



The national research report on the state-of-the-art

Portugal

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EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES





Introduction

Europe is now facing the challenge of attracting a large number of new teachers in the coming years and continuously having to support those who are already in the career system and provide support for the ones that are facing a very high level of demotivation although they can still contribute a lot to the system, as they have a high degree of knowledge in multiple subject areas, including pedagogical aspects.

The current situation of many teachers in European countries is similar: they are experiencing great professional instability, increasingly challenging audiences, lack of resources and recognition, as well as professional fatigue, generated by the average age (OECD average 44 years old). Moreover, on average across OECD countries and economies in TALIS 2018 report, 39% of teachers want to leave teaching within the next five years. This could be explained by an ageing teacher workforce approaching retirement in certain countries and economies since just 14% of teachers aged 50 years or less reported wanting to leave teaching within the next five years. On the other way, there are relatively few young teachers (under the age of 30), and the proportion decreases with the level of education. Young teachers make up 10% of the teaching population, on average across OECD countries (OECD, Education at a Glance, 2020).

Considering this, LOOP project focus on improving teaching careers paths, in terms of rethinking career structure and guidance and also on how to empower teachers to better navigate throughout the career system, creating opportunities to promote excellence in teaching at all levels, by continuing to support the professional development, causing an increase in the quality of the profession and the level of attractiveness. Research shows that the early career years are those that deserve the greatest support and attention to ensure effectiveness and well-being. Trying to contribute to this project goal, this national report analyses the current landscapes in Portugal and their reflexes in the educational systems in terms of existing teachers induction formal programmes and teachers induction informal practices (at macro and micro level) as well as of mentoring programmes for teachers. During the data collection stage, the Portuguese team did a deep analysis of the national legislation, policy reports and literature review in scientific articles and thesis to set a common body of knowledge and highlighted practices that have the potential to be used as good practices.

This national report reflects the policy profile on education and the teacher's career in Portugal throughout literature review and data collection via questionnaires and interviews with representatives of the target groups and stakeholders, namely new graduate teachers, experienced teachers, and school leaders. The research conducted within the project with these target-groups aimed at identifying:

- i) existent induction programmes, levels of enrolment, strategies and resources for their implementation;
- ii) existent/planned mentoring programmes for teachers and a better understanding of how they can be implemented;
- iii) expectations and needs of new/recent teachers by establishing the key features and contents to be considered in a future induction programme;
- iv) the "desirable" profile of a mentor to support and guide new/recent teachers throughout the induction programme; and also
- v) the key features, form and contents to be included in the mentoring programme allowing experienced teachers to support and guide new /recent teachers throughout the induction programme.

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As part of the research, the consortium launched three questionnaires addressed to school leaders, to experienced teachers (with more than 20 years of experience and more than 45 years old) and new/recent teachers (up to five years of experience and until 35 years old) to better understand their perspective and perception related to the aspects mentioned above. The questionnaire was organised in five sections: I – About you; II – Perception, satisfaction, and motivation about your teaching career; III – Initial teacher training; IV - Peermentor activities: the role of experienced teachers and V – Your further involvement with the LOOP project. Between July and November 2021 151 surveys were collected, including 10 from school directors, 99 from experienced teachers and 42 from new teachers. Afterwards, in October and November 2021, the Portuguese team, carried out 8 planned interviews with 2 school leaders, 3 experienced teachers and 3 recent teachers, considering a gender balance and the years of experience among the participants. The main goal of this fieldwork was to promote a deep analysis and discussion of the results from the surveys collected at the national level, to clarify any question or doubt that may arise from the data collected, as well as to validate the practices identified and identify any other that may be considered relevant.

After analyzing the data from the three targets' questionnaires, as well as analyzing the content of the interviews, a Focus Group was carried out to present these results and request a joint analysis of them. Given the constraints of COVID-19, the Focus Group was held online, but the Miro Tool was used to create interaction between the participants, allowing them the possibility of reflecting and giving feedback on the structure, practices and contents of both the Induction Programme, and the Mentoring Programme. From the 11 teachers that accepted to participate in the Focus Group, only 9 attended the session (5 experienced teachers and 4 new teachers) allowing a productive and interactive moment with interesting conclusions and hints for the consortium to use on the next phase of the LOOP project.

To explore the results of this wide-ranging desk research and fieldwork, the report is structured into 3 sections after the Executive Summary, namely:

- The first section addresses the Portuguese context at policy and practices levels in the teachers' career development through an extensive literature review. It also highlights the best strategies and resources to implement induction activities, which actors need to be mobilized to this process, as well as policy and legislation regarding induction programmes or any non-formal initiatives fostering the integration and guidance of new teachers.
- The second section focuses on the teachers' needs and motivations for their careers, namely their perception, satisfaction and motivation. For this purpose, an in-depth analysis of the results of the 151 questionnaires was carried out, highlighting the areas to be addressed in an induction programme and the desirable skills that a mentor should have.
- In the third section, the results of the interviews and the Focus Group are presented and explored, in order to understand the new teachers' needs and challenges, as well as the structure, contents and practices of an induction programme, as well as the mentoring programme.

Finally, by the end of the report, some clues and guidelines will be shared for the design of the induction programme and for the mentoring programme. As a recommendation for the Portuguese context, some suggestions of policy changes concerning the induction programmes will be presented.

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Executive summary - Portugal

According to the Portuguese National Council of Education¹, teachers undoubtedly play a very important role in the education and training of future generations in various dimensions: individual, collective, social, pedagogical and ethical.

The Portuguese National Report reflects the policy profile on education and the national teachers' career development and provides an overview of the main findings intending to i) identify the existence of induction and mentoring programmes for teachers (formal or non-formal practices); ii) outline the current state of the new teachers' needs and challenges at the beginning of their professional activity; iii) recognize what are the most relevant contents and activities to be considered in the different areas of an induction programme; iv) as well as the structure and duration of the programme and the schools' conditions to integrate it; and also v) to know the motivation of experienced teachers to be a mentors, the most relevant competencies of a mentor and the content and structure to be considered for the capacitation programme of mentors.

The findings of the study are based on extensive desk research and fieldwork through:

- An in-deep analysis of the national legislation, policy reports and literature review in scientific articles and thesis to set a common body of knowledge and highlight practices that have the potential to be used as good practices;
- 151 surveys including 10 from school directors, 99 from experienced teachers (with more than 20 years of experience and more than 45 years old) and 42 from new teachers (up to five years of experience and until 35 years old);
- 8 Interviews with 2 school leaders, 3 experienced teachers and 3 recent teachers;
- 1 Focus group with 9 teachers (5 experienced teachers and 4 new teachers) to discuss the results and main findings.

The main goal of this fieldwork was to promote a deep analysis and discussion of the results from the surveys collected at national level, to clarify any question or doubt that may arise from the data collected, as well as to validate the practices identified and identify any other that may be considered relevant.

The Executive Summary is organized in two main clusters: Induction Programme and Mentoring Programme and for each cluster. The results from the three groups involved in the surveys - interviews and focus group, school directors, experienced teachers and new/recent teachers - are taken into account. Whenever there is a discrepancy in the results between the three groups, the differences will be highlighted.

¹ Conselho Nacional de Educação, junho de 2016, on Recomendation of teaching conditions

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[Induction Programme]

The desk research of the paths to Induction in Portugal showed that it is important to shift the focus of Induction from an administrative perspective – aimed at helping teachers starting their careers – to a more pedagogical one, concerned with promoting excellence among teachers – both new and experienced – throughout their careers. It is necessary that the administration makes an effort in the sense of valuing supervisory devices in the evaluation processes, namely, through the implementation of Induction as part of continuous professional development, the logical extension of initial training, and the beginning of a programme subsequent along with the career, that leads to an orderly progression towards a more advanced professional status.

This continuous professional development should be triggered with more frequent and premature situations of initiation into the professional practice, which is not restricted to the 2nd cycle (Master's degree) of the teaching course, as it currently happens in Portugal, extending beforehand through situations of supervision between peers throughout their professional career.

With this objective, it is suggested that there is should be a **much stronger link connection between the Induction programme and the higher education institutions where the teachers receive their initial training**. The university should not be seen only as a source of resources: specialists for seminars and workshops, studies on Induction processes. And, on the other hand, schools should not be seen only as a context for carrying out the planned internships in teacher training curricula.

However, nowadays, for the transition from the initial training to the job market, Portuguese teachers have to carry out a Probationary period for one school year to verify their ability to adapt to the required professional performance profile. The Probationary period can take place during the first year of teaching and before entering the career. The teacher is guided and supported in didactic, pedagogical, and scientific terms by a teacher on the 4th level or higher, from the same recruitment group. The rest of the working time - when not teaching classes - is allocated, to attending training sessions, attending classes given by other teachers or carrying out group work as indicated by the supervising and support teacher. This Probationary period is mandatory at the beginning of the teaching career.

Teacher Induction should therefore be understood as a systematic and prolonged professional development process, of a collaborative nature, involving a network of teachers and specialists, and-centred on the school context, on the promotion of student learning and the development of the educational system. An effective Induction programme allows teachers, at all stages of the career, to observe their peers, be observed by them, and integrate learning communities that foster joint reflection and learning and address the quality of teaching and professional development, as a collective and not just as an individual responsibility.

However, primary and secondary teachers in Portugal must complete three and five years respectively of preservice training, including a teaching practicum. Induction and Mentoring programmes at the early stages of their career allow teachers to develop their professional skills and develop fruitful links within the school environment. School-based Induction is rare: only 20% of principals reported having formal teacher Induction activities at their school and only 6% reported that new teachers to a school can access Mentoring, compared to OECD averages of

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54% and 19% respectively. In Portugal, participation in professional development is voluntary in Portugal, although it is required for promotion or and salary increases. Some 88% of teachers and 98% of principals undertook professional development in the 12 months preceding TALIS 2018, compared to the respective OECD averages of 94% and 99%. The barriers to participation identified most commonly by both were lack of incentives and lack of employer support; in each case, considerably larger shares of Portuguese teachers and principals reported these barriers than on average.

In the Portuguese context, the number of research works carried out on the first teaching experiences of teachers is small. Despite this, it is possible to confirm that the difficulties experienced in the transition from student to teacher manifest themselves in several dimensions:

- Scientific-pedagogical teaching management, indiscipline and lack of motivation, learning pace differentiation, curriculum management, relationship with students, assessment;
- Bureaucratic knowledge of legislation, regulations, school functioning, diversity of tasks and time to manage them, taking on positions without preparation;
- Emotional self-knowledge, self-esteem and self-confidence, isolation, anxiety, management of personal and professional dimensions;
- Social professional identity and identification, relationship with colleagues and guardians, unawareness of the rules of conduct

New teachers suggest some support strategies: an opportunity for observing colleagues, the existence of a Mentor, enhancement of school's resources, development of debates and workshops concerning their worries, namely indiscipline, class management and students' special learning needs.

Based on this, LOOP partnership challenged Portuguese teachers to share their understanding of the "induction programme". Four hypotheses were presented through a national survey, all directly connected with induction and the most consensual to everyone is *"induction is a professional development programme that incorporates mentoring and is designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching job"*, emphasizing the mentoring activity in the programme. Having this definition of what is and what to expect from an induction programme, either the school leaders, the experienced teachers or the new/recent teachers agree that formal induction programmes are needed at the beginning of the teaching career to motivate teachers at the beginner level and to reinforce their competencies on the job.

Even though everyone agrees on the need for a formal induction programme, opinions regarding its *duration* are divided. All target groups consider that it should take, at least, one school year, allowing new teachers to experience a full school year. Concerning the number of *hours per week* a new teacher should devote to induction activities, they consider that one hour to two hours per week won't be enough, but they also consider that spending more than two hours per week on the induction programme can be difficult, considering the workload of most teachers. In the end, all agree with the idea of structuring a flexible induction programme in terms of time and intensity, providing the programme combines meetings and moments of joint reflection and cooperation with the classes assistance.

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About the *practices* proposed, most school leaders and teachers were open to different types of practices and activities to include in a formal induction programme, namely:

- Implementation of regular 1:1 (one to one) meetings with a mentor to discuss observed classes;
- New teachers should be involved in a network of teachers;
- Establishment of regular group meetings with teachers initiating their careers to exchange experiences and practices;
- New teachers assisting classes of experienced teachers of the same subject;
- Having experienced teachers of the same subject assisting classes of new teachers
- Regular meetings between new and experienced teachers, so that experiences and practices can be exchanged;
- Participation in workshops provided by experienced teachers.

During the interviews and the Focus Group, other practices were suggested by teachers and school leaders that can be a complement of the previous ones, such as ensuring class direction, club coordination and other school initiatives with guidance and support from an experienced teacher; the creation of a community of practices with teachers and mentors from other schools or regions to exchange experiences and strategies.

In terms of *subjects*, the project consortium identified 5 main levels as crucial for the improvement of the teaching performance, namely didactical-pedagogical, bureaucratic/administrative, scientific (subject), emotional and social/cultural level. The target groups gave their opinion regarding each one, however, there is a common understanding between the three groups that the initial training doesn't prepare new/recent teachers to work in a school. In general, school leaders and teachers (experienced and new) consider that the initial training prepare new/recent teachers at scientific (subject) and didactical-pedagogic levels, but there is a lack of knowledge and experience about the organisation, structure dynamics and functions in schools. This points out to the need of reinforcing the preparation of new/recent teachers at the bureaucratic and administrative levels, specifically concerning the legislation and legal aspects related to the teaching profession, the school administrative procedures and class management administrative procedures, but also the teachers' duties and rights.

The survey results also showed that all target groups agreed they were not well prepared by the university at the emotional, social and cultural levels. In general, school leaders and teachers also pointed out that formal induction programmes should include all the proposed aspects related to emotion, namely:

- addressing issues of self-confidence, conciliation between professional and personal life, dealing with fears and insecurities derived from students' misbehaviour and dealing with fears to cope with families (parents and guardians);
- addressing issues related to dealing with fears and insecurities derived from working with peers and school leaders.

Besides the proposed practices and activities, experienced teachers also believe that the induction programme should include matters of self-knowledge, self-esteem, conflict management and techniques to relax and reduce stress levels, aiming at providing psychological support to teachers at the beginning of their careers.

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In relation to social and cultural topics, the respondents are on the same page. From the responses collected, it is also possible to note that the school leaders believe that another social and cultural issue that should be addressed is how to deal with students with different learning difficulties or potentials. In addition, experienced teachers pointed out the importance to include in the program issues related to educating students to respect all cultures, establishing a friendly environment within the school. But the new teachers pointed out that the programme also needs to include ways of developing artistic competencies as well as developing social-emotional skills, such as dealing with stress, empathy, self-confidence, curiosity in learning, persistency, among others.

Some needs were also identified by new/recent teachers at the social and cultural level in terms of management of the school-family relationship and interaction with peers, school authorities or local community. In the first case, new/teachers mentioned the need of having support on how to approach families and manage their expectations towards students' progress and results; in the second case, they referred to the need of having more contact and meetings with experienced and new/recent teachers from the same subject area working in the school, since their initial training doesn't focus on the school culture in terms of knowing the school code of culture.

In general terms, most school leaders and new/recent teachers believe they did not receive enough support in the initial years of their careers, confirming that the schools where they worked in the first years of their career didn't have an induction programme where experienced teachers supported the beginners. The only support they received was an informal one from other experienced teachers. Almost all-of the participants in the study agree they would have appreciated the opportunity of having participated in a formal induction programme with mentors' support, with practical orientations. The supervision from more experienced teachers is highlighted as the induction practice that was more relevant to their careers and would benefit their professional performance at several levels. They also highlighted informal practices to which they had access to the internships done at the school and the share of knowledge between peers as the ones that most impacted their careers. The ones that did not have this experience, stated that they learnt about the practical aspects of teaching mainly by themselves, by observing and experiencing, or through complementary training they did voluntarily outside the job. However, a significant percentage of experienced teachers shared they received informal support from experienced teachers in the initial stage of their career. They also believe they should have been taught other key skills in their initial teacher training, as they would be relevant for their careers, namely soft skills as interpersonal, emotional and time management skills, technological skills, conflict management, school bureaucracy and legal issues, how to communicate with guardians and how to deal with students with special needs and/or disabilities.

