



# CREATING BIAS-FREE CLASSROOMS

Mentorship Program





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## About the project

The modern classroom, a microcosm of society, stands at the crossroads of diversity, globalisation, and rapidly evolving socio-political landscapes. It's here that young minds learn not just academic content, but the nuances of human interaction, empathy, and mutual respect. However, underlying biases, both overt and covert, have the potential to significantly sway the education process, often perpetuating stereotypes, unequal opportunities, and inadvertently shaping perceptions for life.

The aim of “MentorScape: Crafting Bias-Free Classrooms in Europe” is empowering teachers to champion an inclusive educational environment where biases are acknowledged and dismantled.

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### *Objectives*

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- To investigate the nature and impact of biases in educational systems across different European regions.
- To develop collaborative strategies and tools that educators can use to address and mitigate these biases.
- To foster a community of European educators dedicated to promoting inclusivity and diversity in their classrooms.

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### *Outcomes*

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- A comprehensive understanding of the nature and nuances of biases in educational systems.
- A toolkit for educators, encompassing strategies, lesson plans, and resources to address and mitigate biases.
- An active community of educators collaborating continuously to ensure inclusivity in education.



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## *The partnership*

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### **ECIESC - Bulgaria**

As a NGO committed to innovation and professional development, ECIESC brings a robust framework for behavioural training. Their long-standing experience in conducting seminars, training sessions, and conferences ensures that the project benefits from methodologically sound, impactful training modules tailored to address biases.

### **MARESAL MUSTAFA KEMAL ORTAOKULU - Türkiye**

MMKO offers invaluable on-ground insights into the challenges of integrating a multicultural student body, given Turkey's unique position with diverse ethnicities and refugee influxes. Their firsthand experience will guide the project in understanding the real-world manifestations of biases and in developing practical interventions that resonate with schools facing similar challenges.

### **Jumping Local Project SL - Spain**

Jumping Local Projects' strength lies in its research-driven approach. With their dedication to innovation in education and a track record of developing strategic models, JLP promises to infuse the project with evidence-based strategies and cutting-edge pedagogical tools. Their experience in training teachers ensures that the project's interventions are both innovative and practical.

### **Agrupamento de Escolas de Cristelo - Portugal**

With its broad educational spectrum, ranging from general education to specialised courses for students with disabilities, AEC offers a comprehensive understanding of diverse student needs. Their experience in managing a varied student body will be crucial in ensuring that the project's outcomes are inclusive and cater to the entire spectrum of student diversity.

Together, this partnership represents a blend of research prowess, practical on-ground experience, training expertise, and a deep understanding of the multifaceted challenges posed by biases in education. Each partner, with its distinct strengths, ensures that the project is comprehensive, impactful, and rooted in the real-world challenges of European classrooms.

All materials are available for free download and use through the project website.

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*<https://mentorscape.eucenter.net>*

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# Introduction to the Mentorship Program

## Purpose of the Program

The MentorScape Mentorship Program is designed to support primary school teachers in **recognising and addressing biases in their everyday teaching practice**. The program aims to move beyond theoretical understanding of bias and **translate knowledge into practical classroom action**. Through structured mentorship and peer collaboration, teachers are encouraged to reflect on their own assumptions, test inclusive teaching strategies, and support colleagues in building more equitable classroom environments.

The program focuses on **empowering teachers** to become mentors who can **guide their peers** in identifying and reducing unconscious biases related to gender, socio-economic background, culture, language, and ability. By fostering reflective dialogue and practical experimentation with classroom tools, the mentorship model promotes continuous professional development and encourages teachers to learn from each other's experiences.

## Why Mentorship is Effective for Reducing Bias

Mentorship is widely recognised as one of the most effective ways to support meaningful change in professional practice. Teachers often respond more openly to reflection and feedback when it comes from colleagues who understand the realities of the classroom. **Peer mentoring creates a safe and supportive environment** in which teachers can discuss challenges, question assumptions, and explore new approaches without fear of judgment.

Bias awareness requires **ongoing reflection rather than one-time training**. Mentorship provides a sustainable mechanism for this process by creating regular opportunities for discussion, observation, and shared problem-solving among teachers. Through mentoring relationships, educators can gradually develop **greater awareness** of their own biases and learn practical strategies to ensure that all students feel respected, valued, and supported in the classroom.

## How the Program Builds on project activities

The Mentorship Program builds directly on the work completed during the earlier activities of the MentorScape project.

Activity A2 (Bias free classrooms Handbook for teachers) focused on exploring biases in education through teacher surveys, the analysis of unconscious bias tests, and the research and compilation of best practices. These activities helped **identify common forms of bias** present in educational settings and highlighted the types of tools teachers need in order to address them effectively.



