding and proven professional competencies, including participation in the preparation of activities related to professional development, held more than five (5) visual activities/trainings for staff within the framework of the professional development program, production of visual aids for different age groups, conducting proper pedagogy records, examples of using the fan method, techniques and strategies for working with children, examples of excellent cooperation with parents, outsiders and institutions, examples of participation in organizing events, manifestations, etc. are listed. in the kindergarten or beyond, projects for the promotion of the educational activity in which the candidate participated, as well as trainings for professional and personal improvement organized by the municipality, by other organizations or attended independently, etc.

Personal characteristics	
0	Personal characteristics distinguishing the mentor are not specified: attentiveness, dedication, openness, approachability, selflessness in sharing and exchanging ideas and activities with other coworkers, friendly attitude, resolving misunderstandings with open conversation, without causing conflicts, positive and friendly relationship, cheerfulness and smiling, etc.
3	One to three personal characteristics are listed, without citing examples in support of them.
5	Listed three to five personal characteristics for the candidate such as attentiveness, commitment, openness, approachability, selflessness in sharing and exchanging ideas and activities with other coworkers, friendly attitude, resolving misunderstandings with open conversation, without causing conflicts, positive and friendly relationship, cheerfulness and smiling, etc.
10	More than five personal characteristics are listed and authentically explained, including attentiveness, commitment, openness, approachability, selflessness in sharing and exchanging ideas and activities with other coworkers, friendly attitude, resolving misunderstandings by open conversation, without causing conflicts, positive and friendly attitude, cheerfulness and smiling, etc.
Examples given in the recommendation	
0	There are no suitable examples that support the given descriptions of the candidate's professional competencies and personal characteristics
3	Gives an example that backs up his/her assessments of competence and personal characteristics, but it is not detailed enough to be well understood.
5	One or two examples are provided that clearly demonstrate the competencies and/or personal characteristics of the trainee mentor candidate.
10	There are more than two examples from the practice of the candidate for whom the recommendation is given, through which the competences and/or personal characteristics of the candidate are presented very clearly.
AVERAGE RECOMMENDATION SCORE – each recommendation is evaluated separately and for each recommendation an average score is obtained by adding up all the points given according to the individual criteria and dividing by the number of criteria (3), for example; competencies -3, personal characteristics – 5, examples – 3: $3+5+3=11$; $11/3=3.66$ is rounded up to 3 and marked with that order of points in the grading scheme.	