Other aspects were highlighted by interviewed teachers as challenges and barriers to support the integration of new/recent teachers in the schools' profession and activities, namely:

- The lack of stability in the profession and career,
- ▶ The inexistence of additional financial support for teachers in mobility,
- Reduced time and space to get familiar and for collaborative work between new/recent and experienced teachers,
- The reduced support that new/recent teachers feel from school leaders,

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- The mismatch between the recruitment of new/recent teachers and the beginning of the school year,
- Permanent legal updates and shifts, generating instability in the professionals of the schools, who need to continuously adjust to new laws, rules and requests, focus more on administrative and bureaucratic activities than in teaching, learning or students,
- A high number of students per class and frequent assignment of challenging classes to new/recent teachers.

As it can be seen, part of the solution to better prepare and guide new/recent teachers in their integration in schools is related to strategies to be defined at policy level. Are examples of this, the need of:

- Updating and adjusting the initial training of teachers to the reality and needs of the schools and students. The initial training is mostly focused on the subject and didactic-pedagogic methodologies and is important to include content related to legislation and national rules about the profession, career and activities of teachers.
- Strengthening the cooperation between higher education institutions and schools, to assure a balanced combination between theory and practice and adjust the training, as much as possible, to the reality.
- Investing in the creation of adequate conditions and incentives to turn the teaching profession and teachers' career more appealing, stable and socially valuable (better financial conditions, improvement of the process and timing of recruiting, reduce teachers' mobility, adequate career's progression to the experience, increased focus on teaching and learning and less in bureaucracy).

Globally, participants consider that the schools have the space and structure to integrate the induction programme. Nevertheless, considering that not all schools have new/recent teachers, (less than 35 years old and 5 years of experience), some gave the idea of creating a geographical working group or round table joining new/recent teachers from different schools of a certain region that would benefit from the support of mentors.

[Mentoring Programme]

It is important to reflect on the concept of mentoring and what does this type of practice implies at the school level. Overall, all the three target groups have the same understanding of what mentoring means: *"is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth".*

In terms of the *time* to be dedicated to mentoring, both groups consider that experienced teachers shouldn't be only mentors, but combine their teaching activities with mentoring. Experienced teachers should keep a balance between teaching and mentoring (60% of teaching and 40% in mentoring), this would allow:

- to do what they love and desire doing, which is teaching students essential to keep these professionals motivated and fulfilled;
- to keep their contact with the teaching experience, and consequently, to continuously be aware of the reality and practice, a critical aspect to being a mentor;

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new/recent teachers to see their mentor in action (by preparing/discussing classes, assisting classes, or cooperating in the organisation of complementary activities).

Despite this positive attitude towards mentoring, school leaders and teachers agree that the mentor profile must have certain characteristics and competencies, including:

- the domain of didactical-pedagogical strategies and practices;
- professional experience in teaching and learning fields;
- high interest in being a mentor and supporting mentees;
- knowledge about the teaching subject in which mentoring is provided;
- willingness to invest the necessary time to support mentees;
- ability to actively listen and communicate effectively;
- ability to provide concrete and constructive feedback;
- ability to establish a trustful and friendly relationship with others;
- ability to share experience and expertise;

This adequate profile and set of competencies are crucial to implementing an open and cooperative mentoring relationship between mentor and mentee. The three target groups consider mentoring as a collaborative relationship in which, new/recent and experienced teachers, would share, learn, grow and cooperate. Some teachers mentioned that the biggest challenge to accomplish this could be related to the insecurity revealed by some experienced teachers that wouldn't feel comfortable "opening" their classes to other colleagues, establishing a cooperative relationship with unknown colleagues and sharing their knowledge and experience with them.

When questioned about it, experienced teachers also stated that they were not given the opportunity of being mentors throughout their careers. Only a few stated that they mentored new teachers when they were doing an internship or in their probationary period. It seems that what they know comes from theoretical knowledge and from their goodwill and desire of helping their colleagues at the beginning of their careers. So, this training is seen by many as essential for them to be able to mentor others.

But the surveyed teachers show different motivations to become mentors. The majority would like to have the possibility of sharing knowledge and experience with teachers initiating their careers; they would be motivated by the opportunity of diversifying their teaching career - partially keeping their teaching responsibilities. Another reason would be the decrease in the total working time per week. Nevertheless, during the interviews and Focus Group, teachers identified personal, social and political motivations to be a mentor and the most mentioned were:

- ▶ be a lifelong learner
- benefit from mutual learning
- generate impact and be useful
- be part of the professional development of peers
- contribute to the social and political value of the teaching profession

So, when experienced teachers were faced with the question regarding their capability of mentoring new teachers during their induction programmes, the majority stated they would need to receive training to do it.

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Despite their differences regarding their motivations to become mentors, they shared similar opinions about what should be included in a training course for mentors, such as:

- the understanding of the needs and specificities of working with beginning teachers;
- the definition and characterization of the mentoring relationship;
- ▶ the competencies, characteristics and experience of the mentor;
- how to establish and maintain a mentoring relationship;
- the principles of the mentoring relationship;
- the strategies and tools to be used for effective mentoring relationships;
- examples of good practices;
- instruments for observing classes and the type of feedback used by mentors;
- the preparation of a plan for developing the work as a mentor;
- the documents and supports to be used during a mentoring process.

Thus, it is possible to conclude that all groups agree that it would be important to create a mentoring programme, allowing experienced teachers to support new colleagues but not dedicating his/her full-time to mentoring.

[Conclusions]

Induction and Mentoring programmes should be adopted as priority actions in the education system to produce much-needed changes, and as a way to increase support to teachers, transforming the teaching career, since they can improve teachers' professional performance, their wellbeing and school success. Thus it is urgent to change the concept of the Induction Programme, the way the regulations characterise it and legally incorporate the following features so that it is accessible and sought after:

- the improvement of the Probationary period by a true period of induction practices, having a shifting mindset of the concepts;
- facilitating teachers' transition into the profession by providing individual support and by helping them to cope with the challenges they may face in the first years of teaching and not only when they enter the career;
- direct it for different phases of the career, not only for teachers who have a recent vacancy in the board but also for new/recent teachers even if in the temporary hiring status, to apply for a Probationary year conditionally;
- include a systematic character on the concept, giving it a crucial role in the professional development process, in a logical extension of initial training, and the beginning of a programme subsequent along with the career;
- shift the focus from an administrative perspective to a more pedagogical one, concerned with promoting excellence among teachers;
- reduce substantially the scope of the evaluation process, especially in its formative and supervisory implications;
- prefer support assumed by the school's curricular department, through a teacher from the same recruitment group and with professional experience of recognized quality;

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- include a collaborative nature, involving a network of teachers and specialists and centred on the school context;
- link the Induction programme not only to higher education institutions where teachers receive their initial training - to school context;
- implement cooperative work in different contexts: university-school or polytechnic, teachers in early-Mentor career, school Mentor leader and higher education Mentor teacher;
- define clear institutional support for Mentors and teachers and training, defining everyone roles;
- highlight the important role of the Mentors as colleagues with more experience who transfer their knowhow, by means of a co-construction professional knowledge;
- creation of groups of Mentors from schools in the same region, enabling the creation of a regional collaboration network;
- extending beforehand through situations of supervision between peers throughout their professional career, promoting ways to have included collaborative work with peers².

The integration of an induction programme based on mentoring practices in schools is seen as beneficial to schools and all their professionals, once it will allow making all teachers, new and experienced, the best professionals they can be. In detail, school directors and teachers that contributed to the short study held in Portugal, identify as the main strengths of this approach:

- The lack of strategies and practices in schools to guide and support new/recent teachers in their integration in schools;
- The perception of new/recent teachers have of their preparation and ability to be successful in the teaching profession, namely in what concerns the: bureaucratic and administrative procedures and responsibilities; ability to manage students' emotions and behaviours; ability to interact, ask for support and cooperate with other teachers;

Despite this, there are some constraints and challenges that need to be overcome to implement and integrate the induction programmes based on mentoring practices in schools:

- Reduced number of new/recent teachers with less than 35 years old and 5 years of experience, integrating Portuguese schools in the past decade, which can compromise the impact and number of new/recent teachers in the programme;
- The geographical spread of new/recent teachers, difficulting the implementation of the programme at the local level and by teachers from the same school (regional scope);
- Overload of teachers, in particular of experienced teachers, can compromise their availability and motivation to be mentors;
- Mobility of new/recent and some experienced teachers, which can assure the constitution of a pool of mentors and the match between new/recent teachers and experienced teachers.

² Roldão, Reis and Costa, 2012a and 2012b

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Some suggestions to overcome these challenges were presented by directors and teachers and are related to:

- Creation of conditions and incentives to motivate and mobilize experienced teachers to become mentors

 allocation of time specifically for mentoring (by law), specification of the activities and responsibilities
 of mentors, the establishment of flexible induction programme in terms of duration and timeline;
- The geographical scope of implementation of the programmes promote the capacitation programme of mentors at the regional level, integrate the induction programme in set clusters of schools, settle a loop of mentors responsible for clusters of schools.

Concerning the design of the induction programme the target groups consider that:

- ▶ The programme should have a minimum duration of 1 school year
- The time per week dedicated to the activities of the induction programme should be flexible, two hours per week
- The 5 areas identified by the consortium are considered relevant to directors and teachers: didactical-pedagogical, subject, bureaucratic-administrative, emotional and social and cultural areas. An emphasis was given to the bureaucratic-administrative area by new/recent teachers and the emotional and social/cultural areas by directors and experienced teachers.

In conclusion, the study participants enhanced policy measures to be discussed and consider, to facilitate the implementation of the induction programme and its integration in the national policy related to teachers professional development and career progress:

- ensure greater stability in the profession and career, especially for new/recent teachers (less mobility)
- provision of additional financial support for teachers in mobility
- increase the opportunities to new/recent teachers get familiar with a certain school and collaborate with other teachers (adjust the workload, match the schedules, provide conditions to mentors)
- increased support from school directors to new/recent teachers
- ▶ increase the match between the recruitment of new/recent teachers and the beginning of the school year
- promote legal stability and reduce the shift of policies
- adjust the number of students per class
- assign challenging classes to new/recent teachers, providing guidance and support.





1 National context in Portugal

This section will present an analysis of the teachers' career in Portugal taking into account the importance of the current context and the situation of the national Portuguese education system, examining its challenges and policy response.

The teaching career is regulated by the Teaching Profession Career Statute, Decree -Law n.º 139 -A/90, 28 April, nº 41/2012, 21 February, which over 26 years has undergone several changes.

Teaching Profession Career Statute (TPCS) applies to teachers (those who hold a professional qualification, article 2 of the Decree-Law 16/2016, 17 June), whatever the level, cycle of education, recruitment group or training area, who exercise functions in the various modalities of the education system and non-higher education.

The Decree-Law n.º 79/2014, of May 14, adjusted by the Declaration of Rectification n.º 32/2014, of June 27, and changed by the Decree-Laws no. 176/2014, of December 12, and n.º 16/2018, of March 7, establishes the legal regime of the professional qualification for teaching in pre-school, elementary and secondary school and art schools specialized in music and dance.

On the other hand the professional development of teachers, through continuous training, is seen as a way to ensure the improvement of the quality of education, which is one of the central and priority challenges of the Portuguese Ministry of Education (ME). With Decree-Law n.º 22/2014 of February, a new paradigm is established for the continuous training system, oriented to improve the quality of teacher performance, to focus the training system on the priorities identified in schools and the professional development of teachers so that continuous training enables the improvement of the quality of education and it is articulated with the objectives of local and national education policy.

Although both the initial education and continuous professional development need to be of the highest quality, the possibility to access professional support over their careers is essential for teachers and the educational systems. The continuing professional development (CPD) has an impact on learners' learning outcomes, progress and teachers' wellbeing3. LOOP partnership recognizes the importance of providing specific support to teachers during the early stage of their careers, so it will try to contribute with a structured training programme (Induction programme) based on Mentoring experiences facing the real needs of the new teachers and the education school system.

In terms of policy career and regulations, under the terms of the general law, teaching staff who perform education or teaching duties on a permanent, sequential and systematic basis constitute a special Civil Service body with its own career. The Portuguese teaching career is a single-level career structure even though made up of ten levels that correspond to ten differentiated remuneration indices (TPCS, article 34).

³ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the R egions, "Supporting the professions of teaching for better learning outcomes", European Commission 2012 and Conclusions on European teachers and trai ners for the future by the Council of the European Union, 2020/C 193/04

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Article 35 of the TPCS regulates the functions of the teacher in the exercise of their professional activity, considering that it should be under the guidelines of educational policy and observing the requirements of the national curriculum, the programmes and programmatic or curricular guidelines in force, as well as the educational project of the school, some of them of a teaching nature, others of a non-teaching nature, and the performance of coordination activities, guidance, pedagogical supervision and evaluation of performance, are reserved for teachers in the 4th level or higher, preferably holding specialized training.

The teaching career structure, article 25 of the TPCS, is organized by school cluster boards, non cluster school boards and pedagogical area boards (designed to provide the necessary flexibility to manage human resources in the respective geographic area and to meet the non-permanent needs of educational or teaching establishments - article 27).

The legal employment relationship of teaching staff generally takes the form of appointment (article 29 of the TPCS). The appointment may be provisional or definitive, whereby the first appointment to a position on entry is in the form of a provisional appointment, it lasts for one school year, usually the Probationary period.

The Probationary period is designed to verify the teacher's ability to adapt to the required professional performance profile, it has a minimum duration of one school year and it is carried out at the educational or teaching establishment. The Probationary period can take place during the first year of teaching duties and before entering the career.

According to TPCS, article 31, during the Probationary period, the teacher is accompanied and supported in didactic, pedagogical, and scientific terms by a teacher of the 4th level or higher, from the same recruitment group, who was awarded a grade equal to or higher than Good in the last performance evaluation. The non-teaching component during this period will be allocated, for as long as necessary, to attending training sessions, attending classes given by other teachers or carrying out group work as indicated by the supervising and support teacher.

If a teacher on provisional appointment concludes the Probationary period with an evaluation of performance equal to - or above - Good, he or she will be definitively appointed to a permanent position, otherwise, the teacher may be invited to repeat the year or be dismissed.

The teaching career is divided in ten levels and the progression consists of a change in salary index through the career. The recognition of the right to progression in the career depends on the cumulative verification of several requirements. Progression to the 2nd, 3rd, 4th, 6th, 8th, 9th, and 10th levels occurs on the date the teacher completes the required number of years in each level, provided that he or she has fulfilled the performance evaluation requirements, including class observation (compulsory in 2nd and 4th levels) and continuous training. Progression to the 5th and 7th levels occurs on the date the teacher is offered a vacancy for progression.

Decree-Law n.º 22/2014, of February 11, which establishes the legal regime of continuing teacher training and defines the respective system of coordination, administration and support, aims to ensure the quality of training through diversified regulatory devices, among which stands out the introduction of a new monitoring mechanism. The same Decree-Law presents a structure that highlights and gives greater intelligibility to the structural elements of the legal regime of continuous teacher training, and the School Association Training Centers (SATC).

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The general principles and the organization of training enshrined in the Decree-Law apply to all teachers working in public schools, teachers of Portuguese schools abroad and teachers of private and cooperative educational establishments associated with a SATC, and aim to provide training institutions and schools with increased autonomy, both in the pedagogical field and in the organization of training.

The accreditation of training is the responsibility of the Scientific-Pedagogical Council of Continuing Education (SPCCE). The recognition and certification of short duration training (up to 6 hours) is the responsibility of the training entities following criteria expressed in their internal regulations (article 8).