Activity A3 (Mentorship programme) translated these insights into practical action. A training methodology and curriculum were developed, and teachers from partner countries participated in a Learning, Teaching and Training (LTT) event where they explored bias awareness, inclusive teaching strategies, and mentorship skills. The training program was then piloted at national level with groups of teachers, allowing the materials and activities to be tested in real classroom contexts.

The Mentorship Program presented in this guide represents the final stage of this process. It integrates the training methodology, curriculum modules, and practical tools developed throughout the project into a structured framework that mentors can use to support colleagues in their schools.

## Role of Mentors in Promoting Inclusive Classrooms

Mentors play a central role in fostering more inclusive and bias-aware school environments. Rather than acting as evaluators, **mentors serve as facilitators** of professional reflection and collaborative learning. They encourage **open conversations** about teaching practices, support colleagues in experimenting with inclusive strategies, and help teachers apply bias-awareness tools in their daily work.

Mentors may guide discussions during workshops, facilitate peer observation sessions, share practical classroom tools, and support teachers in reflecting on their experiences with students from diverse backgrounds. By modelling reflective practice and encouraging dialogue, mentors contribute to the development of a school culture where continuous learning and inclusivity are valued.

Through this peer-supported approach, the mentorship program helps ensure that the project's outcomes extend beyond individual training events and become embedded in everyday teaching practice.

## The Mentor Role



The success of the MentorScape Mentorship Program relies on the active role of teacher mentors who **guide and support** their colleagues in recognising and addressing bias in the classroom. **Mentors are not evaluators or supervisors**; instead, they act as facilitators of reflection and professional dialogue. **Their role is to help** colleagues explore their own teaching practices, identify areas where unconscious bias may appear, and experiment with strategies that promote inclusive and equitable learning environments.

Mentor teachers are educators who have participated in the MentorScape training and who are willing to share their knowledge and experience with colleagues in their schools. Through structured conversations, collaborative activities, and classroom observation, mentors support other teachers in strengthening their awareness of bias and in applying practical tools to reduce its impact on students.

By encouraging reflection and constructive discussion, mentors help create a culture of continuous learning within schools. **Their role is particularly important** in ensuring that the ideas and practices introduced during the training become part of everyday teaching rather than remaining theoretical concepts.

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## What is a Mentor Teacher?

A mentor teacher is a colleague who **supports other educators** in their professional growth by sharing knowledge, facilitating reflection, and encouraging the adoption of inclusive teaching practices. Within the MentorScape project, mentor teachers focus specifically on helping colleagues recognise and address biases that may influence classroom interactions, expectations, and learning opportunities.

Mentor teachers **do not provide formal evaluation** of their colleagues. Instead, they **create safe spaces** where teachers can openly discuss challenges, reflect on their teaching decisions, and explore new strategies for building more inclusive classrooms. Their role is to **guide conversations, ask reflective questions, and provide practical support** when colleagues wish to test new ideas.

Because mentors are themselves practicing teachers, they understand the realities and constraints of classroom life. This shared professional experience makes mentorship particularly effective, as advice and guidance are grounded in authentic teaching contexts.

## Key Responsibilities of Mentors

Mentors support the development of bias-aware teaching practices by working collaboratively with their colleagues. Their responsibilities may include facilitating short training sessions, introducing practical tools from the MentorScape program, and encouraging teachers to reflect on how their classroom practices influence student participation and learning.

Mentors may also organise peer discussions, support colleagues in analysing classroom situations where bias may occur, and provide feedback after classroom observations. In many cases, mentors act as connectors within the school, bringing teachers together to exchange experiences and explore inclusive teaching strategies.

Another important responsibility of mentors is to promote a positive and supportive atmosphere for professional learning. Addressing bias can sometimes be uncomfortable, as it requires teachers to question long-held assumptions and habits. Mentors therefore help ensure that discussions remain respectful, constructive, and focused on improvement rather than criticism.

## Ethical Principles of Mentorship

Effective mentorship is built on trust, respect, and professional integrity. Mentors should approach their role with a commitment to supporting colleagues rather than judging their practices. Conversations about bias should be conducted in a way that encourages openness and reflection, recognising that all educators are continuously learning and improving.

Confidentiality is an essential principle in mentorship. Teachers should feel confident that discussions, reflections, and classroom observations will not be used for evaluation or criticism. Instead, these activities are intended to support professional growth and collaborative problem-solving.



Mentors should also respect the professional autonomy of their colleagues. While they may introduce tools and strategies from the MentorScape program, teachers should always be encouraged to adapt these approaches to their own classroom context and teaching style.

Finally, mentors should model the reflective practices they promote. By openly reflecting on their own experiences and challenges, mentors demonstrate that bias awareness is an ongoing process for all educators.