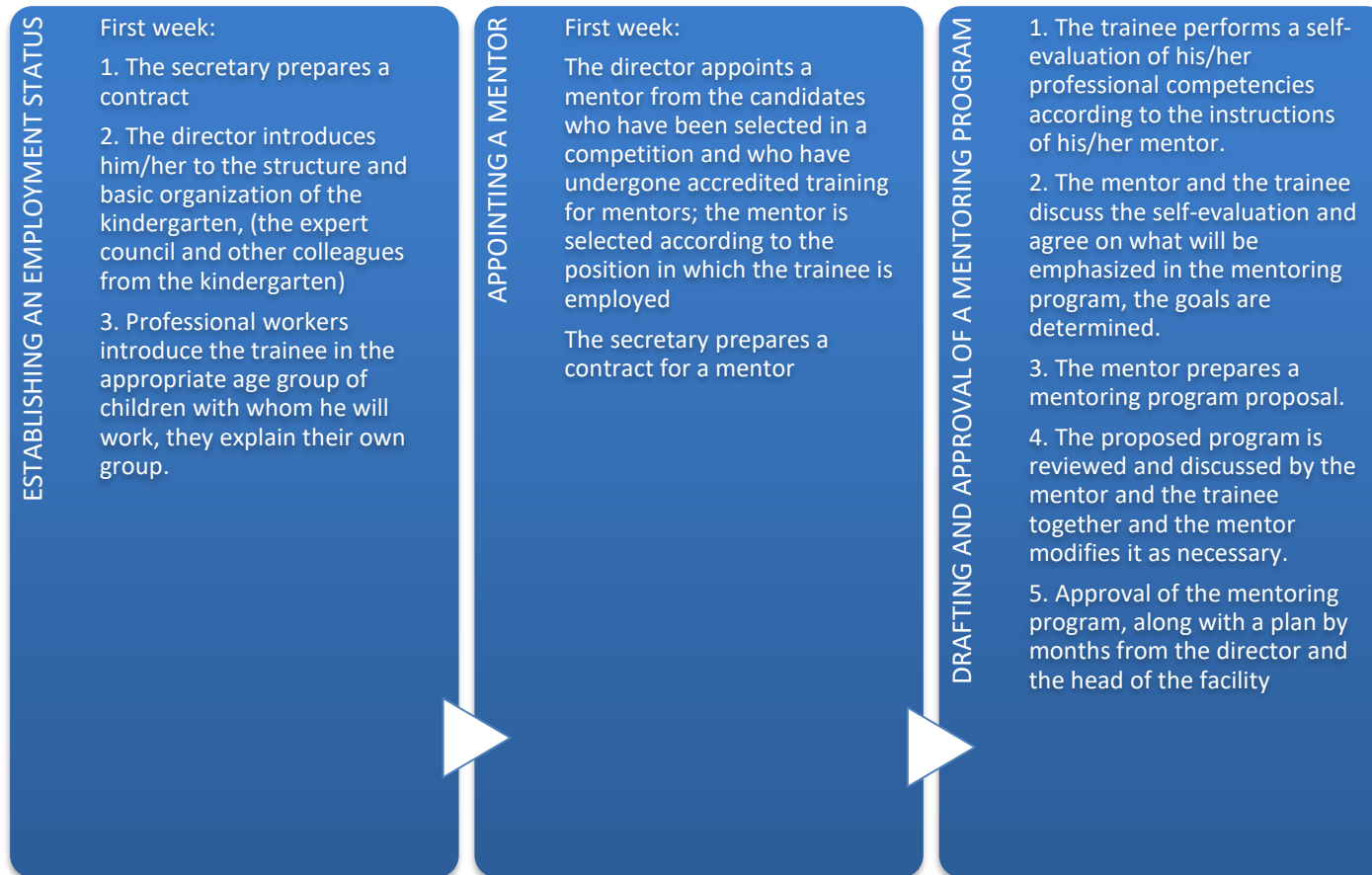
Attachment 5: Scheme of preparatory steps

– a procedure for selecting mentors at least six months before starting the mentoring process



Method and form of providing mentorship for professional profiles employed in kindergartens and introducing a mentoring scheme for beginners





Attachment 6: Mentoring scheme – 2a



Attachment 7. Self-evaluation form of the trainee about his/her support needs

Trainee: _____

Mentor: _____

Kindergarten: _____

Date: _____

At the beginning of the internship, in order to prepare a more appropriate mentoring program, it is recommended that the trainee reflect on his/her needs for support. Think about and evaluate each of the competencies below and indicate which most or most closely indicates the level of need for help.

Рамка на оценување на потребата од поддршка/помош:

1 – No need for help

2 – Little need for help

3 – Moderate need for help

4 - Great need for help

5 – Necessary help

Professional competence/need for support*	Answer				
	1	2	3	4	5
To understand what is expected of me as a trainee.					
Applying Knowledge of the Early Learning Standards.					
Understanding the Early Learning and Development Program					
Communication with the Director/Principal					
Communication with coworkers					
Communication with parents					
Organizing and managing the group/children					
Maintaining discipline with children					
Obtaining resources - materials and visual aids					
Planning of educational work					
Planning according to individual differences between children					
Keeping the pedagogical record					
Using different forms, techniques and methods of work (strategies)					
Conducting whole group group activities and discussion					
Designing the work in smaller groups / educational centers					
Understanding the system of evaluation of the educational staff in the kindergarten					
Determining the needs of children					
Determining children's progress					
Motivating children					
Helping children with special educational needs					
Understanding my rights and obligations as a teacher/caregiver/professional worker/associate					
Managing my time and work					
Coping with stress					

Other:					
Other:					

*The listed competencies in the table refer primarily to the professional profile of the educator and are only an example. They can be changed according to the professional profile of the trainee - therapist, art pedagogue, music pedagogue, psychologist, etc. The proposed template is dynamic and may undergo changes, i.e. the trainee may add or remove competencies, appropriate to his needs.

