

Developing teacher competencies in inclusive settings

Developing peer mentoring and peer education training courses

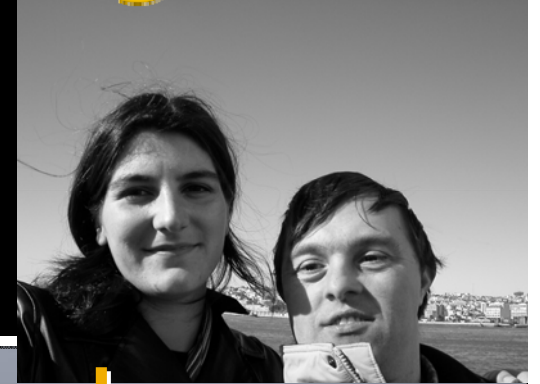


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Conference "Salamanca , 15 years On – Inclusion, A school for All " Dublin 12-13/11/09

Challenges facing training models



- Dilemmas Education/inclusion agenda
- Inclusion meanings
- Connection research/action/teaching
- Period when training takes place
- Connection between different levels of training
- Cooperative work

- Age / School level
- Disability / Learning Individual Needs
- Curriculum type
(general/restrictive/adapted/
functional)

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For which students training takes place?

Dimensions of professional improvement

(Rodrigues, 2007)

Knowledge

Theory , Research

Disability - Clinical , Developmental,
Classification Systems

Education – General concepts Learning
Assessment, Curriculum development

Work with Families, communities, other
professionals, group dynamics

Skills

Intervention methodologies for different
learning groups

Assessment

Planning

Intervention

Attitudes

Innovation

Creativity

Successful /best practices

Positive vision concerning inclusion

Our case

Developing training courses
Peers in the inclusion of young
students with SEN

Peer mentoring & Peer education



27/11/09

Paula Lebre

Cooperation - Transnational projects



- Build partnerships with organizations and schools across Europe to develop tools for mentoring and peer education – application in mainstream education, training and employment of young people from disadvantaged/excluded groups.

Leonardo da Vinci
- Mentoring
Projects since 2002

Needs Id.- Action - Research - Transferability - Products -Dissemination

Portuguese Pilots

Young with social and behavioural problems (school dropout/failure)

- Comissão de Protecção de Crianças e Jovens, Almada
- Centro Paroquial de Cristo Rei, Almada
- Centro Infantil da Trafaria – Santa Casa da Misericórdia de Almada
- Proj. Geração Cool - Santa Casa da Misericórdia de Almada
- Lar de Jovens D. Nuno Alvares Pereira, Santa Casa da Misericórdia de Almada
- Escola 2º 3ºciclo e Secundária Aquilino Ribeiro - Oeiras

Young people intellectual disability

- Departamento de Acção Sócio-Cultural / CMA – Programa Aventur.Ar.Te
- Cercisa / Almada
- APPACDM LISBOA (Centro Form. Prof. Ajuda e Quinta dos Inglesinhos)

Young people with mental health problems

- Escritório Europa/Lisbon Psychiatric Hospital

Young people with pervasive developmental disorders/ autism

- A.P.P.D.A./Escola 2º 3ºciclo e Secundária Pedro Eanes Lobato/Seixal

Training mentors course

Unit 1: What is mentoring?

The differences and links between mentoring and other helping approaches
Qualities for mentoring
Boundaries and confidentiality

Unit 2: Skills for mentoring:

Listening
Reflecting
Paraphrasing

Unit 3: Skills for mentoring:

Focusing
Summarising

Unit 4: Using questions:

Open and closed questions
Alternatives to questions

Unit 5: The core conditions for helping:

Empathy
Acceptance
Sincerity

Unit 6: The process of mentoring:

From problem to solution – a 3-stage helping model
Challenging skills

Unit 7: Helping change to occur:

Goal-setting
Dealing with different types of relationship

Unit 8: Taking action:

Working towards goals
Deciding on strategies

Unit 9: Dealing with difficult situations:

Keeping safe
Using referral
The role of supervision

Unit 10: Endings:

Moving on and future support
Dealing with endings
The role of evaluation

Support manual: How to implement a peer mentoring support methodology

- DISSEMINATION
- SELECTING
- TRAINING
- MATCHING
- SUPERVISION
- EVALUATION
- Risks
- Examples of practices

Peer Educator training course

Peer educators Training Course Peer educators Training trainers course

Resource Pack Personal development program:

- **communication**
- **self-esteem**
- **team-building**
- **problem solving**
- **appropriate behaviour**
- **time-management**

Peer educator training course

Personal skills

Listening skills

Respect others
(individual's uniqueness)