## **How Mentors Support Colleagues**

Mentors support colleagues through a variety of collaborative activities designed to encourage reflection and experimentation. These may include informal discussions about classroom situations, structured peer observation sessions, or small group meetings where teachers share experiences and strategies.

In many cases, mentors facilitate short workshops or staff-room discussions where specific tools from the MentorScape program are introduced. For example, mentors might guide colleagues through reflection exercises, help analyse teaching materials for representation and bias, or demonstrate strategies that encourage equal participation among students.

Peer observation is another valuable mentoring activity. When teachers observe each other's classrooms using structured observation tools, they can identify patterns that might otherwise go unnoticed. Mentors can then help colleagues reflect on these observations and consider small adjustments that promote fairness and inclusivity.

Through these ongoing conversations and activities, mentors help teachers build greater awareness of how bias can influence classroom dynamics and support them in creating learning environments where every student has equal opportunities to participate and succeed.

## Mentor-Led Teacher Training



To support colleagues in recognising and addressing bias in education, mentors facilitate structured training sessions based on the MentorScape training curriculum. The curriculum was developed during Activity A3 of the project and builds on the insights gathered through surveys, unconscious bias tests, and the research and compilation of best practices conducted in Activity A2.

The purpose of the mentor-led training is to translate research findings and theoretical concepts into practical classroom strategies that teachers can immediately apply in their daily work. Through interactive workshops, reflective exercises, and collaborative discussions, mentors guide teachers in exploring how bias can influence expectations, interactions, and opportunities for students in the classroom.

The training curriculum is organised into four modules that gradually guide teachers from awareness to action. The first module introduces the concept of bias and its impact on education. The second module focuses on self-reflection and helps teachers recognise how unconscious biases may influence their professional decisions. The third module provides practical strategies and tools for building inclusive classroom environments. Finally, the fourth module prepares teachers to support their colleagues through mentorship and peer learning.

Mentors can deliver these modules in different formats depending on the needs of their school. The training may be implemented as a full workshop series, shorter professional development



sessions, or integrated into existing teacher meetings and training days. The modular structure of the curriculum allows mentors to adapt the activities while maintaining the core objectives of the program.

The following section presents the training curriculum and session plans that mentors can use to guide teacher learning and reflection.

## Purpose

The training curriculum builds on the **survey results** and **unconscious bias test findings** from Activity A2. It provides a structured, dynamic learning pathway for teachers to become mentors who can recognise, address, and reduce bias in education. The curriculum is designed to be **modular, practical, and reflective**, ensuring that each session addresses the most common and pressing biases identified during research.

## Structure of the Curriculum

The curriculum is organised into **four modules**, each containing:

- Clear learning objectives
- Core content (knowledge/skills)
- Practical tools and activities (from best practices)
- Reflection and mentoring applications

### Module 1: Understanding Bias in Education

- **Focus:** Foundational knowledge of bias types (gender, socio-economic, cultural, language/accent, ability).
- **Learning Outcomes:** Teachers will be able to define bias, identify classroom examples, and explain its impact on students.
- **Core Activities:** The Doctor's Son Scenario, Bias Bingo, Scenario Sorting, Me/They/We Reflection.

### Module 2: Reflecting on Personal Practice

- **Focus:** Self-awareness through structured reflection.
- **Learning Outcomes:** Teachers will identify their own unconscious biases and understand how these influence classroom decisions.
- **Core Activities:** Harvard IAT, Bias Reflection Journaling, Bias Jar, Blindspot questions.

### Module 3: Strategies for Inclusive Classrooms

- **Focus:** Tools and strategies to minimise bias in daily practice.
- **Learning Outcomes:** Teachers will apply bias-reduction tools to teaching, curriculum review, and student engagement.



- **Core Activities:** Five Clues, Culture Shock, Mirror Mapping, Missing Voices curriculum audit.

## Module 4: Mentorship Skills

- **Focus:** Building the capacity to mentor peers.
- **Learning Outcomes:** Teachers will practise guiding colleagues in bias awareness and supporting inclusive teaching strategies.
- **Core Activities:** Mentorship simulations, Bias-Aware Classroom Observation Checklist, Critical Pedagogy discussions, Anti-Bias Curriculum mini-design.

## Pedagogical Approach

- **Interactive:** Role plays, group work, scenarios.
- **Reflective:** Journaling, peer debriefs, self-assessments.
- **Practical:** Real classroom applications and curriculum adaptation tasks.
- **Mentor-focused:** Teachers learn not only for themselves, but also how to model and share with peers.

