

. UNISER TEACHER TRAINING PROGRAM STANDARDS

1. A general presentation of the hosting partner on the first day of activity:

'Checkin' is a Youth Faith Tourism project, founded and supported by the Maltese National Federation of the Past Pupils and Friends of Don Bosco. 'Checkin' focuses on creating opportunities and facilitating experiences for young people to embark on a journey of self-exploration and engagement with nature, culture, and travel.

'Checkin' welcomes young people and educators to learn about the Maltese culture and heritage, but also offers non-formal educational opportunities to explore further one's abilities and skills. 'Checkin' offers a variety of products which will help young people and educators to explore the Maltese islands from a fun and spiritual point of view.

For this training course there will be two dedicated trainers who will support the participants throughout the training course from beginning to end. These trainers are part of the CheckIn organisation and are involved in the creation of this training course. Both trainers have delivered this training course.

2. Training course summary:

This course provides the essential knowledge and skills that help educators to mentor students who express difficult behaviour. This is achieved through providing insight into the process of mentoring, learning essential mentoring skills sharing of experience and practical activities.

Day 1 – What is a mentor: Introduction to the five-day programme and sharing of experiences. Getting to know each other and learning what the role of a mentor is.

Learning on Attachment: understanding the different types of attachment a person can create and how these may affect students with challenging behaviour.

Learning from Experience: Witnessing the stories of young people.

Day 2 – Understanding Trauma: Understanding what trauma is and causes of it. Understanding different behaviours and challenges that may encounter traumatic experiences.

Leadership role in mentoring: Understanding if one should lead during a mentoring experience or not to lead. How should this be done to safeguard the young people and children.

Day 3 – Focusing on the Hero's Journey – an exercise to help understand the mentoring experience.

Day 4 – Asking the right questions: What questions should one ask as a mentor and what questions will help the mentor to support the young person better.

Communication and Active listening: Learning on the best way to communicate with the young person and listen to their stories and their experience in the right way, preventing any forms of distraction.

Tools for Mentoring: Learning the right tools and skills needed to be an effective mentor.

Day 5 – Relationships and Risk Factors: Understanding different relationships and the risks that a mentor may take during the sessions and relationship with the young person.

Tools for Self-Reflection: Learning how the mentor can reflect on the relationship they have with the young person and understanding what tools can help the mentor to use for a stronger and better relationship.

3. Training course learning outcomes:

The participants will acquire knowledge to:

- Understand the meaning of mentoring and gain theoretical knowledge on the personal and social issues that influence challenging behaviour.
- Obtain basic theoretical background on the role and value of mentoring.
- Recognize the ethical framework within which mentoring can function.
- Develop communication theory and its processes.
- Learn from best practices.

The participants will also be able to:

- Identify specific areas of growth for the mentee.
- Use helping skills such as attending, paraphrasing, active listening, and empathy.
- Demonstrate skills in verbal and nonverbal communication.
- Be able to create and maintain a safe space for mentor and mentee.
- Be able to use tools and skills useful in mentoring.

4. Participants requirements:

It is suggested that teachers are to find accommodation in the centre of Malta (St. Julians, Sliema, Gzira, San Gwann) as most sessions will take place in Sliema. Transport will not be provided to the training centre but will be provided if the session takes place in another location. Participants will be contacted if any changes are done.

5. Validation:

This course will use a mixed learning approach consisting of a training seminar, self-learning, practical sessions, role plays, and personal reflection. Participants will also be expected to engage in an amount of self-study in each module.

At the end of the course the participants will receive a certificate of participation. However, they can also apply to receive an Award equivalent to 4 ECTS. For the Award, the participants will be assessed on their attendance and participation. Attendance is obligatory. The trainers will be assessing the abilities and aptitude of each participant as part of their assessment in the training programme. During the sessions, the learners will be provided with evaluation sheets to help them in reflecting on the achievement of the learning outcomes.

At the end of the course, the participants will also be requested to present a personal reflection on the role of the mentor and how they see themselves within the role of a mentor. 40% is allowed for the ongoing assessment during the course and 60% for the reflection paper.

The certificate of participation is presented to all participants at the end of the course. The participants will receive the 4 ECTS Award after the completion of the written assignment.