Attachment 8. Form - Mentoring program (monthly plan)

Note: the example of the mentoring program plan is given for the ideal situation of starting the internship and mentoring the trainee at the beginning of the school year, starting from September. As in the previous forms, the example refers to a teacher trainee, so the areas and activities relate to that professional profile. For each other professional profile, the appropriate areas and activities for the specific trainee should be planned, according to the description of the work tasks for his/her profile, according to the systematization, as well as the needs of the specific trainee.

Month	Content/ area	Activities	Trainee	Mentor	Notes
SEPTEMBER	Introduction to educational work	<p>Establishing contact, determining the trainee's needs and agreement on mutual cooperation.</p> <p>Introduction to educational work in its entirety (organization, number of educational groups, forms for children's stay, roles, tasks, planning, professional assets, etc.), with educational areas, legislation, program documents and modern educational trends.</p> <p>Introduction to the annual educational plan and program and the relationships between their components (goals, content, didactic directions, concepts, activities).</p> <p>Introduction to the organization and equipment of the premises for the educational activity (occupational) and other common premises</p> <p>Introduction to the project activities</p> <p>Keeping pedagogical records</p> <p>Other...</p>	<p>Example: Fills out a self-evaluation questionnaire and discusses it with the mentor; Studies the program...</p> <p>Etc.</p> <p>Note: Both the trainee and the mentor write down the specific tasks they will complete in the month</p>	<p>Example: reviews the answered questionnaire for self-evaluation of the needs of the trainee and discusses it with him/her in order to be able to prepare an appropriate mentoring program.</p> <p>Preparation of a mentoring program proposal, discussion with the trainee and modification as necessary. Delivery of the program to the principal/head of the institution.</p> <p>Etc.</p>	

Method and form of providing mentorship for professional profiles employed in kindergartens and introducing a mentoring scheme for beginners

	Planning and preparation of educational work	Introduction to the structure of all types of planning of the educational work according to the legal regulation, with the integrated thematic planning according to the Early Learning and Development Program Preparation of daily planning of the educational work of a trainee according to the integrated thematic annual program in the kindergarten.			
OCTOBER - AUGUST	Realization of educational work	Introduction to modern strategies for the realization of educational work. Introduction to the methodical approaches specific to certain educational areas, the work by centers Mutual visit of activities of the mentor and trainee as well as other colleagues during which various techniques, methods, forms of work and visual aids are applied.			During the first six months of mentoring (September-February) two hours a week, i.e. in the second six months (March-August) one hour per week
	Monitoring the development and progress of children	Introduction and discussion of the Standards for Early Learning and Development and the corresponding achievements of children and modern methods for monitoring development Demonstration of activities by the mentor using different methods to determine progress or acquired knowledge and skills. Preparation of instruments for determining children's progress, for monitoring socio-			

		emotional, psychomotor and cognitive development.			
Meeting the students' needs		Monitoring the mentor during: planning and realization of leisure activities, organizing cultural, sports and other socially beneficial and humanitarian actions in which children participate, leading leisure activities and working with children on projects and research, etc.			
Creating a safe and stimulating learning environment		Learning group management strategies, possible threats to children's physical and psychological safety, and mechanisms for dealing with cases of violence and discrimination on any basis. Integrating content to promote a healthy way of living and education to take responsibility for one's own health and to protect the environment. Learning effective techniques for effectively dealing with inappropriate and disruptive behavior and promoting positive behavior in the workplace.			
Social and educational inclusion		Getting to know the documents for the protection of the rights of the child and with the different concepts and models for inclusive education. Getting to know the composition of the children in the kindergarten, with the way of planning and implementing activities for a			In the first six months of the mentorship

		group of children with special educational needs and if there is a professional collaborator in the kindergarten - a special educator/speech therapist, establishing cooperation with him/her.			
	Communication and cooperation with the family and the wider community	Getting to know the ways of cooperation with the family and the local community and the possibilities for their participation in the life of the kindergarten. Attendance of the trainee at parent meetings conducted by the mentor; Realization of specific activities with children with the involvement of parents and the community.			
	Professional development and professional cooperation	Getting to know and talking about the competencies of the educational staff, effective models and opportunities for professional development and advancement in the profession. Involvement in professional development activities as an integral part of the annual program. Including the professional portfolio as a key part of professional development. Monitoring and evaluation of the planned activities for professional development and using the obtained results for planning the next activities. Participation in professional activities, visit and implementation of open (visual) activities.			In the second half (last six months) of the mentorship