## Outputs of the Curriculum

- **Comprehensive training manual** with 4 modules.
- **Lesson plans and activity sheets** (ready to use by trainers).
- **Mentorship toolkit** (observation forms, reflection guides, bias checklists).
- **Adaptation notes** for applying the curriculum across different school and cultural contexts.



## Session Plan – Module 1: Understanding Bias in Education

**Duration:** ~3 hours (can be shortened to 2 hours if needed)

**Target group:** Primary school teachers (Grades 1–2)

**Format:** Interactive workshop

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### *Session Objectives*

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By the end of the session, participants will:

- Understand the concept of bias and its impact in education.
- Recognise different types of bias (gender, socio-economic, cultural, language/accent, ability).
- Reflect on how bias may influence their own classroom practices.
- Begin identifying strategies to challenge bias in daily teaching.

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### *Session Flow*

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#### 1. Introduction – What is Bias? (20 minutes)

- **Trainer activity:** Present a short input on bias (conscious vs. unconscious) and how it affects students.
- **Interactive task:** Teachers brainstorm: “*Where do I see bias in education?*” (examples: discipline, grading, expectations). Responses captured on flipchart.
- **Debrief questions:**
  - How might small biases affect student confidence or outcomes?
  - Which biases seem most relevant in your own classroom?

**Materials:** Flipchart, markers, presentation slides (optional).

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#### 2. Activity 1 – The Doctor’s Son Scenario (20 minutes)

- **Steps:**
  1. Trainer tells the riddle: “*A father and his son are in a car crash. The father dies. The boy is rushed to the hospital. The surgeon says, ‘I can’t operate on this boy – he is my son.’ How is this possible?*”
  2. Teachers suggest answers. Most will miss that the surgeon could be the mother.
  3. Trainer reveals the answer and leads reflection.
- **Debrief questions:**
  - Why do we tend to assume the surgeon is male?
  - What similar assumptions might we make about our students?



**Materials:** Scenario written on a slide or card.

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### 3. Activity 2 – Bias Bingo (30 minutes)

- **Steps:**
  1. Distribute Bingo cards with bias-related prompts (e.g. *“I’ve assumed a student had no home support”*, *“I’ve mispronounced a student’s name and left it”*).
  2. Teachers circulate, finding colleagues who have experienced these, and mark their cards.
  3. First to complete a row shouts “Bingo.”
  4. Group reflects on which biases were common.
- **Debrief questions:**
  - Were you surprised at how often certain biases appeared?
  - How do these experiences affect our students?

**Materials:** Prepared Bingo cards (printed).

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### 4. Activity 3 – Scenario Sorting: Bias or Not? (30 minutes)

- **Steps:**
  1. Divide teachers into small groups.
  2. Give each group cards with short classroom vignettes (e.g. *“A quiet student is assumed to be high-achieving”*, *“A teacher praises boys for maths but girls for neatness”*).
  3. Groups sort into “Bias,” “Not Bias,” or “Unsure.”
  4. Whole group reviews answers with trainer facilitation.
- **Debrief questions:**
  - Why were some scenarios easy to classify, and others difficult?
  - What subtle biases are hardest to recognise in practice?

**Materials:** Scenario cards.

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### 5. Reflection Exercise – Me/They/We Journaling (20 minutes)

- **Steps:**
  1. Teachers individually reflect on these prompts:
    - *Who are my “others” in the classroom?*
    - *When do I tend to think in terms of “they” instead of “we”?*
    - *How might I shift towards more inclusive thinking?*
  2. Optional: Pair-share with a colleague.
- **Debrief questions:**
  - What did you notice about your own language or thoughts?
  - How could you begin changing these patterns in daily practice?



**Materials:** Reflection sheets or journals.

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## 6. Wrap-Up & Action Commitments (15 minutes)

- **Steps:**
  1. Trainer reviews main learnings from the session.
  2. Each teacher writes one *personal action commitment* for noticing or reducing bias in the next week.
  3. Optionally, collect actions on a flipchart to display group commitment.
- **Debrief question:**
  - How will you hold yourself accountable for your action?

**Materials:** Sticky notes or index cards.

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### *Session Materials Needed*

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- Flipcharts, markers
- Presentation slides (optional)
- Printed Bias Bingo cards
- Scenario cards (bias/not bias)
- Reflection sheets or journals
- Sticky notes/index cards

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### *Trainer Tips*

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- Emphasise *self-awareness without guilt*. The purpose is growth, not blame.
- Allow teachers to share stories but keep discussions respectful and safe.
- Encourage practical next steps that feel realistic for participants.