1.1. Teachers' career in Portugal: an overview

The Portuguese National Council of Education⁴ points out six trends that features the teaching profession in Portugal nowadays, namely: the increasing ageing of teachers (with 44% of lower secondary teachers aged 50 or over in 2017 - OECD average was 37%)⁵, which has led to a sharp decrease in the number of practising teachers. Among other reasons, retirement, the impact of curricular orientation and resource management policies, the decrease in the school population; the reduced number of new teachers entering the system; the emergence of precarious situations in the exercise of teaching functions, a situation that causes professional and institutional instability leading to dropouts.

A consequence thereof is that teaching has been going through a "vocational crisis", attracting fewer young people and losing many of those trained to become teachers⁶, which has resulted in a growing shortage of teachers in various subjects and geographical areas over the last two years.

There are numerous reasons why teaching is a less attractive job today than it was decades ago. In recent years, the working conditions of teachers in schools have become more demanding⁷:

- the timetables and their organisation, specifically in what concerns the teaching and non-teaching service, has brought many altercations;
- the increasing scarcity of the number of credit hours to develop activities;
- the organisational context and the vertical and horizontal articulation of the curriculum and programmes which are very demanding in the construction of the professional culture;
- the high number of classes, students and levels assigned;
- the innumerable set of activities to develop for curricular enrichment, coadjuvancy, tutoring, activities in support offices for students following indiscipline and teacher substitutions;
- the overload of meetings or multiple tasks of a bureaucratic nature;

⁴ Conselho Nacional de Educação, on Recomendation of teaching conditions, junho de 2016

⁵ TALIS, 2018 OECD

⁶ European Commission, 2019

⁷ Conselho Nacional de Educação, on *Recomendation of teaching conditions*, junho de 2016

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- the increase in the age required for retirement;
- ▶ the reality generated by clusters of schools, which often led to teachers moving between schools;
- the degradation of the family and social life of students as a consequence of the deterioration of the economy, the fact that teachers are subject to a complex set of tensions, demands and constraints arising from several factors, among which should be highlighted the structural ambiguity of their status, the multiplicity of functions and tasks and the multiple and demanding expectations that society has on their performance.

Only 9% of teachers in Portugal reported feeling their profession was valued in society, while only 65% reported that, if they could choose again, they would still become a teacher, compared to the respective OECD averages of 26% and 76%⁸.

According to the Education Policy Outlook Portugal (OCDE, June 2020, p.9) "the main challenges facing the teaching profession in Portugal are high job instability, an ageing teaching workforce and a lack of certain skills. In 2017-18, the proportion of non-permanent teachers (on temporary contracts) ranged from 17% in primary education to 21% in secondary. As reported in TALIS 2018, fewer than 1% of teachers in ISCED 1-3 were aged below 30. Also, 22% of teachers in this survey reported a strong training need for teaching in a multicultural or multilingual setting and 12% for the use of information and communication technologies (ICT) in teaching."⁹

The Recommendation of June 2016 mentions the urgency to seek solutions, namely regarding the renewal of the teaching body, ensuring the passing of knowledge, experience between generations and the training of teachers to replace the ones expected to retire or leave the system in the next 10-15 years.

The conclusions of the Council of the European Union¹⁰ draw attention to the urgency of a complementary and comprehensive approach at all levels and aspects of teacher education and training. This includes training, Induction and quality Mentoring, as well as promoting and supporting continuous professional development throughout the teaching careers and, if relevant, appraisal mechanisms, including feedback in the process. That is why teachers had reported that they learn more and better:

- ▶ in networks of teachers and study groups than with Mentoring;
- in professional development programmes that are longer, continuous and intensive rather than shorter ones;
- when there is collective participation.

In Portugal, training is mandatory for teachers to progress in their career and meet the requirements set for performance evaluation, so it is compulsory that the component of continuous training focuses at least 50% on the scientific and pedagogical dimension and that at least four-fifths of the training is accredited by the SPCCE (article 9, of Decree-Law no. 22/2014 of 11 February).

⁸ Education Policy Outlook Portugal, 2020

⁹ Education Policy Outlook Portugal, 2020 (https://www.oecd.org/education/policy-outlook/country-profile-Portugal-2020.pdf)

¹⁰ Official Journal of OECD, March 2020 (EUR-Lex - C:2020:085:TOC - EN - EUR-Lex (europa.eu)

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Given this characterization, the National Portuguese Council for Education recommends finding responses that create conditions within a framework of autonomy and academic freedom:

- to restore the importance of pedagogy and the construction of knowledge that underpin educational action, ensuring as an integral part of the teacher's work a component aimed at the use and development, individually and collectively, of high-quality teaching and learning processes and research methodologies that provide permanent updating;
- to promote the institution of collaborative reflection and practice networks, in which teachers work around the specific knowledge of their subject area, of didactics and pedagogy;
- to guarantee conditions of stability, namely professional, to all teachers and access to a career that is recognized as valued;
- ▶ to reconsider the service reductions for seniority and the way the reduction hours are filled;
- to define specific activities to be developed by teachers in the last years of their career, in the field of training, pedagogical supervision and construction of professional knowledge, among others;
- to promote a process of continuous training that articulates and makes coherent the professional development of teachers with the permanent challenges posed to the school.

LOOP project intends to make the most of teachers' time to support quality teaching and worth the fact that about 70% to 80% of teachers and more than 80% of school leaders (TALIS 2018) sees that is urgent to change and the schools should have the capacity to innovate practices and over 80% of teachers feel confident in their ability to vary instructional strategies in their classroom. The conclusions of the Council of the European Union, 2020 claim for the need to stimulate interest and encourage curiosity and creativity, in the process of lifelong learning in an emotional, social and creative manner, to support the co-creation of learning and teaching, while ensuring that such practices are inclusive, socially just and equitable.

1.2. Main actors

The initial training of kindergarten teachers and elementary and secondary education teachers is, currently, under the responsibility of 61 universities and polytechnic higher education entities, public and private, from which 201 teaching courses are held. The accreditation of these teaching courses is done by A3ES (Agência de Avaliação e Acreditação do Ensino Superior – Agency for Assessment and Accreditation of Higher Education)₁₁.

The table below provides information about all the entities that offer initial training courses and qualifications for teaching and that present a very diverse range of offers, in a total of 179 courses.

¹¹ Decree-Law no. 369/2007, of November 5 – Agency for Assessment and Accreditation of Higher Education

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Co-funded by the Erasmus+ Programme of the European Union



	_	Masters in Teaching																			
Institutions	Edu				1 ST /2	1 st /2 1 st /2 ^N Secondary Level															
	Lic	Pre- Sch.	1 st	РЅ/1 ^ѕ т	ND P- HGP	^D M- CN	Р	P/LA T	P/LE	I	I/LE	FIL	HIS	GEO	EC	MAT	BG	FQ	INF	AV/ M	EF
Universidade dos Açores	Х			Х																	
Universidade de Aveiro	Х		Х	Х	Х	Х			Х		Х					Х	Х				
Universidade de Évora	Х	Х		Х												Х					
Universidade da Madeira	Х			Х												Х					Х
Universidade do Minho	Х	Х	Х	Х	Х	Х	Х					Х	Х			Х	Х	Х	Х		
UTAD	Х			Х	Х	Х															Х
Universidade Beira Interior									Х			Х				Х		Х		Х	Х
Universidade de Coimbra							Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х			Х
Universidade de Lisboa			Х					Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
Universidade do Porto			Х				Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х		Х	Х
Univ. Nova de Lisboa	1		Х				Х		Х	Х	Х	Х	Х	Х		Х			1	Х	1
Universidade do Algarve	1	Х	Х		Х	Х			X ¹²										1		1
I. P. de Beja	Х			Х																	
I. P. de Bragança	Х	Х	Х	Х		Х			1										1		1
ESE de João de Deus	Х	Х	Х		Х	Х			1										1		1
ESE de Paula Frassinetti	Х	Х	Х		Х	Х			1										1		1
ESE Jean Piaget de Almada	Х	Х	Х			Х			1										1		1
I.S. de Ciências Educativas	Х	Х	Х																		
I.S.C. Educativas do Douro	Х		Х	Х					1										1		1
ISEC Lisboa	Х	Х	Х	Х					1										1		
ISPA	Х	Х	Х						1										1		
E.S.E. da Lusofonia	Х		Х																		
I. P. de Santarém	Х	Х		Х	Х	Х															
I. P. de Setúbal	Х	Х		Х					1										1		
I. P. de Viana do Castelo	Х	Х				Х															
I. P. de Viseu	Х	Х	Х		X13	Х															
I. P de Fafe	Х			Х					1										1		
I.P. de Castelo Branco	Х			Х																	
I.P. de Coimbra (3)	Х	Х		Х	Х	Х															
I.P. da Guarda (ESECD)	Х			Х																	
I.P. de Leiria (ESECS)	Х	Х	Х	Х	Х	Х															
I.P. de Lisboa (ESE) (4)	Х	Х			Х	Х															

¹² Master in Portuguese and English teaching in the Primary level

¹³ Master in Portuguese, Portuguese History and Geography teaching and Master in Portuguese and English teaching in the Primary level

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I.P. de Portalegre (ESECS)	Х	Х												
I.P. do Porto (ESSE) (5)	Х	Х		Х	Х	Х								
I.S.C. Educativas do Douro	Х		Х	Х										
ISEC Lisboa	Х	Х	Х	Х										
ISPA	Х	Х	Х											
E.S.E. da Lusofonia	Х		Х											
I. P. de Santarém	Х	Х	1	Х	Х	Х						1		
I. P. de Setúbal	Х	Х	1	Х	1	1						1		
I. P. de Viana do Castelo	Х	Х	1	1	1	Х								
I. P. de Viseu	Х	Х	Х	1	X ¹²	Х						1		
I. P de Fafe	Х		1	Х	1	1						1		
I.P. de Castelo Branco	Х			Х										
I.P. de Coimbra ¹⁴	Х	Х	1	Х	Х	Х						1		
I.P. da Guarda (ESECD)	Х		1	Х	1	1								
I.P. de Leiria (ESECS)	Х	Х	Х	Х	Х	Х						1		
I.P. de Lisboa (ESSE) ¹⁵	Х	Х			Х	Х								
I.P. de Portalegre (ESECS)	Х	Х												
I.P. do Porto (ESSE) ¹⁶	Х	Х		Х	Х	Х								

Table 1 - Entities that offer initial training courses and its offers

 $^{^{\}rm 14}$ Also offers a Master in Portuguese Sign Language teaching

¹⁵ E.S.E. de Lisboa offers professional and non-professional masters. In this last type it is important to highlight the following courses: Math Education for pre-school; Didactics of the Portuguese Language for Primary level education; Games, Toys and Languages in Childhood Education

¹⁶ It also offers a Masters in Music Education Teaching for the Primary level education

LOOP - Empowering teachers personal, professional and social continuous development through innovative peer-induction programmes





Regarding Continuous Teachers Training and according to the Decree-Law no. 22/2014, of February 11, that establishes the Legal Regime of it and defines the respective coordination, administration and support system, are training entities:

- Centros de Formação de Associação de Escolas SATC (School Association Training Centres);
- Higher education institutions;
- Non-profit training centres for professional or scientific associations;
- Central services of the Ministry of Education (dismissed from the accreditation process);
- Other public, private or non-profit cooperative entities, accredited for this purpose.

All these organizations play a role, more or less interventional and comprehensive in the continuous teachers training, taking into account multiple variables. The main stages and actors where teacher training takes place are presented below.

Except for the SATC, higher education institutions and the central services of Education and the ME, all other entities have to be accredited by the SPCCE to be able to offer accredited training and certify teachers.

The SATC, established in 1992, is a training entity that integrates schools and they assumed an important role as regionalized (see table 2) entities responsible for the development of demand and frequency of continuous training actions.

Zone	No. of SATC	Nº. of associated school institutions	Nº. of involved teachers
North	32	399	54659
Centre	19	246	13943
Region of Lisboa and Tagus Valley	27	374	50907
Region of Alentejo	7	97	9649
Region of Algarve	6	68	7899
Total	91	1184	137057

Table 2 - Distribution and coverage of the SATC throughout the country zones

Representing a unique reality among European educational systems, the SATC is governed, directed and managed by career teachers who applied for the position and are selected following the provisions of Decree-Law no. 127/2015, of July 7. This Decree-Law defines that the "attribution of new terms and competencies to the SATC provides them a greater capacity to answer schools and teaching professionals' training needs, reinforcing training centred in the enhancement of the teaching capabilities, namely in scientific, curricular and pedagogical domains, and the focusing on the school as a privileged place for training".

The director and the pedagogical commission are the two governing and management bodies of the SATC. In this pedagogical commission, there is a Board of Directors, where all the directors of Schools and Clusters associated with SATC have a seat, in addition to the director of the training centre. As part of their pedagogical and administrative autonomy, the SATC have an annual or multi-annual training plan – for a maximum of three





years – which reflects the training priorities and needs of the associated schools. These are represented by a teacher in the training and monitoring section.

The SATC also fund internal trainers that mobilize the human resources existing in the associated schools. These trainers are teachers certified by the SPCCE.

The SATC are also responsible for certifying short-term training actions, supporting and monitoring pedagogical projects in associated schools, establishing protocols with higher education institutions, within the scope of meeting training needs, and promoting networks of collaboration with other SATC aiming at improving the quality of the educational offer.

In the context of continuous training, the SATC are thus essential and central entities for the territorial implementation of public education policies, also playing a core role, in articulation with the associated schools, in identifying the training needs of teachers.

The SPCCE, comprising a president and eight members, appointed by order of the member of the Government responsible for the area of education from among personalities of recognised merit in the area of education, is responsible, by Decree-Law no. 22/2014, of 11 February:

- A. accredit:
- Training entities,
- Continuous training actions,
- Specialized training courses,
- Trainers,
- Training consultants.
 - B. evaluate and monitor the continuing training system,
 - C. publish a triennial assessment report on continuing training,
 - D. to issue opinions on matters within its competence.

The General Directorate of School Administration (GDSA) monitors the continuous training process, through:

- Authorising trainers' accumulations,
- Monitoring the process of creation and rationalisation of the SATC network,
- Promoting inter-institutional cooperation to adapt supply to demand for training,
- Ensuring the support to the functioning of the activities of the SPCCE

1.3. Teachers initial training

General Profile of the Teaching Staff

Teaching implies the acquisition of a set of competencies and qualifications, in which higher education is required, it fits in the context of learning throughout life, includes mobility and is based on partnerships. The key competencies for teaching are the ones that enable working with information, technology and knowledge,





people (students, co-workers and other education partners) and society at a local, regional, national, European and Global level (Common European Principles for Teacher Competences and Qualifications, 2010)¹⁷.

- Initial Training Structure

Master's degrees in the specialities of pre-school education and teaching of elementary education have as a specific entry requirement a degree in Elementary Education.

The study cycles that aim at acquiring the professional qualification for teaching have as benchmarks:

- The general principles present in the Lei de Bases do Sistema Educativo Português (Basic Law of the Portuguese Educational System)¹⁸;
- The curricular orientations for pre-escolar education¹⁹ and the curriculum²⁰ and curricular matrices of the elementary and secondary education²¹;
- ▶ The programmes and curricular goals²²;
- The general orientations of educational policy.

The study cycles aimed at acquiring professional qualifications for teaching include five training components, ensuring adequate integration according to the demands of professional performance.

a) TEACHING AREA

The teaching area aims at complementing, strengthening and deepening the academic education, focusing on the necessary knowledge to teach in the content areas and subjects covered by the teaching group.

b) GENERAL EDUCATIONAL AREA

The general educational area covers the knowledge, capabilities and attitudes common to all teachers, relevant to their performance. This training includes the areas of development psychology, cognitive processes, namely the ones involved in learning reading and elementary mathematics, curriculum and assessment, special educational needs, and classroom organization and management.

c) SPECIFIC TEACHING

The specific teaching includes the knowledge, capabilities and attitudes related to the content area and the teaching of the subjects of the respective teaching group.

d) <u>CULTURAL, SOCIAL AND ETHNIC AREAS</u>

The training in the cultural, social and ethnic areas includes, namely:

¹⁷ Available in <u>https://www.cedefop.europa.eu/en/news-and-press/news/common-european-principles-teacher-competences-and-qualifications</u> (accessed in 25.05.2021).

