

ELDER/ MENTOR

The role of elder/mentor takes care of an individual mythical/dreaming aspect behind (establishing) a school and supports overall development of a school towards international relationship of co-operation, accountability, shared standards and values.

The intention behind the role is to **provide an overall support and backup for either new schools development or existing schools by having an experienced senior trainer to supervise and facilitate issues within the faculty and their dreaming process.** The basis of this responsibility is a shared agreement of the IAPOP Training Council representatives **to start an international co-operation**, sharing of experiences and support, so schools are not left in isolation or only being in competition with other schools. This role will serve as the external role to notice signals within the faculty and help the relational openness to all elements and positions. This role will serve as an early intervention and support for boundary and ethical concerns. Establishing a **co-creative/cooperative process** based on mutual trust between an experienced mentor and a school in the aim of this role.

General Role criteria

- **external experienced diplomate chosen by the Faculty** for overall guidance, mentoring and faculty supervision
- **has no other vested interest** or roles within the school

Level of Proficiency:

- **has experience in establishing and leading a diploma training program** and/or being a Diploma trainer for an extended period of time
- has experience and insight, with an ability to welcome and support all sides
- has a “learner’s mind”, trust and respect to an individual journey of a school
- is in **regular contact with IAPOP Training Council** and has an overview of international diploma training development - guidelines and curriculum for Diploma trainings
- Insight and signal awareness around role, boundary and ethical issues inherent in a training faculty

Purpose:

- **to “assist and support”** a school in their development/direction

- **provide ongoing** and regular **whole faculty supervision** as a bottom line to accountability
- **provide insight into ethical and potential conflict areas**
- bring overall support and awareness in **development towards shared IAPOP diploma training guidelines and curriculum**

Specific Tasks/Areas of Focus:

- **to establish mutual trust** for the role of mentor and for a school developmental process
- **to explore all levels behind (establishing) a school: Essence, Dreaming and CR:**
 - to process (night time) dreaming and essence level behind (establishing) a school, to explore more deeply the calling to teach in structured diploma program in the specific region to prevent blind spots
 - to evolve that dreaming towards CR needs of the community of a school and towards international training standards
- **to reconnect established school with dreaming and essence level** repeatedly and support transforming that dreaming to CR level: “reinvent” a school repeatedly after moments of transformation - recreating the dreaming, reconnecting to the dreaming. Inviting younger colleagues and open to their dreaming, and letting go of older dreams and inviting new dreams. School needs to dream and evolve a dream
- **to support ongoing openness of a school to further learning**, development, mentoring process and supervision - to relate insider views to external agreements, feedback, development
- **to move a Diplomat to an Educator** – to prepare Diplomates to lead a school – to grow up into the Faculty member role and other trainings roles, to pick up long-term commitment and responsibility as well.
- **to support relationship with the whole PW training community** (local and international)
- **to support development of a school towards shared, international training curriculum**, standards and towards levels of proficiency for different training roles
- **to support ongoing interest of a school in “bigger good”** - for students and local community, to go beyond personal interests, to support rank awareness
- **rather “assist” and give support to a school in its individual direction and its development towards shared standards** rather than teach, control or impose standards. To empowered school itself and support its own accountability.