## Session Plan – Module 2: Reflecting on Personal Practice

**Duration:** ~3 hours (adaptable to 2 hours)

**Target group:** Primary school teachers (Grades 1–2)

**Format:** Interactive workshop

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### *Session Objectives*

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By the end of the session, participants will:

- Recognise how unconscious biases influence their daily teaching decisions.
- Use self-assessment tools (e.g. IAT, reflection journals) to uncover personal biases.
- Develop practical strategies for ongoing self-monitoring.
- Commit to one reflective practice they will integrate into their teaching routine.

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### *Session Flow*

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#### 1. Introduction – Why Self-Reflection Matters (15 minutes)

- **Trainer activity:** Short input on the role of self-awareness in reducing bias.
- **Interactive task:** Ask participants: “*When was the last time I caught myself making an assumption about a student?*” Share a few examples in plenary.
- **Debrief questions:**
  - How does awareness help us become fairer educators?
  - What challenges do we face in reflecting on ourselves honestly?

**Materials:** Flipchart/markers.

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#### 2. Activity 1 – Harvard IAT (40 minutes)

- **Steps:**
  1. Teachers complete the Implicit Association Test individually on laptops/phones.
  2. Trainers stress confidentiality — results are private and not shared.
  3. In small groups, teachers discuss their experience: Were they surprised? Was it uncomfortable?
  4. Trainer facilitates a plenary reflection on what the tool reveals about unconscious patterns.
- **Debrief questions:**
  - How do implicit associations form, and how do they show up in classrooms?
  - What’s the value of knowing about biases we didn’t realise we had?



**Materials:** Devices with internet access, printed instructions.

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### 3. Activity 2 – Bias Reflection Journaling (30 minutes)

- **Steps:**
  1. Provide guided prompts (from Cult of Pedagogy “Blindspots” and Learning for Justice strategies):
    - *Who are my ‘others’ in class?*
    - *When do I excuse behaviour for some students but not others?*
    - *Whose voices and perspectives do I prioritise in my teaching?*
  2. Teachers journal individually (15 minutes).
  3. Pair-share (optional, if teachers feel comfortable).
- **Debrief questions:**
  - What patterns did you notice in your responses?
  - How might journaling help surface hidden assumptions over time?

**Materials:** Reflection journals or printed worksheets.

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### 4. Activity 3 – Bias Jar (20 minutes)

- **Steps:**
  1. Trainer introduces the “Bias Jar” method: write down one interaction or decision each day where bias may have played a role.
  2. Teachers practise by reflecting on a recent interaction and writing one example.
  3. Volunteers share patterns they expect to see over a week.
  4. Encourage teachers to keep a Bias Jar/log for 1–2 weeks as homework.
- **Debrief questions:**
  - How can this daily practice shift awareness of our teaching patterns?
  - What would make it easier to be consistent with reflection?

**Materials:** Slips of paper, envelopes or jars.

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### 5. Activity 4 – Group Reflection Circle (30 minutes)

- **Steps:**
  1. Arrange chairs in a circle.
  2. Each teacher shares one insight or discovery from the session.
  3. Trainer notes recurring themes on flipchart.
  4. Group identifies 2–3 common classroom practices where bias may be most likely to appear (e.g. calling on students, grading, discipline).
- **Debrief questions:**
  - What collective patterns do we see in our teaching?
  - How could we support each other as colleagues in reducing these biases?



**Materials:** Flipchart/markers.

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## 6. Wrap-Up & Action Commitments (15 minutes)

- **Steps:**
  1. Each teacher writes one *personal reflection habit* they will try for the next month (e.g. journaling once a week, using a Bias Jar, noting language used in class).
  2. Teachers share their commitments in pairs.
  3. Trainer reminds teachers to bring back reflections to the next session.
- **Debrief question:**
  - How will you hold yourself accountable to your own commitment?

**Materials:** Sticky notes or index cards.

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### *Session Materials Needed*

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- Laptops/tablets/phones with internet access (for IAT).
- Printed IAT instructions.
- Reflection journals or worksheets.
- Slips of paper, envelopes/jars.
- Flipcharts, markers, sticky notes.

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### *Trainer Tips*

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- Emphasise *safety and confidentiality*: IAT results are private.
- Normalize discomfort — discovering bias can be unsettling, but it's the first step to change.
- Encourage small, consistent steps instead of big immediate changes.



## Session Plan – Module 3: Strategies for Inclusive Classrooms

**Duration:** ~3 hours (can be shortened to 2 hours if needed)

**Target group:** Primary school teachers (Grades 1–2)

**Format:** Practical workshop with interactive activities and classroom application

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### *Session Objectives*

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By the end of the session, participants will:

- Learn practical tools to identify and address bias in teaching and curriculum.
- Practise strategies that make classrooms more inclusive.
- Apply curriculum audits to teaching materials to spot missing voices and perspectives.
- Commit to one concrete inclusive adaptation in their own classroom practice.