¹⁸ Decree-Law no. 46/1986, of October 14, adjusted by Laws no. 115/97, of September 19, no. 49/2005, of August 30, and no. 85/2009, of August 27.

¹⁹ Available in <u>https://www.dge.mec.pt/orientacoes-curriculares-para-educacao-pre-escolar</u> (accessed in 25.05.2021).

²⁰ Available in https://www.dge.mec.pt/curriculo-nacional-dl-1392012 (accessed in 25.05.2021).

²¹ Available in <u>https://www.dge.mec.pt/organizacaogestao-curricular</u> (accessed in 25.05.2021).

²² Available in https://www.dge.mec.pt/sites/default/files/Basico/Metas/Portugues/pmcpeb_julho_2015.pdf (accessed in 25.05.2021).





- i. expansion of the knowledge and culture areas, including the scientific culture, arts and humanities, different from their area of teaching;
- ii. contact with data collection and critical analysis methods, hypotheses and theories
- iii. awareness of the ethic and civic dimensions of the teaching activity.
- e) THE INITIATION TO THE PROFESSIONAL PRACTICE IS ORGANIZED ACCORDING TO THE FOLLOWING PRINCIPLES:
 - i. Includes the observation and collaboration in education and teaching situations and the supervised practice in the classroom, in the kindergartens and schools, including the professional internship, subject to a final report;
- ii. Provides the trainee teachers with the experience of planning, teaching and evaluating, according to the roles assigned to the teacher, inside and outside the classroom;
- iii. It takes place in groups or classes of different levels and education and teaching cycles, covered by the recruitment group for which the study cycle prepares. It may take place in more than one education and teaching establishment, whether or not of the same group of schools or principal entity, in the case of private and cooperative education
- iv. It is conceived in a perspective of training for the cooperation between the knowledge and the way of transmitting it, aiming at learning;
- v. It is conceived from a perspective of professional development of the trainee teachers, promoting an attitude oriented to a permanent enhancement in students' learning.

At the end of the course that certifies and professionalizes teachers, with a master's degree, these are qualified for the public recruitment of teachers for the provision of school schedules. However, the definite nomination to a place in the pedagogical zone depends on the completion of the probationary period, with a performance evaluation equal to, or higher, than Good, as soon as they enter the career, a step that can take several years.

- Scenarios and Challenges of the Initial Training of Teachers

There are many debates held around the initial training of teachers and their emerging challenges related to this type of training, to which several researchers are associated, and whose concerns are centred on issues such as: Which type of teachers is it intended to train? What kind of teacher is being trained? What is the knowledge and what are the competencies valued?

SCENARIO 1: LOW LEVEL OF ATTRACTIVENESS OF THE TEACHING JOB

The current political, economic, social and cultural situation does not motivate the decision to embrace the teaching job. Teachers do not have assistance or adequate and enough training to answer the responsibilities expected from them. According to several authors, they suffer from professional loneliness, many times because they are placed in demoralizing conditions, that lead them to states of professional disenchantment, deception and lack of motivation.

Moreover, it should be noted that, at the moment, there are not many students that have chosen to enrol in higher education teaching courses, as year after year, there are vacancies left over.





Thus, the goal is to change the educational policies so that the teaching job reencounters the stimulus, incentives and reasons so that teachers are involved in a process of motivation and qualitative evolution of their personal and professional capabilities.

SCENARIO 2: QUALITY AND EFFECTIVENESS OF THE TEACHERS' INITIAL TRAINING PROGRAMMES

"There is no quality teaching, nor educational reform, nor pedagogical innovation without an adequate training of teachers" (Nóvoa, 1992)²³. Even though there are mechanisms that evaluate the quality of professional teachers' qualification, evident on the quality of the courses, based on a documental analysis, the verification of logistical conditions, the collection of opinions from the various participants in the training process and institutional managers, there is no observation of real situations in training environments (Martins, 2015)²⁴.

Thus, even though the measurement of quality is seen as a key element to enhance teaching and learning, the process is not easy and the restructuring that is needed in the teachers' training programmes becomes more difficult. In reality, the initial training courses show a great diversity of content and form, which leads inevitably to different training profiles.

Thus, the goal is to establish mechanisms that evaluate the quality of the training, by observing the performance of teachers that are starting their career, so that it is possible to identify new goals that can be a reference when evaluating the quality and effectiveness of their professional path.

SCENARIO 3: NEW CHALLENGES AND CURRENT TRAINING PROGRAMMES

The idea that training teachers is mostly theory and disconnected from the real world has been identified in some studies in this area (Ebby, 2000²⁵; Flores, 2001²⁶ e 2006²⁷, among others). The coordination between theory and practice (or its absence) in the context of teachers' training is one of the most recurrent concerns in literature and research in this field. According to different authors, this concern is due to a set of reasons, among which the professional socialization of teachers stands out, related to the integration processes in the complex universe of teaching and learning, which often leads to the reinforcement of epistemological beliefs and questions associated with the tension between practical and formal knowledge. Furthermore, the teachers' role in schools has changed a lot, as it is required that they permanently follow up with the social, economic and scientific changes that characterize today's society.

In addition to having, cumulatively and evenly, ethical, moral, intellectual and scientific qualities, they should also have personal, interpersonal and affective competencies, in a way that - in a society that is permanently in a social transformation - they can adequately intervene in the social dynamics of the scholar community. Due to the frequent changes in educational policies, the urgency of updating the curricular programmes to prepare students for global challenges is also on the teacher.

²³ Nóvoa, A. (1992). Nota de Apresentação. In A. Nóvoa (Coord.), Os Professores e a sua Formação (pp. 9-12). Lisboa: Publicações Dom Quixote.

²⁴ Available in https://www.cnedu.pt/content/iniciativas/seminarios/Isabel_Martins_CNE_29_abril_2015.pdf (accessed in 25.05.2021).

²⁵ Ebby, C. B. (2000). Learning to teach mathematics differently: the interaction between course-work and fieldwork for pre-service teachers. *Journal of M athematics Teacher Education*, 3, 69-97.

²⁶ Flores, M. A. (2001). Person and Context in Becoming a New Teacher. *Journal of Education for Teaching*, 27(2),135-148.

²⁷ Flores, M. A. (2006). Being a novice teacher in two different settings: struggles, continuities, and discontinuities. *Teachers College Record*, 108(10), 202 1–52.





Thus, the goal is to update the training programmes, by opening a wider space for new knowledge within the curriculum itself, so that theoretical knowledge has meaning, creating relationships with everyday actions. In this sense, the study of problem situations, real practices and not just technical stereotypes should also be included in the curriculum of teachers' training courses.

SCENARIO 4: COORDINATION BETWEEN THEORY AND PRACTICE OF THE INITIAL TEACHERS' TRAINING PROGRAMME

In the Portuguese context, the period of supervised practical training, seen as a central element in teachers' training and as a privileged space to overcome the lack of coordination between theory and practice, is a training process guided by an investigative approach and a way of recognizing the importance of teaching practice. However, this supervised practice lacks consensus on its purpose, the vision of education and professional training that underlie it, training strategies that should be used, professional skills to be developed and ways of evaluating them, roles to be played by different actors, the relationship that is established between the practice and the other components of the training curriculum or its duration.

Thus, it is imperative to coordinate the professional learning places (schools and higher education institutions), to ensure the collaboration between supervisors and cooperative teachers and the link between practical knowledge and skills acquired in academic training. Some problems regarding pedagogical practices have been identified, namely the duration (lack of time and conditions for the development of the intervention project), the development of teaching practices at the end of the training programme, the role and quality of the trainers and supervisors and the lack of formative feedback (irrelevance of some seminars/modules in the contexts' analysis and professional competencies development, and inadequate assessment mode in some seminars and modules).

In this sense, the National Council of Education (Conselho Nacional de Educação)²⁸ recommends the strengthening of the relationship between school clusters, non-grouped schools and higher education institutions, through the enhancement of groups and cooperation teachers in the initial training process. It also recommends that the period of supervised practical training should be closer to the time of the internships, that is, approximately one academic year.

Thus, the goal is to extend learning, guaranteeing support for interventions, with a clear focus on proximity between contexts (initial training entities-schools), a framework of quality, open trainers and a set of relevant actions for the exercise of their functions.

SCENARIO 5: EFFECTIVENESS OF THE INITIAL TRAINING PROGRAMMES: THE TEACHERS' TRAINERS

The influence and contribution of trainers in training future teachers are undoubtedly important in the creation of the identity of new teachers. Thus, is it important to know who trains teachers? How do they see themselves as teachers and how do they see their role as teachers' trainers? What is the importance they give to teaching and investigation in their teaching? What training practices do they advocate?

²⁸ Recommendation no. 3/2019, published in *Diário da República* no. 145, 2nd Serie, of July 31.




According to Campos (2003)²⁹, a teacher profile includes necessarily: i) level of professional qualification; ii) professionals' field area; iii) characterization of the professionals' expected performance; iv) qualifications necessary for that performance; v) learning opportunities to be promoted to develop these qualifications.

In addition to this generic framework, it is particularly important to take into consideration their growth, as a person and professional, supported by trainers, which can be structured in different strata, which are developed within a social and institutional context, with skills that allow them to interpret the curriculum, reflect and investigate their practices, to promote diversified activities for their development, taking into account the heterogeneity of students and their representations.

This context dimension is essential, it is therefore very important to rethink the practice of supervised teaching in schools, knowing that initial training cannot be completed without the effective integration of the future teacher in a given reality. The establishment of networks and partnerships is thus fundamental for the growth of all parties (Canário, 2007)³⁰. However, this is not true in most cases. The training institutions are dependent on schools, usually, the ones that are in the proximity, which accept to receive students in training and, in many cases, know nothing about the perspective of teaching conveyed in the school, who is the cooperating advisor and what models and practices it defends.

Therefore, it would be key if the institution could select and prepare Mentors. Furthermore, it would be equally important to find ways to reward and encourage them to perform this function, knowing that, under current legislation, there is no compensatory support. In addition, the practice of supervised teaching is very limited, without its class for the trainee teachers and without including training beyond the classroom context.

Thus, the goal is to promote an investigation culture in and about training (scholarship of teacher education), in the sense of understanding better what is done (or not) and why, analysing the epistemological fundaments, the training purposes and the implications of the action itself, in spaces of co-training and reflection on training models, processes and practices.

SCENARIO 6: GLOBALIZATION AND INTERNATIONALIZATION THEMES

Globalization and internationalization have associated the ECTS credit system (European Credit Transfer System), the comparability of degrees based on the structure of three cycles (undergraduate, masters and doctoral), transparency, equity, mobility and, ultimately, the future employability of students, European citizens.

In Europe and beyond, mobility has been understood as "a central component of initial and continuous training programmes" (European Council, 2007)³¹. Therefore, it is imperative to promote the inclusion of other languages during training and the need to give greater confidence and transparency in the qualification of teachers in Europe, to allow for mutual recognition and greater mobility.

²⁹ Campos, B. (2003). *Quem pode ensinar. Garantia da qualidade das habilitações para a docência*. Porto: Porto Editora.

³⁰ Canário, R. (2007). Formação e desenvolvimento profissional dos professores. In Conferência *Desenvolvimento Profissional de Professores para a Quali dade e para a Equidade da Aprendizagem ao longo da Vida* (pp. 133-148). Lisboa: Ministério da Educação de Portugal [Presidência Portuguesa do Con selho da União Europeia].

³¹ Available in <u>https://eur-lex.europa.eu/legal-content/PT/TXT/HTML/?uri=CELEX:52007DC0392&from=EN</u> (accessed in 25.05.2021).





Thus, the aim is to promote mobility based on partnerships, based on in-depth knowledge of the subject to be taught, solid pedagogical knowledge and the skills needed to guide and support students' learning anywhere inside and outside Europe, so that they can learn with better quality.

The practice of supervised teaching or professional internship takes place during the specialization course that qualifies for the teaching job, as established by Decree-Law no. 79/2014, of May 14 and which in each higher education institution has different structures, as it is represented in table 3.

Designation	%	Thematic Domains and Purposes		
Educational General Training	5 to 15	Education policiesTeaching methodologies	Cultural, social and ethical training Training in educational research methodologies	 Raising awareness of the great problems of the contemporary world, including the fundamental values of the Republic Constitution, freedom of expression and religion, and respect for ethnic minorities and the values of gender equality Extension to areas of knowledge, culture, including scientific culture, arts and humanities, different from those of its teaching area Contact with data collection and critical data analysis methods, hypotheses and theories Awareness of the ethical and civic dimensions of teaching activity
Specific didactics	25	Covers the knowledge, skills and attitudes regarding the content areas and teaching of subjects of the respective teaching group.		
Professional practice initiation	35 to 40	 Observation and collaboration in education and teaching situations Training for the articulation between knowledge and how to transmit it with a view to learning Corresponds to a professional internship 		
Training in the area of teaching	15 to 20			and deepening academic training, focusing content areas and subjects covered by the

Table 3 - Training Components

Several studies and technical reports have allowed the identification of some malfunctions that affect these programmes, however, the reforms that the teacher training system has undergone in recent decades have not been able to fully resolve the problems that persist, either at the level of the organizational structure of the training institutions, or at the level of implementation of their initial training programmes, among which the following stand out:

- The lack of adequate regulatory mechanisms;
- ▶ The lack of tangible goals for the strategic orientation of courses;
- The existence of a conflictual relationship between scientific and educational areas;
- Maintaining a curriculum with reduced horizontal articulation;
- ▶ The existence of an internal organization that tends to reinforce departmental balkanization;





The existence of institutions that regard professional training of teachers and educational training as a secondary purpose.

In this context, any proposals to revise the legal regulatory framework for initial teacher education should be structured around the following dimensions:

- The curriculum structure of the initial training programmes, namely, concerning the content of the general training components in educational and didactic sciences;
- Articulation strategies between theory and practice;
- The role played by the initiation component to professional practice and supervised practice.

1.4. Continuous teachers training opportunities for teachers' Induction and career diversification

- Continuous Training Framework

The continuous training aims at promoting personal and professional development, within the framework of lifelong training, to find pedagogical answers, coherent with the schools' challenges and by the national and European recommendations. Similar to initial training, teachers must experience training paths that integrate devices, procedures and strategies similar to those intended to be implemented with their students. The important thing is to challenge teachers to processes of permanent improvement of their pedagogical practices which, to be consistent and sustainable, must be centred on school contexts.

Teacher training must consider scientific, technical and pedagogical preparation. It must be supported by research and inquiry, to promote the acquisition of skills, with the mobilization of knowledge in context (organizational and/or situational), as well as in attitudes and abilities to analyze specific situations. In this process, the construction of autonomy must also be considered, starting from a reflective perspective, and not as a mere technical applicator of institutionalized practices (Mesquita, 2015)³².

The idea that the quality of education is related to the professional development of teachers is undoubtedly a finding that requires greater scrutiny on the quality of training that is ensured and a legal determination on its organization, provision, management and evaluation of its effectiveness in terms of educational success.

The professional development of teachers in Portugal involves continuous training and specialized training. Ongoing training, enshrined in Portuguese law as a right and a duty, is supported by a set of conditions that allow for the permanent updating of professional knowledge; intends to differentiate teachers qualitatively concerning their initial training, regardless of length of service or career position, providing the expansion of their professional culture. Specialized training is defined as increased training that qualifies teachers for

³² Mesquita, Elza (2015). Ver, ouvir e saber: o lugar da competência nos modelos de formação inicial de professores. In Justino, José Dav id (Dir.); Miguéns, Manuel (Coord.) *Formação Inicial de Professores*. Lisboa: Conselho Nacional de Educação. p. 292-303.





performing other educational functions necessary for the functioning of schools and the development of the educational system.