Reliable/Trust

Helping skills

Sincerity and genuineness

Caring, sensitive



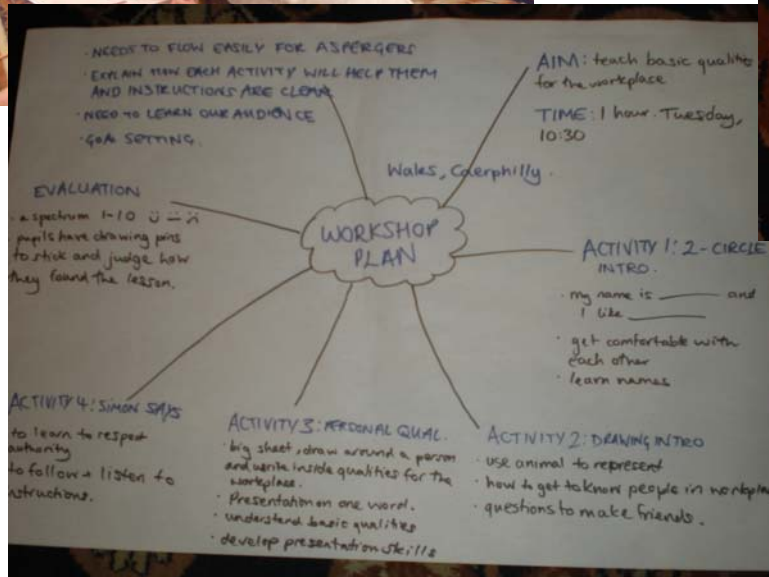
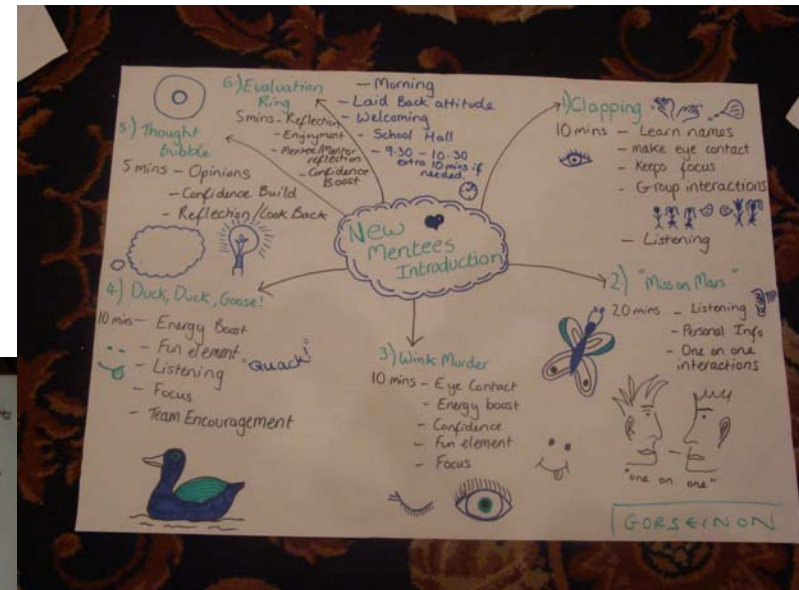
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Presentation Skills

Peer education process skills



Construct sessions



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Practice delivering workshop



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Receive feedback from trainers



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Benefits

- ▣ **Understanding and valuing peers of those with SEN.**
- ▣ **Increased participation in intercultural citizenship activities by young people working as peer mentors/peer educators.**
- ▣ **Gain in personal skills for the target groups.**
- ▣ **Increased self confidence and self-worth of the target groups**
- ▣ **Increased opportunities for the target groups to successfully retain in education and training.**
- ▣ **Accredited training programme in Peer Support methodologies.**
- ▣ **Adaptation and transference of the knowledge to different countries and target groups**
- ▣ **Increased capacity through the training of new trainers in different countries.**

I believe that the education reached it's aim, specially I see the educators doing their job very well. To know the other people to see different cultures changed my view of life.

All, this has been a fantastic opportunity and a great experience.

Has been very useful in helping me with personal problems ...

...it has really boosted my level of confidence and made me more motivated ...

Faculdade de Motricidade Humana
Departamento de Educação Especial e Reabilitação



Peer Mentoring
THE USE OF PEER MENTORS WITH A RANGE OF YOUNG PEOPLE WITH SPECIFIC
DISADVANTAGES ACROSS COUNTRIES
October 2005

Colégio
Gorseinon
college

HE
Indefectuosidade en Sesiões Símbolo
Health Service Decree



Co- financed

European Union
Education and Culture
Leonardo da Vinci
European Training for the UK

Challenges for the future

Voluntary

Funding

Support

Action planning focus

Settings

Time

Risks & Benefits for mentee and mentor



“A nossa vocação, o nosso apelo, é estarmos em viagem constante entre os seres humanos, sermos sempre os peregrinos do possível ”

“Our vocation , our appeal, is being in a constant travel among human beings, always being the peregrins of possibilities”

George Steiner

Paula Lebre

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www.peermentor.org www.aventurasocial.com

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