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### *Session Flow*

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#### 1. Introduction – Why Strategies Matter (15 minutes)

- **Trainer activity:** Short presentation: “*Awareness of bias is the first step; strategies are what make change real in classrooms.*”
- **Interactive task:** In pairs, teachers share one instance where they tried to be inclusive in class and what worked/didn’t.
- **Debrief questions:**
  - What makes it difficult to translate awareness into practice?
  - Why are strategies needed at both personal and curriculum levels?

**Materials:** Flipchart/markers.

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#### 2. Activity 1 – Five Clues (30 minutes)

- **Tool Source:** Playmeo “Exploring Unconscious Bias Activities”
- **Objective:** Reveal how assumptions shape judgements about others.
- **Steps:**
  1. Each teacher writes five clues about themselves on a card (without their name).
  2. Cards are shuffled; volunteers read out clues one by one.
  3. Group tries to guess who the person is.
  4. Discuss how assumptions played into guesses.
- **Debrief questions:**
  - What assumptions did you make and why?
  - How might similar assumptions affect how we see students?



**Materials:** Index cards, pens.

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### 3. Activity 2 – Culture Shock (30 minutes)

- **Tool Source:** Playmeo “Exploring Unconscious Bias Activities”
- **Objective:** Experience how group norms and communication styles affect inclusion.
- **Steps:**
  1. Divide teachers into three groups, each given simple but different “rules” for how to interact (e.g., one group avoids eye contact, another only nods, another speaks loudly).
  2. Groups mingle following their rules.
  3. Chaos ensues — participants reflect on confusion, exclusion, or frustration.
- **Debrief questions:**
  - How did you feel when others didn’t follow your “rules”?
  - How do cultural misunderstandings play out in classrooms?
  - What can we do to make students from different backgrounds feel included?

**Materials:** Instruction cards for groups.

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### 4. Activity 3 – Mirror Mapping: Curriculum Representation Audit (40 minutes)

- **Tool Source:** From best practices list (Michigan Bias Evaluation + Mirror Mapping)
- **Objective:** Identify representation gaps in teaching materials.
- **Steps:**
  1. Teachers bring a textbook page or lesson plan.
  2. Using the checklist: *Who is represented? Who is missing? Are stereotypes present?*
  3. In pairs, analyse and note areas for improvement.
  4. Share one inclusive adaptation they could make.
- **Debrief questions:**
  - Whose voices are over- or under-represented in our teaching materials?
  - How could we add “missing voices” in simple, practical ways?

**Materials:** Textbook/lesson pages, printed audit checklists, pens.

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### 5. Activity 4 – Missing Voices (30 minutes)

- **Tool Source:** Adapted from “Bias in the Curriculum – Missing Voices”
- **Objective:** Encourage teachers to critically question historical/cultural narratives.
- **Steps:**
  1. Present an example: Thanksgiving story told only from Pilgrim perspective.
  2. In small groups, teachers identify a story or subject they teach where one perspective dominates.



3. Groups brainstorm “Whose stories are missing? Who else was there?”
  4. Share examples with the full group.
- **Debrief questions:**
    - How can including missing voices make students feel more valued?
    - What simple resources could we use to broaden perspectives?

**Materials:** Flipchart paper, markers.

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## 6. Reflection & Wrap-Up (20 minutes)

- **Steps:**
  1. Teachers individually reflect: “*What is one change I will make in my classroom to reduce bias?*”
  2. Share with a partner.
  3. Trainer facilitates group wrap-up, highlighting the importance of small but consistent changes.
- **Debrief question:**
  - What will you implement first and why?

**Materials:** Reflection sheets or sticky notes.

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### *Session Materials Needed*

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- Flipcharts, markers
- Index cards, pens
- Scenario/interaction instruction cards (for Culture Shock)
- Audit checklists (printed)
- Textbook/lesson pages (brought by participants)
- Reflection sheets or sticky notes

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### *Trainer Tips*

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- Choose examples from *real teaching materials* that participants actually use.
- During “Culture Shock,” allow some chaos — the discomfort is the learning point.
- Encourage teachers to start small: one change in materials, one change in practice.



## Session Plan – Module 4: Mentorship Skills

**Duration:** ~3 hours (adaptable to 2 hours)

**Target group:** Primary school teachers (Grades 1–2) preparing to act as mentors for peers

**Format:** Interactive workshop with simulations and peer-learning

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### *Session Objectives*

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By the end of the session, participants will:

- Understand the role of teacher mentors in reducing bias in education.
- Practise mentoring strategies using structured tools and peer-observation checklists.
- Apply anti-bias frameworks to support colleagues in inclusive teaching.
- Create a personal “Mentorship Action Plan” for their school.