This configuration implies valuing the multiple dimensions of professional teaching knowledge and its interdependence with the complexity of required actions. In this sense, the ultimate goal is the improvement of didactics that necessarily imply a new look at the role of education, school and contexts, highlighting the importance of pedagogical, collaborative, organizational and ethical work in the development of educational policies.

Furthermore, scientific evidence corroborates that the training opportunities shape the form and competence to teach. It is essential, accordingly to the Conclusions of the Council of The European Union (2020), to update the competencies of teachers and trainers and prepare them to change, to be proactive and innovative. A recent OECD survey related to the access of teachers to CPD activities reported that only 63% have compulsory CPD requirements for all teachers in at least one level of education, and then only 52% of countries have compulsory CPD requirements for teachers in all levels of education (from pre-primary to upper secondary).

The current framework strongly calls urgent affluence for a policy perspective sustained in a shared vision, understanding and ownership based on the development of programmes and actions to provide systemic and ongoing support to adult educators in the context of their programmes and classrooms. To strengthen the professional development of teachers, teacher education needs to be considered as a continuum of lifelong learning, starting with initial training, continuing into the initial phases of the profession and then into career-long development of teachers (European Commission, ET2020, Working Group on Schools Policy, 2018-2020).

So, what keeps good teachers teaching is structured, sustained and intensive professional development programmes that allow new teachers to observe others, to be observed by others and to be part of networks or study groups where all teachers share and learn to respect each other's work. Fullan (2003) stated that what is needed is "distributed leadership", which requires people to operate in networks of shared and complementary knowledge, rather than hierarchies. Teachers express more satisfaction in schools when they are given more time to work and learn together, and when teaching teams can work with groups of students. This comprehensive and consistent professional development programme is what teachers need to reach success in their careers:

- Having networks that create learning communities
- Treating all colleagues as potential valuable collaborators
- Creating learning communities where new teachers and experienced teachers gain knowledge and develop competencies and skills
- Demonstrating that quality education is a group responsibility.

Training in the work context - Schools

The training of actors, given the emerging needs of the education system, is undertaken by schools in educational projects and the respective vocational training plans, under the responsibility of the respective Pedagogical Council. Once a diagnosis of the training needs of the human resources of each School or Cluster has been prepared, it is structured the training plan that responds to it. The school or cluster sends its internal





training plan to the SATC to which it is associated and, based on this set of plans, the training plan for each SATC is created.

- Validation and Recognition

Under the terms of the Legal Regime for Continuous Development Teacher Training, the SPCCE is responsible for accrediting training bodies and continuing teacher training actions and monitoring the evaluation process of the ongoing training system. It is also responsible for the accreditation of specialized training courses."

The training up to six hours recognized and certified by the training entities themselves are excluded from the jurisdiction of this entity. As it was mentioned in point 2, related to Main actors, except the SATC, higher education institutions and the central services of Education and the ME, all other entities have to be accredited by the SPCCE to be able to offer accredited training and certify teachers.

- Scenarios and Challenges of the Continuous Teachers' Training

Continuous training is a demonstration that the transfer of knowledge is not automatic, it is acquired through exercise and reflective practice, in situations that enable the mobilization, transposition and combination of knowledge, creating new strategies and methodological resources. For this reason, continuous training is one of the mechanisms used to support teachers in the acquisition of new skills throughout their career, encompassing support systems for inducting new teachers, collaborative professional learning and the training of school leaders.

Thus, it is important to reflect: what training experiences and professional learning opportunities are provided to teachers in the context of their training? How does the teacher's role fit in and is discussed in a society in constant change? What training should be provided to respond to the needs?

SCENARIO 1: SCOPE DEFINITION AND PURPOSE OF THE CONTINUOUS TRAINING

The situation in which the teaching job finds itself is increasingly bureaucratic and less focused on the teaching and learning process. The need for renewal in the working ways and conditions is increasing due to the recent changes introduced, related to the decentralization of the administration and school autonomy and the increase in their responsibilities.

It is, therefore, necessary to organize the continuous training system, as the National Council of Education has been recommending for many years, considering it as 'training of professional teachers aiming at their personal and professional improvement, that is, their professional development. In this sense, it is conceptually opposed to the initial training, and is, therefore, 'a professional training after professionalization, in the specific field of teaching and is part of the ideal of permanent education [...]'³³.

After distinguishing continuous training from the models of in-exercise professionalization and in-service professionalization, the conclusion is that 'continuous training is intended to improve those who already have the basic knowledge and know-how to embrace the job, [being] certified or not certified, [...] prepare for specific positions and tasks in the education system (specialized training) or be more general ³⁴.

³³ Statement no. 5/2016, published in *Diário da República* no. 222, 2nd Series, of November 18.

³⁴ Recommendation no. 4/2013, published in *Diário da República* no. 95, 2nd Series, of May 17.





This characterization highlights that it is important that continuous training moves away from the egocentric purpose for which it is often sought, related to career progression, and moves towards a more disinterested intent, close to the administration and management structures (top and intermediate) and the educational community. It is, thus, essential the involvement of everyone and the participation of educators and teachers in defining an institutional training plan, preferably multi-year, that includes not only its target, but also identifies partnerships and a strategic vision, based on the recognized needs, according to the national and international panorama and arising from the reflection and identification of needs.

It is therefore essential to create a culture of investigation in schools, aiming at developing attitudes and skills that problematize educational practices. This is, perhaps, the basic definition of the philosophy of training – the possibility of enabling teachers to analyse and decide on the situations they face in their professional activity and seek solutions.

SCENARIO 2: CONTINUOUS TRAINING AS A WAY OF FILLING IN THE GAPS OF INITIAL TRAINING

By developing formal curricula with contents and activities that are somewhat different from reality and the true social practice of educating, the initial training courses contribute to creating an identity for new professionals, who will certainly have difficulties in adapting. Regarding continuous training, what has often been happening is the conduction of courses to update the teaching content, which might be inefficient in changing classroom practices, as they do not consider the pedagogical practice in their contexts.

Similarly, the participation of teachers in international projects has been becoming more meaningful and relevant in the increasing mobility framework between countries. It would be therefore interesting to assume the formative nature of these initiatives, considering them as susceptible to accreditation in the context of continuous training, since they provide a set of experiences resulting from contact with new educational trends

On the other hand, technological evolution and the complexity of today's society, as well as its political and organizational dynamics, make initial training insufficient to guarantee a good performance throughout one's professional life. The demand for being permanently updated, combined with a long career and a feeling of demotivation, leads to an increasing number of teachers that intends to leave teaching as soon as possible. It is necessary to have real support that, according to different authors, can be ensured through contextualized and meaningful continuous training, in a way that provides effective support to the improvement of pedagogical practices and the professional satisfaction of teachers.

It is therefore important to adapt the training offer in close coordination with the teaching work carried out at school, whether in teaching practice or other educational functions, on the real needs of teachers, reinforcing the relevance of training workshops, internships, projects and study circles.

SCENARIO 3: CONTINUOUS TRAINING PRACTICES, TRAINERS AND QUALITY

The school clusters and non-grouped schools should be supported so that they foster continuous training actions centred in the teaching practice, if possible in articulation with the training centres of schools' associations, polytechnic institutes and universities, pedagogical and professional associations and the teachers' unions.

Some evaluations of the impact of continuous training indicate that it has not always translated into improvements in teaching performance, as it is often decontextualized, which is why it is currently seeking to





select the school as a privileged location for training. In this sense, several authors refer to the need of strengthening collaborative dynamics in schools, either through training workshops or projects aimed at improving teaching practices, valuing the continuous training that emphasizes research and on the search for collaborative learning solutions.

It should also be noted that nowadays teachers have high academic preparation, with a considerable number holding a master's or doctoral degree in specific scientific areas or educational sciences. However, what concrete added value does this academic appreciation have? How is it enhanced?

In this sense, it is also important to rethink the constitution of teams of trainers who can be involved in collaborative processes, identifying the most experienced teachers or those with specialization in the design, organization and guidance of continuous training actions. In this context, it is essential to create and maintain links between higher education institutions and schools, in the creation and adoption of training models that take into account the teaching experience, located in the work context and focus on the acquisition of teaching skills.

SCENARIO 4: PROFESSIONAL DEVELOPMENT IN NATIONAL TRAINING

The training policy in the Portuguese context, which defines priorities through the governmental initiative, is justified by the fact that it answers the general needs of the educational system. At the same time, it guarantees greater equity, provides access to up-to-date scientific and pedagogical knowledge or related to national curriculum programmes and guidelines, and provides substantive and effective resources and conditions than in the case of training organized in a work context or even in training centres of schools' association. Clearly, this dimension does not diminish the relevance of training in context, and its complementarity must be valued.

Thus, it is important to create mechanisms for the participation of higher education institutions and professional union and scientific associations in the creation and implementation of national training plans, which will fill some gaps in the provision of local training. This can only be achieved with the support of the central agencies and real national implementation.

SCENARIO 5: TEACHERS AT THE BEGINNING OF CAREER

Until the conclusion of the training, how will it be possible to know if a recent graduate, now with a master's degree, is prepared to start a professional activity by him/herself? Is it reasonable to put a teacher at the beginning of his/her career alone in front of a class of students?

This situation implies considering the existence of a process of professional socialization, monitored by competent supervisory teachers, specialist teachers, the best among their peers and with recognized social and professional status, which accompany the teacher in his/her first steps in the profession.

However, although this requirement is foreseen, "the majority of teachers (72% in 2018/2019) are exempt from the Probationary period because when they access a permanent contract, they already have several years of service"³⁵.

³⁵ "The successful accomplishment of the Probationary Period corresponds to having a permanent contract and a full teaching qualification."





Entering the labour world is a milestone in anyone's life, as is the case with teachers, for whom this period is lived with emotion and enthusiasm, but also with apprehension and anxiety due to the new, hence the need to support the professional development of teachers during the first years of teaching. At the same time, given the scarcity of new teachers and the ageing of the majority, the transfer of knowledge that used to take place gradually between one and another does not exist at this time, generally causing an intergenerational gap with inestimable consequences.

In this context, another worrying factor is related to the fact that, during the first five years of teaching practice, many teachers leave school, choosing to find work in other areas, at the expense of education systems, since they lose the resources invested in their training.

Supporting beginning teachers during the first years of work is of great importance for education reform, as it allows experimenting with new training dynamics such as Mentoring, which enables the creation of communities of practice, with a clear impact on the improvement of continuous training and certainly in student success.

1.5. Formal and non-formal Induction programmes and practices

The OECD report (TALIS 2018), in the analysis of several educational systems, including the majority of countries that are part of the LOOP consortium, found that a period of teaching practise after the initial training has an Induction programme mandatory. Induction is programme-level support that spans all of the roles and responsibilities teachers fulfil and can be used to improve their effectiveness in the success of their students (LYNCS, 2015). Moreover, Induction programmes are the ones that most maintain the profession and reduce abandonment and prolonged absenteeism (TALIS, 2018). The term Induction is used to refer to various processes by which newly qualified teachers are inducted into the teaching profession and it is normally associated with the first years of teaching after completing a programme of initial teacher education. Therefore, Induction has a pivotal role in the continuum of teacher lifelong learning, creating opportunities to relate to Initial Teacher Education (ITE) and continuously preparing teachers for career-long CPD.

It is important to explain the difference between Induction and Probationary year since sometimes both concepts have been used indistinctly in the Portuguese context. The objectives of these processes are different. If on one hand concept of Induction emphasizes the development of professional competence, on the other hand, Probation is intended to prove the existence of competence. These two logics can, however, coincide temporally. This was, in fact, one of the characteristics of the Portuguese case in which the legislation (Order 9488/2015, of August 20) presents the programme as a way of "regulating the access to the teaching career in public schools, promoting the support to the professional development of teachers and their integration and participation in the development of the school".





- Historical Overview

The first reference to the Induction period in the Portuguese legislation, regarding kindergarten and primary school teachers, appears in the Basic Law of the Educational System (Decree-Law n^o. 46/86, of October 14). It was in the post-revolution period of April 25, 1974, which liberated Portugal from a forty-eight year dictatorship, and the democratization of education was experienced a with great intensity and there was an urgent need to train qualified teachers. Throughout the country, specific higher education teacher training courses were created in higher education institutions (universities and higher education schools), which included components of scientific, pedagogical training and supervised professional practice. It also led to the creation of new universities, polytechnic institutes and other higher education schools, defining the regime of its installation committees and adopting measures to ensure the recruitment and training of the necessary personnel to start their respective activities (Decree-Law n^o. 402/73, of August 11).

The Portuguese legislation established in 1989 (Decree-Law nº. 344/89, of October 11) a year of Induction, during which the training institutions, according to their availability, provide ways to support new teachers. In 1990, the Portuguese legislation established the requirement that the Probationary year should include an evaluation to assess the teaching career (Decree-Law nº. 139-A/90, of April 28). However, this was only on paper, since none of these measures was put into practice until 2007.

Induction, as mentioned previously is used to refer to various processes by which newly qualified teachers are inducted into the teaching profession and it is usually associated with the first years of teaching after completing a programme of initial teacher education. Therefore, Induction has a pivotal role in the teacher's lifelong learning paths, creating opportunities to relate to ITE and continuously preparing teachers for career-long. The Portuguese legislation of the 80s refers to an Induction year, but as of the 90s, the designation was replaced by a Probationary year. It does not seem to be just a matter of designation but of perspective, that was changed. In the beginning, this period was conceived in a supportive logic. After the 90s, it acquired the logic of assessment, verification of suitability in a way of regulating access to the profession. Another aspect that is still interesting has to do with the location where the respondent resides. In the first legislative documents, the Induction year was in charge of higher education institutions, being part of the teacher training programmes. After the 90s the location is transferred to schools where beginner teachers exercise their profession in a clear logic of training in the context of work, and in a clear change of interlocutors.

Over the years, several diplomas and legislation were released regulating the provision of training programmes designed to provide qualifications to teach. Between 2009 and 2010 the teaching performance assessment was determined by a normative statement (Regulatory Decree nº 2/2008, of January 10) that tried to combine the purposes attributed to Induction (support, improvement, supervision of the beginning teacher by a Mentor teacher) with regulation and control of the competencies required to access the teaching profession and for the selection of candidates. For the first time in Portugal, the political power operationalized a Probationary year which, however, did not continue in the following years and subsequent governments³⁶.

Since the academic year 2009-2010, several policies were developed in Portugal, similarly to many other countries, with a focus on enhancing quality improvement, accountability, evaluation, control and requirements

³⁶ Roldão, M. C., Reis, P. and Costa, N. (2012). Assessment of the programme of supervision, support, monitoring and evaluation of the probationary peri od in Portugal: from axes of intervention to a prospective vision. Essay: aval. pol. pub. Edu., Rio de Janeiro, v. 20, no. 76, pp. 439-440.





regarding the performance of teachers. The Ministery of Education (ME) put on the ground the first operationalization of the professional Induction system provided for in the Teaching Profession Career Statute (TPCS) as a Probationary year for teachers at the beginning of their careers; in Portugal, teachers in the Probationary year have a permanent contract.

