

Mentoring in VET, developing European perspectives

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Mentoring in Slovakia: Status, Practice and Policy



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Confusions about terms

Difference btw Mentoring, Tutoring, Coaching in Practice

Coaching - Sport team guidance

- **Indirect assistance, nonformal (Socratic☺) approach, Ψ**

Mentoring – **Bad connotation: Condescending, scolding, boring ☹**

Tutoring – **Professional assistance (e-tutoring)**

Regardless of origins: Do not mentor me!!!

Different roles of mentors in respective segments of VET

CVET: From mentoring to coaching, e-tutoring; (Associations!)

IVET : Functions and Roles rather than Professions

Current Status and Practice

Measure No. 16/2001 Coll. on the Classification of Occupations

Cat. No. 23 divided into 5 groups and 17 subgroups; 81 occupations

Cat. No. 33 divided into 4 groups and 9 subgroups; 42 occupations

No regulation in CVET

Semiregulation of pedagogical staff functions

- **Education Counsellors at primary and sec. schools**
- **UNI Tutors for students (counsellors)**
- **Teaching Practice Mentors for student teachers at training schools**
- **Mentors for novice teachers**

Mentors for novice teachers (trainers)

- **No formal system for training mentors**
- **Experience expected, no qualification needed**
- **No code of practice set**
- **Mentors selection and mentors and mentees matching under the responsibility of the director**
- **No obligatory assessment**
- **One year assistance, one year more optional**
- **Difference in approach**
 - **Taking under wing**
 - **Individual assisting**
 - **Supervised assistance by the director**

Lacking motivation for quality mentoring within public service?

New Policy: Reform in Progress

- **„Draft Concept Paper for the Professional Development of Teachers in a Career System“ adopted by the government on April 18, 2007**
- **Legislative principles approved by the Government on November 10, 2007**
- **Act drafting in progress (1Q,2009)**
- **Professional standards in process of development (partly already published and submitted to discussion)**

Continuing Professional Development Model in Slovakia (2007 Policy paper, 2009 Act)

Career*	1st path (regular)	2nd path (subject taught expert)		3rd path (specialist)		
Level / Path				Pedagogue- specialist	Leader/ Manager	
4th Level		↑	2 nd Attest holder ↑	⇒ <i>Mentor</i> <i>Trainer (?)</i>	2 nd At	2 nd At
3 rd Level	↑	1 st Attest holder ↑	⇒	<i>Mentor</i> (<i>i.a.</i>)	1 st At	1 st At
2 nd Level	Independent ↑	⇒				
Beginner	⇒ (Adaptation)					

Instruments: ⇒ credit gathering (financial bonuses); ↑ exams (upgrading)

* All staff categories (teachers, trainers, other facilitators...)

Template of Professional Standards of Teachers

Dimensions	(Overarching) Competences	(Specific) Knowledge, Skills, Attitudes	Indicators, Tools (incl. obligatory certification)
1. Student	Identification of	6 items in total	
	specificities of personal development (1.1)		
	psycho/social determinants of his/her learning (1.2)		
	sociocultural determinants of indiv. Development (1.3)		
2. Learning Process	Process Controlling (represented by six competences 2.1-2.6)	13 items in total	
	Conditions Creation (represented by two competences 2.7-2.8)		
	Personal Development of Students (represented by three competences 2.9-2.11)		
3. Selfdevelopment	Identification of	6 items in total	
	needs of individual development (3.1)		
	needs of professional role and his/her organisation development (3.2)		

Current hot topics

- **Trend towards competence based approach**
- **Professional standards will be developed**
- **On the other hand also criticism**
 - **Risk of overregulation?**
 - **Risk of Cartesian „decomposition“ trap**
 - **Taylorism instead of expertise**
 - **Erosion of intrinsic motivation irreplaceable**

Debating competences crucial!

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Thank you for your attention!



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