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### *Session Flow*

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#### 1. Introduction – Why Mentorship? (15 minutes)

- **Trainer activity:** Present the role of mentors in spreading bias-awareness: *mentors don't “fix” others, they support reflection and growth.*
- **Interactive task:** Group brainstorm: “*What makes a good mentor?*” Capture on flipchart.
- **Debrief questions:**
  - Why is mentorship essential for sustainable change?
  - How is mentoring different from telling or instructing?

**Materials:** Flipchart/markers.

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#### 2. Activity 1 – Mentorship Simulation (40 minutes)

- **Tool Source:** Adapted from peer-coaching best practices
- **Objective:** Practise guiding colleagues through reflective dialogue.
- **Steps:**
  1. In pairs: One teacher plays the mentor, the other describes a classroom situation where bias may appear (real or hypothetical).
  2. Mentor uses reflective questioning (e.g., “*What do you think influenced that decision?*”, “*How might the student have felt?*”).
  3. Switch roles.
  4. Debrief in plenary.
- **Debrief questions:**

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- What questions felt most effective?
- What was difficult about being a mentor instead of a problem-solver?

**Materials:** Scenario cards (optional) with examples of bias in classrooms.

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### 3. Activity 2 – Bias-Aware Classroom Observation Checklist (40 minutes)

- **Tool Source:** Student Behaviour Blog resource (adapted)
- **Objective:** Use structured peer-observation to reduce bias in feedback.
- **Steps:**
  1. Introduce the checklist (categories: classroom interactions, representation in materials, discipline patterns, teacher language).
  2. In small groups, teachers role-play a classroom observation using a short video or scripted case study.
  3. Observers fill in the checklist.
  4. Groups compare results and discuss differences.
- **Debrief questions:**
  - How does the checklist prevent assumptions in feedback?
  - How could we use this tool in peer mentoring without judgment?

**Materials:** Printed checklists, classroom video clips or case studies.

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### 4. Activity 3 – Critical Pedagogy & Anti-Bias Curriculum Guide (40 minutes)

- **Tool Source:** Critical Pedagogy (Illinois) + Anti-Bias Curriculum Guide (Notion4Teachers)
- **Objective:** Equip teachers with frameworks to guide peers in curriculum improvement.
- **Steps:**
  1. Present key principles: identity affirmation, diversity, justice, critical thinking.
  2. Small groups choose a lesson/topic and apply the framework: *How could it be taught with more equity? Whose voices are missing?*
  3. Each group prepares a short peer-training mini-session (5 minutes) using their adapted lesson.
  4. Deliver mini-sessions in plenary.
- **Debrief questions:**
  - How easy was it to adapt a lesson through an anti-bias lens?
  - How can mentors guide peers in doing this themselves?

**Materials:** Handouts of frameworks, sample lessons or teacher-provided materials.

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### 5. Activity 4 – Mentorship Action Plan (30 minutes)

- **Tool Source:** Adapted from DEI peer coaching practices



- **Objective:** Help each teacher design a concrete mentoring role for their school.
- **Steps:**
  1. Provide an action plan template with prompts:
    - *Who could I mentor in my school?*
    - *Which tool will I introduce first?*
    - *How will I create a safe, non-judgmental space?*
  2. Teachers complete individually, then share in small groups.
  3. Trainer collects key actions for follow-up.
- **Debrief questions:**
  - What first step feels realistic for you as a mentor?
  - How can we support each other in this role after the project?

**Materials:** Printed templates, pens.

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## 6. Wrap-Up & Group Reflection (15 minutes)

- **Steps:**
  1. Teachers share one word describing how they feel about mentoring.
  2. Trainer summarises: mentoring is about listening, questioning, and guiding – not judging.
  3. Certificates/feedback forms (if end of training).

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### *Session Materials Needed*

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- Flipcharts, markers
- Scenario cards for simulations
- Bias-Aware Observation Checklists (printed)
- Classroom video clips/case studies
- Framework handouts (Critical Pedagogy & Anti-Bias Curriculum)
- Action plan templates
- Certificates & feedback forms

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### *Trainer Tips*

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- Remind participants that **mentorship is supportive, not evaluative.**
- Keep simulations safe: teachers should avoid judgmental feedback.
- Reinforce that small mentoring actions can have a big impact.

# Implementing the Program in Schools



The MentorScape Mentorship Program is designed to be flexible and adaptable so that mentors can implement it effectively within the specific context of their schools. While the training curriculum provides the core content and activities, the success of the program depends on how mentors introduce and integrate these ideas into everyday professional practice.

Mentors play a key role in bringing the program to life within their school communities. After completing the training, mentors are encouraged to share the knowledge and tools gained during the MentorScape project with their colleagues through a variety of collaborative activities. The goal is not to replicate the full training program exactly as it was delivered during the Learning, Teaching and Training (LTT) event, but rather to adapt the materials into manageable sessions that fit naturally into school schedules and professional development opportunities.