This process was developed based on a collaboration protocol between the ME and the University of Aveiro. According to the intention expressed over the negotiation of this protocol, the ME intended, therefore, instead of what happened in the previous year (with the administrative launch of the performance evaluation of teachers) to mobilize legitimate knowledge and sustained action skills in research, delivering support for this process to a reputable university institution. In this academic year, 89 teachers were in a Probationary year distributed by 81 schools and supervised by 85 Mentoring teachers. The Mentor teacher was a graduated and experienced teacher from the same school, the same group or subject area, appointed by the management and preferably training or experience in supervision or evaluation. Most teachers begin their career as teachers with a one-year renewable contract and this situation can go on for several years until they can access a permanent vacancy in a school or school cluster. However, those that truly correspond to the profile of the beginner in the analysis of professional development³⁷, the measure of creation of the Probation year in 2009, did not reach the goal. The majority of teachers in the Probationary period in 2009-10 had between 2 to 17 years of service which caused a deviation from the type of work to be carried out. However, it was subsequently legislated the possibility for future teachers, even if in the temporary hiring status, to apply for that Probationary year conditionally. This measure aimed to accentuate the dimension of Induction understood in its formative sense and frame the student-teacher transition. However, this determination has not yet been triggered.

As for the Probationary year 2009-2010, the difficulty has been mainly operational, linked to the complexity of setting up a system of evaluation and training monitoring of teachers in a Probationary year, when they are already outside the training institutions' responsibility. Consequently, the process would have to be carried out under the supervision of the ME, assuming outlines of a more administrative than formative nature. The TPCS currently in force reduced substantially the scope of the evaluation process, especially in its formative and supervisory implications.

Highly qualified and engaged teachers are vital in every education system. Induction at the early stage of the career allows teachers to consolidate knowledge and skills and link them to the real school environment. It also aims at facilitating teachers' transition into the profession by providing individual support and by helping them to cope with the challenges they may face in the first years of teaching. Most European education systems have made available a structured Induction phase for newly qualified teachers³⁸. Both European and national policymakers focus strongly on the quality of ITE and Induction.

With the Induction period, the era of isolated teaching is over. Good teaching thrives in a collaborative learning environment created by teachers and school leaders who work together to improve learning in strong professional learning communities. A comprehensive professional development programme is needed to prepare effective teachers and schools with a high-performance culture.

³⁷ Marcelo, 2009 and Huberman, 1989.

³⁸ European Commission/EACEA/Eurydice, 2018, p. 52.





Induction exists in Portugal but it is not formally expressed in all school environments. Usually, Induction provides an opportunity for new teachers to gain practical experience, develop teaching skills and sometimes extend the knowledge they have acquired during ITE. Reviewing Induction programmes in different countries, Marcelo (1999) identifies the following activities:

- observation of classes and feedback;
- meetings of teachers;
- seminars;
- courses for new/recent teachers and Mentors;
- establishment of contacts between teachers;
- case studies;
- opportunity offered to new teachers to observe lessons from experienced teachers;
- an exchange between colleagues;
- reflective writing;
- support at the school itself.

These activities are, in some programmes, accompanied by a reduction in the teaching hours for these new teachers and their Mentors.

Some factors seem to influence the success of Induction programmes, namely: its systematic character, the school climate as a learning and development community, the response to the needs felt by beginners, institutional support through the quality of the Mentors, training focused on professional activity, self-training capacity, collaborative work with peers³⁹.

- The Paths to Induction

Given the above, **it is important to shift the focus of Induction from an administrative perspective – aimed at helping teachers start their careers – to a more pedagogical one, concerned with promoting excellence among teachers – both new and experienced – throughout their careers. It is necessary an effort by the administration in the sense of valuing supervisory devices in the evaluation processes, namely, through the implementation of Induction as part of continuous professional development,** the logical extension of initial training, and the beginning of a programme subsequent along with the career, that leads to an orderly progression towards a more advanced professional status.

Continuous professional development should be triggered with more frequent and premature situations of initiation into the professional practice, which is not restricted to the 2nd cycle (master's degree) of the teaching course, as it currently happens, extending beforehand through situations of supervision between peers throughout their professional career.

It is also important not to forget the recommendations of the National Education Council to the replacement of the Probationary period by the inclusion of a set of practices that lead to an improvement of performance, that

³⁹ Roldão, Reis and Costa, 2012a and 2012b





is, a full academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same teaching group and with professional experience of recognized quality.

Also concerning the recommendations of this organisation, it is considered important to significantly increase the experiences of co-teaching, so that new teachers and older, more experienced ones can act in heterolearning and enhance the progressive adaptation of the younger ones when seniors reach retirement age.

In addition, supervision, intervention and Mentoring practices, applied to the continuous training of teachers, could be an asset to be explored in a context situation, thus responding more effectively to the specific needs and problems of each teacher, namely in the pedagogical, relational and motivational domains.

- Policy Framework

The teaching practice enables the construction and consolidation of a set of skills, attitudes and above all practical knowledge, essential for performing the job. In this sense, the analysis of the first professional experiences lived over this phase becomes the fundamental starting point for providing more effective help and recognizing that teachers' knowledge is acquired mainly through practice (Carter, 1990)⁴⁰ since it is specialized, organized and tacit because it is built from numerous and varied teaching experiences.

In the Portuguese context, the number of research works carried out on the first teaching experiences of teachers is small. Despite this, it is possible to confirm that the difficulties experienced in the transition from student to teacher manifest themselves in several dimensions:

- Scientific-pedagogical teaching management, indiscipline and lack of motivation, learning pace differentiation, curriculum management, relationship with students, assessment;
- Bureaucratic knowledge of legislation, regulations, school functioning, diversity of tasks and time to manage them, taking on positions without preparation;
- Emotional self-knowledge, self-esteem and self-confidence, isolation, anxiety, management of personal and professional dimensions;
- Social professional identity and identification, relationship with colleagues and guardians, unawareness
 of the rules of conduct

Unexperienced teachers and researchers suggest some support strategies: an opportunity for observing colleagues, the existence of a Mentor-teacher, enhancement of school's resources, implementation of debates and workshops concerning their worries, namely indiscipline, class management and students' special learning needs.

On the other hand, several national and international studies have found that, often, **the connection between institutions of initial teacher training and schools where teachers start and carry out their career is quite fragile, circumstantial and utilitarian,** which hampers the implementation of a programme as an integral part of a professional development path starting in initial training institutions and which should be extended throughout the entire career.

⁴⁰ Carter, K. (1990). Teacher's knowledge and learning to teach. In W. Houston (Ed.), *Handbook of research on teacher education*. Nova lorque: Macmillan Publishing Company, pp. 291-310.





The existence of a true Induction period to support teachers starting their careers has already been presented by the National Council of Education (2019)⁴¹, proposing **a replacement of the Probationary period by a true Induction year, supported by the school's curricular department, through a teacher from the same teaching group and with professional experience of recognized quality.** This period Nóvoa (2019) calls "a time between the two, between the end of training and the beginning of the job (...), is fundamental in the way we become teachers, in the way we live our lives in teaching." ⁴² This "professional induction" can only be successful if it guarantees that **university institutions for training teachers, educational policies and teachers are present and articulated**. Recognizing the crucial importance of this period, António Nóvoa proposes an essay on three environments: universities, school networks and the collective presence of teachers in the training of their future colleagues and their integration in schools.

In the Portuguese case, the concepts of Induction and the Probationary period are used as synonyms, however, they refer to different logics. Induction refers to a developmental dimension, while the Probationary period refers to an assessment and control dimension. The Induction period corresponds to the beginning of the professional activity of the newly qualified teacher. It is a transition period between initial training and professional practice, which translates into a process of socialization through contact with the community and school culture.

The TPCS establishes that the Probationary period is intended to verify the adaptability of the teacher to the required professional performance profile, it has a minimum duration of one school year and it is fulfilled in the education or teaching establishment where the teacher exercises his/her activity (article 31st). Number 4 of the same article emphasizes that, during the Probationary period, the teacher is pedagogically supported by a colleague positioned in the 4th level or higher, whenever possible, from the same teaching group.

The Portuguese debate around Induction emphasizes its nature of support, training and evaluation of the teacher, which is why the Mentor's profile is required to be the most appropriate. According to Roldão, Reis and Costa (2012)⁴³, teacher Induction programmes are seen as systematic and long-lasting professional development processes, of a collaborative nature (involving a network of teachers and specialists) and centred on the school context, on the promotion of students' learning and the development of a particular curriculum. They aim to prepare, support and retain teachers through structures that involve different people (tutors, specialists from universities and training centres, school colleagues) and multiple components, namely: participation in workshops and reflection groups, observation and discussion of classes, observation and discussion of videograms and construction of reflective portfolios.

Programme For Supervision, Support And Monitoring Of The Probationary Period

The Induction period in Portugal is the so-called Probationary year. It was implemented in the 2009/2010 school year, within the scope of the Programme for Supervision, Support and Monitoring of the Probationary Period,

⁴¹ Recommendation no. 3/2019, published in *Diário da República* no. 145, 2nd Series, of July 31.

⁴² Nóvoa, A. (2019). Entre a formação e a profissão: ensaio sobre o modo como nos tornamos professores. *Currículo sem Fronteiras*, v. 19, n.º 1, pp. 198-208.

⁴³ Roldão, M. C., Reis, P. e Costa, N. (2012). Da incoerência burocrática à eficácia de um dispositivo de supervisão/formação: estudo do desenvolvimento profissional numa situação de indução. *Ensaio: aval. pol. públ. Educ.*, Rio de Janeiro, v. 20, n.º 76, pp. 435-458.





developed by a team of researchers, coordinated by the University of Aveiro (Roldão, Reis and Costa, 2012). The aim was to operationalize the professional Induction system, provided for in the Teaching Profession Career Statute, as a Probationary year for all teachers who obtained a permanent contract for the first time, having at least five years of teaching experience; however, it is important to note that some of these teachers had already 17 years of experience.

Besides research, the programme involved:

- Training the intervenient;
- Awareness of the schools' boards;
- Supervision of practices, evaluation and production;
- ► The dissemination of the knowledge generated.

During the programme's implementation, the teachers in the Probationary period were accompanied by a teacher-Mentor from the school staff, whose function was to provide didactic, pedagogical and scientific support. However, given the impossibility of providing direct training to all teachers involved in the respective contexts, **training was directed at teacher-Mentors** in Aveiro, Braga, Évora, Faro and Lisbon, seeking to indirectly reach other teachers, departments and the schools where they taught. The training sessions focused on the articulation between practice, its theorizing and reinvestment in practice.

This is an example of how, in the Portuguese panorama, the system **is unable to respond to the logic of contextualized training and permanent updating of its teachers, with a prevailing culture that restricts training to preparation before professional practice – not incorporating it into the life and management of schools**, which contributes to strengthening the individualism of the teaching activity and the recognition that initial training – tacitly and unquestionably – is a guarantee of teacher competence (Canário, 2005⁴⁴; Roldão, Reis and Costa, 2012⁴⁵).

1.6. Formal and non-formal Mentoring programmes and practices for teachers' peer-support

The Mentors' training framework previously described is built around the different dimensions of the act of teaching. The training methodology, in the form of a workshop, with 50 hours (25 face-to-face work), was based on the concept of professional development, considering the Mentor as the object and subject of training, with the training process and supervision work carried out in the field.

The Mentors' training programme was designed for a group of experienced teachers, professionally committed and recognized by their peers as responsible and competent professionals. Indeed, these teachers were already in the advanced stages of their teaching career.

The training is aimed at exploring and deepening the Mentors' pre-existing skills, emphasizing the permanent nature of professional learning, encouraging their personal and collective involvement in the entire process. At

⁴⁴ Canário, R. (2005). *O que é a escola?: um olhar sociológico*. Porto: Porto.

⁴⁵ Roldão, M. C., Reis, P. e Costa, N. (2012). Balanço do programa de supervisão, apoio, acompanhamento e avaliação ao período probatório em Portuga l: dos eixos de intervenção a uma visão prospetiva. *Ensaio: aval. pol. públ. Educ.*, Rio de Janeiro, v. 20, n.º 76, pp. 547-554





the same time, Mentoring and the supervision processes associated with it constituted a new challenge for teachers, so training was assumed as a response to new situations, from a problem-solving perspective. There was also a concern to establish, during training, relationships between professional development, supervision and the act of teaching.

These three dimensions were the core of the design of the Mentor training programme, allowing for the definition of the following organizing principles:

- Monitoring the supervision process developed by the Mentors, enabling the analysis of planned and/or experienced supervision situations;
- Monitoring the various stages of the Probationary period, which is why the central theme of each session corresponded to the work to be carried out by Mentors and teachers in schools;
- Problematisation of situations and actions, to which trainers and Mentor-trainees sought to respond to in each session;
- Creation of groups of Mentors from schools in the same region, enabling the creation of a regional collaboration network.

The activities implemented focused on: discussions about concepts; analysis and/or enrichment of scripts and schemes; syntheses and systematization of the results of the products; presentations, analysis and discussion of supervision experiences, classroom observation instruments and the type of feedback used by Mentors; analysis of results and debate on processes and performance evaluation criteria.

The teacher-Mentors wrote their reflections at the end, answering the following questions:

- What was the importance of training in the supervision process?
- What are the most significant learnings for the performance of the Mentor role?
- What aspects contributed to those learnings?
- How were they mobilized/used in supervision actions?
- With what impact on the professional development of Probationary teachers?
- What suggestions for support processes for supervisory tasks of this nature are to be carried out in the future?

The thoughts were analysed taking into account:

- Contributions of training for the professional development of teacher-Mentors;
- Contributions of training to the professional development of teachers in the Probationary period;
- Contributions of training to the organizational development of schools;
- Overall quality and usefulness of the training process.

In general terms, from the analysis carried out, it is pertinent to highlight the following contributions:

- Analysis of practice: several moments of reflection on practice were created, with the possibility of commenting on the pedagogical action, opening paths for professional reconstruction;
- Valuing cooperative work: the teacher-Mentors as elements of the community confronted experiences and perspectives and deepened their knowledge;
- Development of supervision skills: several teacher-Mentors mentioned the importance of training in the development of supervision skills;





- Security as a supervisor: the action allowed for the establishment of a link between higher education and elementary and secondary schools, which conveyed security about the final products achieved and also the possibility of experimenting a new role;
- Organization of the supervisory cycle: they learned to organize the didactic sequences considering their different dimensions;
- Techniques and instruments for class observation: the importance of peer supervision in collaborative contexts and intrapersonal self-supervision processes, centered on self-perceived needs, which contributed to the construction of a more solid and sustained professional identity;
- Ways of providing formative feedback: the feedback was designed to be provided in an interactive and dialogic way, thus contributing to the understanding of what is done and observed;
- Operationalization of the dimensions of the act of teaching: definition of a strategic guideline for the set of actions to be developed;
- Clarification of the definition of evaluation criteria: mobilizing professional knowledge that encompasses curricular, pedagogical, scientific and didactic knowledge;
- Improvement of student learning, assessment, overcoming differences in basic training and even joint elaboration of assessment grids and the possibility of planning didactic sequences.

The reflections of teachers-Mentors on the impact of training of teachers in the Probationary period revealed: the ability to critically analyze the action; the support for decision making; the diversification of teaching strategies; the support for planning and the increase in the self-assessment capacity. They also identified improvements in terms of time management and forms of planning, greater attention to the development of previously neglected skills in students, optimization of information and communication technologies, improvement in direct intervention with students and teachers' performance.

In this regard, **positive aspects** were also identified: monitoring by the curricular department; the creation of a collaborative dynamic between teachers; greater teacher integration; the support of other teachers in the school; the extension to the community. However, it was found that the action had weak visibility in the groups of schools, which also did not show recognition for the work developed.

The Mentors' perception of the quality and usefulness of the training process also revealed as **positive aspects**: the possibility of sharing experiences and difficulties, which was even highly valued in the orientation sessions; the adequacy and clarity of the topics covered, since the sessions were organized taking into account the process developed in the field; the adequacy of the documents made available, which allowed for closer monitoring of the programme; the debate of ideas; the identification of problems and search for solutions; the possibility of clarifying doubts; the availability and quality of trainers; effective support to supervision; the respect for the practices of each school.

