

Good Job!: Coaching and Mentoring Programme for Educators (CMPE)

BLENDED TRAINING

The purpose of this document is to plan a blended training on Coaching and Mentoring skills for Educators wishing to support learners with learning difficulties and disabilities. The theoretical components are presented in asynchronous mode (Genially modules) and practical components are acquired in synchronous mode (face-to-face workshops or online sessions).

Topic	Dates	Face-to-face or Online Workshop	Individual Study
Introduction to the training course		• Overview of content • Participants' needs and expectations • Module 1 theory (using Genially) • Module 1 practical tasks in smaller groups / breakout rooms <i>120 min.</i>	
Module 1			Review Module 1 on the Good Job training platform, incl. Genially and conduct suggested tasks with friends or colleagues <i>180 min.</i>
Module 2			Study Module 2 on the Good Job training platform, incl. Genially and conduct suggested tasks <i>300 min.</i>
Module 3			Study Module 3 on the Good Job training platform, incl. Genially and conduct suggested tasks <i>300 min.</i>
Module 4			Study Module 4 on the Good Job training platform, incl. Genially and conduct suggested tasks <i>300 min.</i>
Module 5			Study Module 5 on the Good Job training platform, incl. Genially and conduct suggested tasks

			300 min.
Review of lessons learnt		• Final review of course content • Trainees are presented with case studies (see below) to solve individually and discuss in a plenary session <i>120-180 min.</i>	Certificates - use this Canva model to deliver certificates

CASE STUDY 1

Michael is a student at a vocational high school. His formal education is ending in a few months and his parents would like to find some form of employment for him to continue his journey to adulthood. Michael had been diagnosed with autism spectrum disorder before enrolling into formal education. He has some specific interests that differ from the field of study during his education. That is why his parents are worried that he will not have any interest in working or getting a job after finishing his studies. Michael has been struggling at school for many years. There were many problems, including aggressive outbursts and tantrums, inadequate behaviour towards others, lack of interest and motivation for the school subjects, etc. Every incident or situation that happened at school resulted in longer periods of absence from school. He just did not want to go back to school, and his parents thought they did not have any other choice, so they went along with it. His absence from school continued until it became unbearable for them seeing that he was “bored” and unhappy being always at home. This “vicious cycle” repeated many times during the years. With the help of schools staff and mental health professionals, the parents somehow found a way of getting him back to school so he can finish his education. They did not want him to become a “school dropout”. Michael has one friend from the neighbourhood and one at school. The only other people in his life are his parents and other family members. The teacher says that he doesn’t fit in well with other students and that he often struggles in social situations. Developing new relationships / friendships does not come easy for him. He is verbal but he prefers not to use speech as his primary form of communication. If he can get by in a social situation without talking, he will do so and use non-verbal communication instead. Consequently, most of the people that he interacts with, they accepted the non-verbal form of communication and they do not insist on verbal communication when interacting with him.

1. Michael’s parents approached you with this story. What would be your first step in this situation?
2. Think about all the involved parties. Create a list with ideas on who may help with each part of the problem-solving process.
3. Remember what you have learned in your training. Write down at least one thing that could help you from each of the five modules.
4. Formulate a detailed plan for Michael’s transition from school to adulthood and employment using all available materials.
5. As a transition mentor, you will need to communicate and coordinate with many people (students, parents, colleagues, managers, other organisations and institutions representatives, etc.). Role-play a few different situations with you colleagues in the following roles and conversations:
 - a. Transition mentor – Michael’s parents (first conversation – talking about the issues, defining the problem)
 - b. Transition mentor – mental health professional / social services staff
 - c. Transition mentor – Michael
 - d. Transition mentor – workplace / job team manager

- e. Transition mentor - Company HR representative / CEO

You can role-play in pairs for 5 minutes, and then switch roles, or you can role-play in triads and then switch roles after 5 minutes – the third person is the observer and should take notes, and after each iteration, have a short discussion with feedback.

CASE STUDY 2

Ana is a former student of a vocational school. She is 25 years old and currently lives with her parents and her two older sisters. During her high school years, she has been an average student and she really liked to go to school. She gained many friends there and they still see each other from time to time. However, most of them are now employed adults and they do not have much free time to hang out, so she doesn't see them that often. Her path to adulthood and employment was a bit different. After finishing her studies, she tried to get a job but after many interviews and different approaches to secure a job, nothing seemed to work. She felt like a failure and gave up to the point that now she doesn't even want to hear about any job opportunity. At family gatherings or when having a coffee with her friends, she quickly goes silent if someone asks her about her plans for the future. All this talks about careers, employment or many always result in negative emotions. She feels deeply frustrated and sad, which can then go on for hours and even days at times. Her parents think that she will never be employed and gave up many years ago. On the other hand, her sisters still believe that she can get into the job market and be a successful worker, but they fear that she will reject any opportunity to get a job because she thinks she is not good enough and that she will fail again. Ana has a learning disability and has been formally diagnosed with the disorder of intellectual development, severe. However, she is independent and knows how to do a lot of things around the house. She loves to prepare meals and likes to clean up her home (do the dishes, vacuum, do her laundry, etc.). Other interests include sewing (mostly simpler stuff), riding her bicycle, watching her favourite movies and listening to music. Her sisters decided to ask for help at her former school, as they remember that the teachers were always very helpful and kind to her.

1. Ana's sisters approached you with this story. What would be your first step in this situation?
2. Think about all the involved parties. Create a list with ideas on who may help with each part of the problem-solving process.
3. Remember what you have learned in your training. Write down at least one thing that could help you from each of the five modules.
4. Formulate a detailed plan for Ana's transition from home (school) to adulthood and employment using all available materials.
5. As a transition mentor, you will need to communicate and coordinate with many people (students, parents, colleagues, managers, other organisations and institutions representatives, etc.). Role-play a few different situations with you colleagues in the following roles and conversations:
 - a. Transition mentor – Ana's sisters (first conversation – talking about the issues, defining the problem)
 - b. Transition mentor – mental health professional / social services staff
 - c. Transition mentor – Ana
 - d. Transition mentor – workplace / job team manager
 - e. Transition mentor - Company HR representative / CEO

You can role-play in pairs for 5 minutes, and then switch roles, or you can role-play in triads and then switch roles after 5 minutes – the third person is the observer and should take notes, and after each iteration, have a short discussion with feedback.