Method and form of providing mentorship for professional profiles employed in kindergartens and introducing a mentoring scheme for beginners

		Realization of action research that is presented to professional assets. Evaluation and self-evaluation - preparation for taking a professional exam.			
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Trainee: _____ Mentor: _____ Kindergarten: _____ Date: _____

Activity: _____

On a scale from 1 to 4, 1 is the lowest and 4 the highest category for analyzing the following aspects:

Preparation:	1	2	3	4	No tes *
Quality of the daily preparation of the activity					
Educational goals::					
Appropriateness of the goals to the children's developmental opportunities and abilities – how well the goals are aligned with the developmental opportunities					
Clarity of goals – how clear the goals are					
Performance of the activity:					
Appropriate choice of the form of work					
Appropriate choice of work technique					
Appropriate choice of work method					
Materials used:					
How appropriate is the choice of materials, how much does it stimulate interest among children					
Effects of using materials on children's development and learning					
Children's development and learning:					
Teaching and tutoring children					
Children solve problem situations (only if the activity is suitable for a problem-solving approach)					

Communication and interaction with and between children					
How dedicated are the children during the activity					
How much it creates a stimulating climate and atmosphere for work					
Follows and respects the interests and needs of children					
How holistic is the approach in working with children					
How much the game method is used					
Reflection:					
Monitoring the achievement of the goals - what contributed to achieving the goals, and what was an obstacle; how the trainee felt; what could she have done differently, etc.					
What effects were achieved in children – what contributed most to the effects in children?					

Attachment 10. Form for reflective journal of the trainee

Trainee:

Mentor:

Kindergarten:

The journal is kept throughout the year for activities agreed upon by the mentor and trainee, but the trainee can keep the journal more often if he/she considers it useful for his/her learning. It states the date, the role of the trainee (observes the mentor or independently realizes the activities) and gives a brief description according to the stated questions.

ACTIVITY THAT IS OBSERVED:	DATE:	ROLE OF THE TRAINEE (observes or works - together or independently)	DESCRIPTION: What kind of work does the mentor do? What does the mentor convey? What effects does the mentor achieve at work? What is the general climate and atmosphere like? What does the mentor want to achieve?	REFLECTION: What did I learn from this activity? What was most important to me? What else do I want to learn?
WORKING WITH CHILDREN				
WORKING WITH PARENTS				
WORKING WITH COWORKERS				
COLLABORATING WITH A PROFESSIONAL WORKER/ASSOCIATE				
KEEPING PEDAGOGICAL RECORDS				
ANALYSIS OF THE PROFESSIONAL PORTFOLIO				
ORGANIZING A VISIT TO A FACILITY, EVENT, GUEST, ETC.				

Method and form of providing mentorship for professional profiles employed in kindergartens and introducing a mentoring scheme for beginners

... (activities for which the trainee and the mentor have been agreed upon are added)				

Attachment 11. Form - Evaluation of the mentoring program

On a scale from 1 to 4, 1 is the lowest and 4 the highest category for analyzing the following aspects.

GUIDELINES GIVEN IN THE AREA OF:	1	2	3	4	Note
The educational program					
The educational process					
Management of the playroom.					
Resources (materials, manuals, visual aids)					
Feedback from the observation					
New experiences to improve educational work					
Effectiveness and efficiency of the mentoring program					
Kindergarten orientation					
Legal issues and contract rights and obligations.					
TOPICS / ACTIVITIES OF THE GREATEST HELP FOR ME AND THE TRAINEE ARE:					
RECOMMENDATIONS AND IDEAS FOR IMPROVING THE MENTORING PROGRAM:					

Note: As in the previous forms, the example relates to a teacher trainee, so the areas assessed relate to that professional profile and are aligned with the mentoring program. For each other professional profile, the appropriate areas for the specific trainee should be planned, according to the job description for his/her profile, which are also listed in the mentoring program as areas.

The evaluation is done by both the trainee and the mentor, independently or together. If each party first does the evaluation independently, then the evaluations are compared in a joint meeting and those evaluations that differ the most are discussed in particular, in order to understand what each of the two parties meant.