As for weaknesses, the following were mentioned: the lack of training before the beginning of the process; the fact that the training took place simultaneously with the intervention, not allowing for more sustained action on the ground; however, the authors state that the intention of the training was not to provide participants with theoretical content for practice, but rather to advocate a training model centred on analysis. It was also mentioned the lack of definition of the desirable profile of the teacher in training as a reference for evaluation and the lack of direct training for teachers in a Probationary period, as well as documentation before training. In this set of aspects to improve, the need for a greater number of supervision reports and a more in-depth





analysis of supervision instruments was also noted, as well as the individualization of feedback regarding the work.

1.7. How the national framework can evolve to integrate formal teachers' Induction programmes and Mentoring programmes

Induction and Mentoring programmes should be adopted as priority actions in the education system to produce much-needed changes and as a way to increase support to teachers, transforming the teaching career, since they can improve teachers' professional performance, their wellbeing and school success. Thus, it is urgent to change the concept of the Induction Programme, the way the regulations characterise it and legally incorporate the following features so that it is accessible and sought after:

- the improvement of the Probationary period by a true period of induction practices, having a shifting mindset of the concepts;
- facilitating teachers' transition into the profession by providing individual support and by helping them to cope with the challenges they may face in the first years of teaching and not only when they have entered in the career;
- direct it for different phases of the career, not only for teachers who have a recent vacancy in the board but also for teachers beginners or teachers in mobility, even if in the temporary hiring status, to apply for a Probationary year conditionally;
- include a systematic character on the concept, giving it a crucial role in the professional development process, in a logical extension of initial training, and the beginning of a programme subsequent along with the career;
- shift the focus from an administrative perspective to a more pedagogical one, concerned with promoting excellence among teachers;
- reduced substantially the scope of the evaluation process, especially in its formative and supervisory implications;
- prefer support assumed by the school's curricular department, through a teacher from the same recruitment group and with professional experience of recognized quality;
- include a collaborative nature, involving a network of teachers and specialists and centred on the school context;
- Ink the Induction programme not only to higher education institutions where the teachers received their initial training to school context;
- extending beforehand through situations of supervision between peers throughout their professional career, promoting ways to have included collaborative work with peers⁴⁶.

Therefore it is important to assume that the Induction programmes should include:

Analysis of practice:

⁴⁶ Roldão, Reis and Costa, 2012a and 2012b





- meetings of teachers;
- reflective writing.
- Valuing cooperative work and feedback:
 - observation of classes and feedback;
 - establishment of contacts between teachers;
 - an exchange between colleagues with co-teaching;
 - debates and workshops about different subjects;
- Development of supervision skills:
 - seminars about supervision concepts and methodologies;
 - the possibility of sharing experiences and difficulties;
 - support at the school itself;
 - case studies about similar works.
- Techniques and instruments:
 - techniques of peer supervision in collaborative contexts and intrapersonal self-supervision processes, centred on self-perceived needs;
 - using tools that support the activities and are validated.
- Operationalization of the dimensions of the act of teaching:
 - definition of a strategic guideline for the set of actions to be developed;
 - strategic match with Mentor profile;
 - mobilizing professional knowledge that encompasses curricular, pedagogical, scientific and didactic knowledge;
 - the adequacy and clarity of the topics covered, the availability and quality of trainers;
 - the respect for the practices of each school.

2. Teachers needs and motivations for their career

With the focus on the teachers' needs and motivations for their career, namely their perception, satisfaction and motivation, this section presents an in-depth analysis of the results of the 151 questionnaires collected at the national level, to raise awareness of policies, practices and needs related to the preparation and promotion of induction programs based on mentoring practices.

The graphic analysis of this section can be found in Annex 1.

2.1 Perception, Satisfaction & Motivation

In this section, the report focuses only on the point of view of experienced and new/recent teachers, as the school leaders were not subject to this question in the survey.





Although the teacher's situation in Europe is similar, with teachers experiencing a great professional instability, audiences increasingly challenging, lack of resources and recognition, as well as professional fatigue, in Portugal regarding the perception, satisfaction, and motivation about the teaching career in general, most of the surveyed experienced teachers feel empowered (97%), motivated (79%), and committed (92%) to their job, as well as integrated and supported by their peers in the tough decisions of their daily work (73%) (see Chart 32).

According to the data collected 54% of the participants looking at the future are happy with being a teacher during their whole career, however, 21% disagree with this. On the other hand, 64% would like to have the opportunity to diversify their teaching career options, embracing other roles rather than teaching, and only 15% had the opposite opinion. Even though a significant percentage of the inquiries would like to diversify their teaching other roles rather than teaching, 59% of them at a late stage in their careers, said that they would like to have the chance to become mentors for teachers initiating their career, while 18% do not share the same opinion (see Chart 32).

When it comes to the new/recent teachers, the majority feel empowered (90%) and committed (95%) to their job, since they are eager to learn more and put into practice what they have learned in the initial training. However, regarding motivation the new/recent teachers have different opinions: while 79% feels motivated about their job, 5% express their lack of motivation regarding it. Although it is a small percentage, it is significant since the reasons behind it are related to the progression in careers and to the lack of support felt by the teachers. (see Chart 65).

At the national level, it is possible to see different perspectives with the new/recent teachers; for example, while 57% feel integrated and supported by their peers in their daily work or when they have to make difficult decisions, 23% share the opposite opinion. It is crucial to understand why there are teachers who do not feel supported at the beginning of their careers and that is why an induction programme with mentoring practices is key to answering this problem (see Chart 65).

With the focus on improving the teaching career paths in terms of rethinking career structure and guidance and also how to empower teachers to better navigate throughout the career system, creating opportunities to promote excellence in teaching at all levels, it was asked to the new teachers if they are happy with being a teacher during their whole career or if they would like to have the opportunity to diversify their teaching career options, embracing other roles rather than teaching. In this matter, 50% think they are happy being a teacher their whole career, but 10% neither agree nor disagree, and very important to highlight 40% doesn't know what to answer. So, similarly to the experienced teachers, even though a large proportion of the inquiries would like to embrace other roles besides teaching, diversifying their careers (69%), half of them would also be happy to continue teaching during their all career. Moreover, 74% agrees that at a late stage in their careers, they would like to have the chance to become mentors for teachers initiating their career (see Chart 65).

Analyzing the responses from both new and experienced teachers, it is possible to conclude that when it comes to teachers' views on investing in their career, they feel empowered, motivated and committed to their job and, even though they would like to undertake additional roles and responsibilities within the teaching job (as being a mentor for teachers initiating their career sharing their know-how), they would be happy to remain as a teacher, since they feel confident in their ability to vary instructional strategies in their classroom.





2.2 Initial Teacher Training

Concerning the initial teacher's training, the Portuguese school leaders, experienced teachers and new/recent teachers inquired, have a common agreement on how well the university prepared them for the job, and it is quite low. In the surveys, five main levels were identified as crucial for the improvement of the teaching performance, namely didactical-pedagogical, bureaucratic/administrative, scientific (subject), emotional and social/cultural level. The target groups gave their opinion regarding each one.

At the didactical-pedagogical level school leaders, experienced and new teachers have different perceptions and different levels of agreement, because, on one hand, 50% of school leaders don't think that the university prepared them well at a didactical-pedagogical level (see Chart 5); while 50% of the experienced teachers (see Chart 33) and 33% of the new/recent teachers (see Chart 66) agree their university prepared them well at a didactical-pedagogical level.

The bureaucratic/administrative level is the one with a higher common agreement (80%, 56% and 62%, respectively, see Chart 5, Chart 33 and Chart 66) since all targets agree they are not well prepared in terms of legal/administrative topics of the teaching profession; financial management of the school context; internal administrative procedures of the schools. This point was highlighted by almost all respondents.

In terms of an emotional level, the results were surprising, with diverging opinions among targets. For example, 40% of the school leaders think they were well prepared but another 40% disagree (Chart 5), while 39% of the experienced teachers consider university prepared them well at an emotional level, 25% have no opinion and 35% said they were not well prepared (see Chart 33). However, the new/recent teachers tend to be more negative, with 34% agreeing they were well prepared, and 45% not sharing an opinion on this. This raised concerns in the partnership to be a topic to explore later on during the interviews (see Chart 66).

The three targets agreed that they were not well prepared by the university at a social/cultural level, once their initial training doesn't focus on the school culture in terms of knowing the school code of culture, or how to interact with other educative agents, such as their peers, parents, school authorities or local community.

However, they all agreed on one thing, they were well prepared regarding the in-depth knowledge needed to teach the school's subjects (see Chart 5, Chart 33 and Chart 66). The inquired school leaders also lacked a formal continuous training programme, which they would have appreciated as they agree it would have improved their professional performance and social/cultural inclusion at the school (see Chart 6). The majority of the experienced teachers agree that they had a good preparation regarding the knowledge of the subjects taught since most teachers had access to formal continuous training programmes for developing didactical-pedagogical knowledge and skills and for updating or deepening the knowledge on the subjects they teach, as well as to informal programmes, such as the support from peers (see Chart 34). On the other hand, most new teachers believe that university only prepared them well scientifically so, they feel unprepared regarding the other levels. Even though they only had access to informal support from more experienced colleagues, they would have appreciated a formal mentoring programme as they believe it would have improved their professional performance and social and cultural inclusion in the school community (see Chart 67).





In general terms, most school leaders believe they did not receive enough support in the initial years of their careers, 90% confirms that the schools where they worked in the first years of their career didn't have an induction programme where experienced teachers supported the beginners, the only support they received was informal from other experienced teachers during the initial stage of their career. Almost all the surveyed school leaders (90%) would have appreciated the opportunity of having participated in a formal induction programme with mentors' support, with practical orientations. The supervision from more experienced teachers is highlighted as the induction practice that was more relevant to their careers (see *Chart 6*). The inquired school leaders that were not offered any type of induction practice believe they learned about the practical aspects of teaching by themselves and with experience.

However, opinions regarding the support received in the initial years of the career of the inquired Portuguese experienced teachers, are not quite similar. While 78% of the surveyed teachers agree they received informal support from experienced teachers in the initial stage of their career, only 11% of the schools' of the surveyed teachers had induction programmes, with 67% lacking this kind of practice. A vast majority (72%) would have appreciated the opportunity of participating in a formal induction programme with mentors' support to improve their professional performance at all levels (see Chart 34), but they also believe other key skills should have been taught in the initial teacher training, as they would be relevant for their careers, such as certain soft skills as interpersonal, emotional and time management skills, technological skills, conflict management, school bureaucracy and legal issues, how to communicate with guardians and how to deal with students with special needs and/or disabilities. The teachers that received any formal or informal induction practice in the initial stages of their careers, highlight the internships done at the school and the share of knowledge between peers as the ones that most impacted their careers. The ones that did not have this experience, state that they learnt about the practical aspects of teaching mainly by themselves and with experience, or through complementary training they did voluntarily outside the job. Some even declare that having worked in companies related to the subject they teach, helped them acquire skills they would not otherwise have.

Concerning the new teachers, same as the school leaders most of them believe they did not receive enough support in the initial years of their career, only 57% consider they received informal support from experienced teachers, and only 7% of the schools' of the surveyed teachers had induction programmes, with 64% lacking this kind of practices (see Chart 67). They also agree an induction programme with mentors' support would bring benefits to their professional performance at several levels and highlighted the internships done at the school and the share of knowledge between peers as the ones that most impacted their careers. The ones that did not have this experience, state that they learnt about the practical aspects of teaching mainly by themselves, by observing and experiencing, or through complementary training they did voluntarily outside the job.

Comparing the answers from the different target groups, it is possible to conclude that school leaders and new teachers were not so well prepared nor had access to induction programmes as experienced teachers. The school leaders and new teachers believe they were only prepared scientifically.

2.3 Induction Programmes

In this section, the respondents started being questioned about their opinion on what is an "induction programme". Four hypotheses were presented, all directly connected with induction. In the case of the school





leader, the opinions are equally divided between two, since 50% believe that induction corresponds to "a systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system", underlining the teacher's professional development in a co-creation process between peers with more experience with focus on the students; and the other 50% of the inquired school leaders believe that induction corresponds to "a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job", emphasizing the mentoring activity in the programme (see Chart 7). On the other hand, the experienced teachers that answered the survey have different opinions about the meaning of "induction", since 27% define induction as "a systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system"; 25% define induction as a programme that "allows teachers to observe and be observed by their peers and integrate learning communities that foster joint reflection and learning and face the quality of teaching and professional development as a collective responsibility and not just an individual one"; point out the learning communities and the reflection that the teachers can do together regarding the improvements of their teaching and professional career development. Despite being a small percentage, it is significant and 7% define induction as "a complete academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same teaching group and with recognized professional experience", highlighting the observation as a methodology of work-based learning (see Chart 35). Last, but not least, most experienced teachers (40%) chose the definition that points out the mentoring practice to support the "beginning teachers during the transition into their first teaching job". New teachers highlighted one definition of induction - among four that were suggested - that was aligned with the one that experienced teachers also enhanced and was one of the choices of the school leaders. This means that from the four definitions the one that is more consensual to everyone is "induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job" (see Chart 68). Having this definition of what is and what to expect from an induction programme, either the school leaders (90%), the experienced teachers (90%) or the new teachers (100%) agree that formal induction programmes are needed at the beginning of the teaching career to motivate teachers at the beginner level and to reinforce their competencies on the job (see Chart 8, Chart 36 and Chart 69).

Although everyone agrees on the need for a formal induction programme, opinions regarding its *duration* are divided. Some consider the programme should last one year, others agree that it should be two years and some even suggest that it should be three or more years to support new teachers at the beginning of their professional life in the school context (see Chart 9, Chart 37 and Chart 70). However, the analysis shows that most respondents agree on a one-school-year formal induction programme. Going more into detail in the duration of the programme, concerning the number of *hours per week* a new teacher should devote to induction activities, most school leaders and experienced teachers, as well as the new teachers, believe that the activities should last between three to four hours per week to have actual impact in the learnings of the beginner teachers. There was also a significant percentage that explored the possibility of having between one to two hours per week, but then it could not be enough (see Chart 10, Chart 38 and Chart 71).





About the *practices* proposed, most school leaders and teachers were open to different types of practices and activities, to include in a formal induction programme. The average agreement between the school leaders for the following activities was up to 90%. So, they think a formal induction programme should have (see Chart 11):

- regular 1:1 meetings with a mentor to discuss observed classes;
- a network for new teachers;
- regular group meetings with teachers initiating their careers to exchange experiences and practices;
- new teachers assisting classes of experienced teachers of the same subject;
- experienced teachers of the same subject assisting classes of new teachers

This perspective is not too different from the one of experienced teachers who highlighted the exact same practices and activities. (see *Chart 39*) However, the new teachers presented a slightly different perspective, pointing out the creation of regular meetings between new and experienced teachers, so that experiences and practices can be exchanged; and the participation in workshops provided by experienced teachers as the most important for them. New teachers didn't give too much emphasis to classes observation (of experienced teachers of a different subject) (see Chart 72).

So overall, in Portugal, school leaders and teachers agree that a formal induction programme is needed and should be for one year, with three to four hours per week, so that the new teachers have access to mentor support through regular one to one meetings to discuss observed classes, involvement in workshops, teachers network, group meetings to share experiences as well as having the opportunity to assist classes of experienced teachers of the same subject.

In terms of subjects, respondents share a similar opinion on what should be included in a formal induction programme, per each level. In didactical-pedagogical matters, they agreed with all the subjects provided more than 90%, emphasizing the need for know-how to deal with students lack discipline and misbehavior (see Chart 12, Chart 40 and Chart 73):

DIDACTICAL-PEDAGOGICAL

The programme should include knowhow about dealing with students lacking discipline in the classroom;

The programme should include knowhow about dealing with students with problematic behaviours;

The programme should include knowhow about dealing with students with special needs and/o disabilities;

Management of group/collaborative work in the classroom;

The programme should address strategies to engage less participative students;

The programme should include the preparation of appealing educational resources, exercises, and other support materials;

The programme should include the adaptation of classes and evaluations, according to students' different learning styles;

It should include strategies to improve and keep alive students' motivation;

Table 4 - Topics to be addressed at the didactical-pedagogical level

Regarding this issue of didactical-pedagogical area, surveyed teachers also believe that emotional management and training in psychology should be included in a formal induction programme.