One effective approach is to organise short workshops for colleagues. These sessions may last between two and three hours and can focus on specific themes from the training curriculum, such as recognising bias in classroom interactions, reflecting on personal teaching practices, or exploring strategies for more inclusive classrooms. Workshops may include practical exercises,



discussions of classroom scenarios, and reflection activities that encourage teachers to connect the ideas to their own teaching experiences.

Another important component of implementation is the creation of peer reflection groups. These groups provide teachers with a regular space to discuss challenges, exchange ideas, and reflect on how bias may influence classroom dynamics. Reflection groups can meet periodically, for example once per month, and may focus on analysing classroom situations, discussing student participation patterns, or sharing inclusive teaching strategies.

Mentors can also support their colleagues through peer observation activities. In this process, teachers observe each other's lessons using structured observation tools developed within the MentorScape project. Observations are followed by reflective conversations that focus on identifying strengths, exploring possible biases in classroom interactions, and suggesting small improvements to teaching practices. The aim of peer observation is not evaluation but professional learning and mutual support.

Integrating mentorship activities into existing school structures can also help sustain the program. For example, mentors may introduce bias-awareness tools during staff meetings, pedagogical workshops, or internal training sessions. Short reflective activities or discussions can be included as part of regular professional development initiatives, ensuring that bias awareness remains an ongoing topic within the school.

The implementation of the program should remain practical and supportive rather than overly formal. Small but consistent actions—such as regular discussions, shared reflection exercises, and collaborative lesson planning—can gradually strengthen awareness of bias and contribute to a more inclusive school culture.

By embedding these activities into everyday professional practice, mentors help ensure that the knowledge and tools developed through the MentorScape project continue to influence teaching long after the initial training has been completed.

# Monitoring, Evaluation, and Long-Term Impact



Monitoring and evaluation are essential components of the MentorScape Mentorship Program, ensuring that the activities implemented in schools lead to meaningful improvements in teaching practices and classroom inclusivity. Through systematic reflection and feedback, mentors and participating teachers can assess the effectiveness of the program and identify areas where further improvement may be needed.

Mentors are encouraged to document the implementation of the program and collect feedback from teachers who participate in training sessions, workshops, and reflection activities. Simple evaluation tools can be used to gather information about how the activities are received and how they influence teachers' awareness and classroom practices. These tools may include short teacher surveys, reflection forms, or group discussions where participants share their experiences with applying the program's strategies in their classrooms.

Peer observation is another valuable monitoring tool. When teachers observe each other's lessons using structured observation forms, they can identify patterns in classroom interactions,

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participation, and teaching approaches. These observations provide an opportunity for constructive dialogue between colleagues and support the gradual development of more inclusive practices. Observation feedback should always remain supportive and focused on professional growth rather than evaluation.

Mentors may also keep brief reflection logs to document their mentoring activities, including workshops delivered, discussions facilitated, and tools introduced to colleagues. These records help track how the mentorship program evolves within the school and provide useful insights into which activities are most effective.

Monitoring the program also involves paying attention to changes in classroom dynamics. Teachers may observe whether participation among students becomes more balanced, whether classroom materials reflect a broader diversity of perspectives, and whether students from different backgrounds feel more included and supported. These observations help teachers understand how bias-awareness practices influence the overall learning environment.

Beyond monitoring immediate activities, the MentorScape program aims to create lasting impact within schools. One of the most important outcomes of the mentorship approach is the development of a culture of reflective practice among teachers. When educators regularly discuss their teaching decisions, examine classroom interactions, and support each other through mentoring relationships, bias awareness becomes an ongoing part of professional development rather than a one-time training topic.

To ensure the sustainability of the program, schools are encouraged to continue mentorship activities after the completion of the project. Teachers who participated in the training can maintain peer reflection groups, organise informal discussions about inclusive teaching strategies, and continue sharing tools from the MentorScape handbook. Over time, additional teachers may become mentors themselves, expanding the reach of the program within the school community.

The mentorship approach also allows the program to be integrated into existing professional development structures. Schools may include bias-awareness discussions in staff meetings, internal training sessions, or teacher learning communities. By embedding these practices into routine professional activities, schools can ensure that the principles of inclusive education remain visible and relevant.

Ultimately, the long-term impact of the MentorScape Mentorship Program lies in its ability to support teachers in continuously reflecting on their practice and adapting their teaching to meet the needs of all learners. Through sustained collaboration, open dialogue, and shared responsibility for inclusive education, teachers can contribute to learning environments where every student has the opportunity to feel valued, respected, and supported.