Attachment 12. Form - Reflection on the quality of communication*

*Both the mentor and trainee reflect on their own communication skills in order to improve them, as it is key to a successful mentoring process. It can serve as a basis for conversation between the mentor and the trainee. During the training, it was discussed how often the reflection should be done, and the recommendation is as often as the trainee or mentor feels the need.

Mentor: _____ Trainee: _____ Kindergarten: _____ Date: _____

In a scale from 1 to 4, 1 represents the lowest and 4 the highest grade category when analyzing the way of communicating, for the following statements:

Questions for reflecting:	1	2	3	4	Note* *
I always do what I say I will do (keeping your word is important for building trust, especially at the beginning of a relationship).					
I am confidential about the personal and professional matters that the other person (trainee/mentor) shares with me.					
I answer all questions accordingly.					
I express my own thoughts and feelings on the issues that are discussed					
I respect the trainee/mentor's ideas and feelings, even though I may not agree with them.					
I check that my assumptions or beliefs about the topic I am communicating about are correct.					
I encourage while listening (look the interlocutor in the eyes, nod, ask questions to encourage the interlocutor).					
I use clear language of communication, using simple words, giving examples, etc.					
I use my non-verbal communication to emphasize the message (facial expression, voice tone and pitch, body posture, etc.).					
I leave enough space for clarification and clarification, I don't rush the conversation to end.					
I am sensitive to ambiguous messages and I take them into account in communication and check if I have understood correctly.					
In addition to facts, I also discuss thoughts and feelings when discussing issues (for example, when a planned					

activity has failed, I ask how it felt and what the other party thought).					
I encourage giving details about getting and giving important information (by asking questions I try to find out exactly what is going on to understand better, I don't assume).					
My way and approach to work are understandable and effective.					

** In Notes, you can put an explanation for the given assessment, what insights we have come to through the reflective practice, or if we have talked to the other party about that specific issue, what kind of feedback we have received.

Attachment A. Form - Self-evaluation for the mentor's training needs

Note on this form: Any trainee mentor candidate selected by the Selection Committee will be required to undergo basic mentor training as a requirement for mentor accreditation. For this purpose, it is desirable that each selected mentor candidate do a self-assessment using the reflective tool provided in this template. In this way, every candidate mentor will enter more prepared and with a clear picture of what to expect from the training. The example given below is intended for a professional educator profile. Each profile can modify the specific statements about different aspects of the work according to their role and job description, because each mentor will mentor a trainee from their professional profile.

Choose a score from 1 to 5 that most or most closely indicates the level of need for assistance in the area described in each individual claim. Interpretation of grades:

1 - No need for help **2** - Little need for help **3** - Moderate need for help **4** - Great need for help **5** - Necessary help

	1	2	3	4	5
MENTOR'S BASIC KNOWLEDGE AND SKILLS					
To learn more about what is expected of me as a mentor					
How do I determine the trainee's needs?					
Developing interpersonal skills necessary for mentoring					
Providing emotional support to the trainee					
Knowledge of the principles of adult learning to assist in the professional development of the trainee					
Ways to help the trainee socialize better in kindergarten					
MENTOR'S KNOWLEDGE AND SKILLS FOR BETTER ORGANIZATION OF THEIR MENTORING ROLE					
How to take notes from the observation of the trainee in different activities					
How to successfully organize and manage my time and work during mentoring					
Developing problem-solving strategies					
MENTOR'S KNOWLEDGE AND SKILLS TO SUPPORT THE TRAINEE IN THE PERFORMANCE OF EDUCATIONAL WORK					
Helping the trainee in how to manage the workshop					
Assistance to the trainee in the preparation and implementation of various strategies of educational work					
Assisting the trainee in maintaining discipline					
Finding resources and materials for the trainee					
Guidelines for effective joint performance of educational work with the trainee					
How to help a trainee develop a long-term professional development plan					
MENTOR'S KNOWLEDGE AND SKILLS FOR SUPPORTING THE TRAINEE IN WORKING WITH CHILDREN AND MONITORING THEIR DEVELOPMENT					
Helping the trainee how to motivate the children					
Helping the trainee to determine the children's needs					
Helping the trainee make a plan for individual differences among children					
Helping the trainee in approaching and working with children with special					

Method and form of providing mentorship for professional profiles employed in kindergartens and introducing a mentoring scheme for beginners

educational needs					
Assisting the trainee to assess/evaluate the children's progress					

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