At the subject level, regarding the subjects to be taught topics that should be included in the induction programme, all targets have a similar perspective with a high level of agreement (see Chart 13, Chart 41 and Chart 74):

SUBJECT

It should include ways of adapting the content of the school subject(s) they teach, to the readiness of the students;

It should include ways of updating their knowledge with the most recent advances, with regards to the content of the school subject(s) they teach;

It should include ways of integrating the school strategies during the curriculum implementation.

Table 5 - Topics to be addressed at the subject level

One of the most controversial topics was the «to include useful takeaways from other subjective areas in new teachers' classes» because while the principals agreed 100%, both experienced and new teachers devalued this subject.

As mentioned before, the bureaucratic and administrative area is the one they believe they are not prepared, so it is essential to have the following topics included in the formal induction programme (see Chart 14, Chart 42 and Chart 75):

BUREAUCRATIC/ADMINISTRATIVE

Both legal aspects related to the teaching profession and school's administrative procedures;

Class management administrative procedures and duties and (legal) rights;

Administrative procedures about class management;

Career development information.

Table 6 - Topics to be addressed at the bureaucratic/administrative level

Considering the bureaucratic and administrative issues, some inquires believe they should have more knowledge about platforms for data queries. From all three target groups, it is evident the needs from the new teachers of having trained at this level since the level of agreement was higher compared with the other targets.

In general, school leaders and teachers also pointed out that formal induction programmes should include all the proposed aspects related to emotion, namely (see Chart 15, Chart 43 and Chart 76):

EMOTIONAL

Should address issues of self-confidence, conciliation between professional and personal life, dealing with fears and insecurities derived from students' misbehaviour and dealing with fears to cope with families (parents and guardians);





Should address issues related to dealing with fears and insecurities derived from working with peers and school leaders.

Table 7 - Topics to be addressed at the emotional level

Besides the proposed practices and activities, experienced teachers also believe that the induction programme should include matters of self-knowledge, self-esteem, conflict management and techniques to relax and reduce stress levels, aiming at providing psychological support to teachers at the beginning of their careers.

Related to social and cultural topics, the respondents are on the same page (see Chart 16, Chart 44 and Chart 77):

SOCIAL/CULTURAL

To include practices related to the know-how needed to act according to the principles of the teachers' profession, to manage the curricula, plan the work and the key learning outcomes, to the assimilation of the school culture, to interact with parents and to deal with students with a diverse cultural background;

To include practices related to knowing the school's code of conduct and to interacting with peers and students;

To include practices related to interacting with local school authorities and other external.

Table 8 - Topics to be addressed at the social-cultural level

From the responses collected, school leaders believe that another social and cultural issue to be addressed is how to deal with students with different learning difficulties or potential. In addition, experienced teachers pointed out the importance of including issues related different cultures, establishing a friendly environment within the school. But, the new teachers pointed out that the programme also needs to include ways of developing artistic competencies as well as developing social-emotional skills, such as dealing with stress, empathy, self-confidence, curiosity in learning, persistency, among others.

In conclusion, school leaders and teachers share a similar opinion regarding the importance of a formal induction programme.

2.4 Mentoring

Most school leaders, as well as experienced teachers and new teachers, agree that mentoring is relevant for formal teachers' induction programmes, and so they believe that the teaching career should provide experienced teachers with the opportunity to become mentors.

But it is important to reflect on the concept of mentoring and on the implications of such practices at school level. Overall, all the three target groups have the same understanding of what mentoring means and they selected the fourth option as the one that best defines it. For them, mentoring "is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth". The other three options didn't have a significant impact, since all had less than a 30% level of agreement (see Chart 17, Chart 45 and Chart 78).





Almost all respondents believe that the teaching career should provide experienced teachers with the possibility of becoming mentors to new teachers. However, most of them share the opinion that there should be a balance between the time spent teaching and time spent mentoring and so, they should not become full-time mentors. For example, school leaders suggested 50% of the experienced teachers time for mentoring activities (see Chart 20), while the opinion of the experienced teachers is not consensual (between 50% and 75%), but the majority agrees that a teacher should not become a full-time mentor (see Chart 48). In addition, they also share the opinion that the mentor should be from the same school/ school cluster (see Chart 49).

Despite this positive attitude towards mentoring, they all agree that the mentor profile must have certain characteristics and competencies, including (see Chart 21, Chart 22, Chart 50, Chart 51, Chart 83 and Chart 84):

- Domain of didactical-pedagogical strategies and practices;
- Professional experience in teaching and learning fields;
- ▶ High interest in being a mentor and supporting mentees;
- Knowledge about the teaching subject;
- Willingness to invest the necessary time to support mentees;
- Ability to actively listen and communicate effectively;
- Ability to provide concrete and constructive feedback;
- Ability to establish a trustful and friendly relationship with others;
- Ability to share experience and expertise;

The three target groups agree on the importance of the proposed characteristics of a mentor, highlighting that one should possess professional experience in teaching and learning fields, the domain of didactical-pedagogical strategies and practices, knowledge on the subject in which they provide mentoring, high interest in being a mentor and supporting other and ability to provide constructive feedback and work in teams (see Chart 23, Chart 24, Chart 52, Chart 53, Chart 85 and Chart 86). The other competencies had a lower frequency, suggesting that the desirable profile of a mentor should incorporate these. This was further validated when they were asked to identify the six most important competencies a mentor should have, and they highlighted again the communication and interpersonal skills as well as the technical and professional capacity.

Given this scenario, experienced teachers were asked if they had the opportunity to be a mentor to a new colleague during their professional life, 85% answered they were not given that opportunity (see Chart 54). The other 15% stated that they mentored new teachers when they were doing an internship or in their probationary period. Of all surveyed teachers, only 8% stated that they benefited from a formal or informal type of training to be a mentor (see Chart 55), so the majority of teachers did not benefit from any type of formal or non-formal training to be a mentor. It seems that what they know comes from theoretical knowledge and from their goodwill and desire to help their colleagues at the beginning of their careers. So, this training is seen by many as essential for them to be able to mentor others. When experienced teachers were faced with the question regarding their capability of mentoring new teachers during their induction programmes, 54% would need to receive training to do it (see Chart 56). The surveyed teachers have different motivations to become mentors, the majority (42%) would like to have the possibility of sharing knowledge and experience with teachers initiating their careers; 29% would be motivated by the opportunity of diversifying their teaching career, partially keeping their teaching responsibilities; and 15% would be motivated to have a decrease in the total working time per week (see Chart 57). The motivation of the experienced teachers is crucial to bear in mind during the design (the co-creation sessions from WP2) and implementation of the mentoring programme (WP3).





Despite their differences regarding their motivations to become mentors, they share similar opinions about what should be included in a training course for mentors, such as (see Chart 58 and Chart 59):

- understanding the needs of working with new teachers (98%);
- definition and characterization of the mentoring relationship (97%);
- competencies, characteristics and experience of the mentor (97%);
- how to establish and maintain a mentoring relationship (97%);
- principles of the mentoring relationship (96%);
- strategies and tools to be used for effective mentoring relationships (96%);
- examples of good practices (96%);
- instruments for observing classes and the type of feedback used by mentors (96%);
- preparation of a plan for developing the work as a mentor (96%);
- documents and supports to be used during a mentoring process (95%);

In conclusion, all groups agree that it would be important to create a mentoring programme, allowing experienced teachers to support new colleagues but, the mentor should balance mentoring and teaching and not dedicate his/her full-time to mentoring. They are also willing to learn more, for example, how can they deliver this role, what strategies can they use, or what activities to develop in order to support their colleagues in their role as a mentor.

2.5 Induction Programmes at School (applicable to school leaders)

This section of the survey was only applied to school leaders, in order to better understand if they believed the institution would benefit from an induction programme based on mentoring. None of the schools represented in this survey has ever had an induction programme based on mentoring. However, the leaders believe it would bring benefits such as better integration and engagement of new teachers, a more extensive sharing and retention of knowledge between peers, an increase in the quality of the education and learning provided and a reinforcement of the school vision as a learning organization.

2.6 Additional Information

School leaders and teachers were invited to reflect on their current self-awareness and share what key skills were not taught in the initial teachers training, but that were relevant for the beginning of their career. Despite the different roles and years of experience, all targets, share a similar opinion of the competencies they think should be taught at the university, namely :

- Managing conflicts, emotions and time (soft skills);
- dealing with students in different socio-cultural contexts;
- dealing with disabled students;
- dealing with students' special needs;
- management of emotions;

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- digital skills;
- conflict management;
- interpersonal relationships; communication with parents;
- communication with guardians; school bureaucracy;
- professional conduct;
- knowledge on legal issues/ laws; school management and administration ;
- pedagogical diferenciation;
- emotional and affective competencies;
- didactic-pedagogical functions;
- isolation;
- relationship with peers;
- knowledge on program content.

They also shared some of the practices (formal or non-formal) that were offered to them related to the topic: workshops on various themes; professional internships (mainly of 1 year) with support of a supervisor; help from peers and share of knowledge between colleagues; participating in multiple events and course on theoretical subjects of training for teaching. The ones that were more relevant and efficient for them were executing the job; development of social and emotional skills; attend classes of an experienced teacher; an internship in the school; working with children in social vulnerability. They also stated that through different induction practices they learn a lot about the practical aspects of teaching, namely by themselves (with experience); with help from (older/ more experienced) colleagues and peers; voluntary complementary training; search the internet, books and magazines; having worked in companies related to the subject taught; searching for training courses.

When asked about the different areas an induction program should have, they agreed with those mentioned in the questionnaires, however, and according to their experience they consider it important that the program includes the following topics:

- Emotional management (self-confidence, self-esteem, self-knowledge, empathy...);
- social management (communication and relationship with guardians, colleagues...);
- learning experiences and activities outside the school's context;
- support in the management of the school;
- recognition of the work done;
- issues related to students with special needs or learning difficulties.
- emotional management;
- behaviour management for teachers (posture, voice...);
- training in psychology ;
- self-knowledge, self-esteem;
- conflict management;
- equip the schools with the necessary equipment and materials for the curriculum development, enhance the physical conditions; establish an environment of sharing and reflection;
- work in interdisciplinary projects;
- continuous teacher training;
- have access to more information regarding the correction of national exams;
- create teams to help deal with the bureaucracy concerning the rights and duties of guardians;
- develop better communication channels between all;





- training about "Education in the 21st Century" and technology ;
- controlling anxiety;
- develop social-emotional competencies;
- meetings with peers;
- being aware of students and school's real needs;
- know the social-economic background of students;
- how to access the teaching job (public and private recruitment).
- develop social-emotional skills (deal with stress, empathy, self-confidence, curiosity in learning, persistency...); artistic competencies.
- Promoting activities between peers;
- develop techniques to relax/ reduce stress levels; develop social skills; psychological support; establish an environment of equality.

Despite the relevance of a formal induction programme, they consider that teachers need to be prepared for the challenges of the 21st century to quickly adapt to the culture of the school and the needs of their students. They highlight the mentoring experience has a plus in an induction programme and, the experienced teacher needs to have a good pedagogical relationship with the students; have joy in sharing experiences and keep learning with the younger ones; be understanding; be available; clear evidence of successful results obtained by students in external assessment tests; having empathy; human and educational qualities (solidarity) and perhaps having training in mentoring.



3. Main features of formal induction and mentoring programmes

Results from the interviews and focus group held in Portugal between October and November 2021 with a total of 8 interviews to school directors (2), experienced teachers (3) and new/recent teachers (3) (see Annex 2) and 1 session of an online focus group with the participation of 9 experienced (5) and new/recent teachers (4) (see Annex 3).

The results are organized into three main clusters:

- Induction programmes
- Mentoring
- Additional information

For each cluster, are introduced the results from the three groups involved in the interviews and focus group, school directors, experienced teachers and new/recent teachers. Whenever there is a discrepancy in the results between the three groups, the differences will be highlighted.

3.1. Induction Programmes

3.1.1. New teachers' needs and challenges

There is a common understanding between the three groups that the initial training doesn't prepare new/recent teachers to work in a school. Schools' directors and teachers (experienced and new) consider that the initial training prepare new/recent teachers at scientific (subject) and didactical-pedagogic levels, but there is a lack of knowledge and experience about the organisation, structure dynamics and functions in schools. This clearly reports to the need of reinforcing the preparation of new/recent teachers at the bureaucratic and administrative levels, specifically concerning the:

- Legal regulations in force at national level and related to teachers activities, profession and career;
- Procedures to be followed in certain functions and situations (class management, department management, learning recovering plans, special requests, among others);
- Access, use and development of official documents/requests, including some guidance on when and how documents should be used;
- Clarification of acronyms and specific terms commonly used in a school setting.

In the case of new teachers, they also mentioned the need of being prepared at the emotional, social and cultural levels. At the emotional level, new teachers mentioned as critical their preparation and capacitation to:

- Deal with students with learning disabilities, challenging backgrounds or a history of bad experience/results in schools;
- Effectively manages emotional problems revealed by students in different moments in the school setting.





Some needs were also identified by new teachers at the social and cultural level in terms of management of the school-family relationship and interaction with peers. In the first case, new teachers mentioned the need of having support on how to approach families and manage their expectations towards students' progress and results; in the second case, they referred to the need of having more contact and meetings with experienced and new teachers from the same subject area working in the school.

Other suggestions related to the didactical-pedagogical were also stated, by one or two new teachers as being relevant for their preparation to work in school, including the:

- Participation in regular meetings and training with other teachers, to discuss strategies, innovative approaches or solutions to problems and challenges related to the classes;
- Access to resources for the development of new and innovative teaching strategies;
- Access to evaluation grids and applied criteria, for the assessment of students' learning and competencies;
- Exchange of experiences related to classroom management in specific communities;
- Capacitation of new teachers in specific subjects (not directly related with the ones they were prepared to), such as citizenship education.

Most comments made by the interviewed teachers focused on the need of updating the initial training of teachers by investing and providing strategies to prepare and integrate new teachers in the schools setting, culture and activities. Some of the interviewed mentioned that there are some practices in the schools to welcome new/recent teachers, usually consisting of the general assembly with the teachers of the school to promote their meet and interaction, meetings with students and parents before the starting of the classes and some informal initiatives. These practices are not mandatory, depends on the schools' culture and leadership and many times consist of a "simply welcome" and not of a strategy to promote new/recent teachers effective integration. Additionally, the welcome usually occurs when new teachers are recruited before the beginning of the school year, which many times doesn't happen. As such, other aspects were highlighted by interviewees as challenges and barriers to support the integration of new/recent teachers in the schools' profession and activities, namely:

- The lack of stability in the profession and career, especially for new teachers. Commonly, due to the continuous mobility of these teachers every year from school to school, they do not have the opportunity to carry out a consistent, planned job, with knowledge about the evaluation of results, which would allow them to learn, evaluate the effectiveness of their actions and thus learn more.
- The inexistence of additional financial support for teachers in mobility, which is applied to other professions such as judges and deputies. Frequently, in the first 15 years of activity, teachers are still in mobility from school to school and, in many cases, from region to region. Thus, it would be beneficial if new teachers could benefit from financial support or other incentives to support the costs related to mobility (housing, for example).
- Reduced time and space for collaborative work between new and experienced teachers. Both feel that there is no opportunity, space or time for interaction and cooperation in formal and informal settings, identifying a set of situations compromising this cooperation, such as: workload of teachers, in particular of experienced teachers, mismatch of teachers' schedules, lack of initiatives to promote interaction, exhaustion, discontent and lack of motivation of some experienced teachers.





- The reduced support new teachers feel from school leaders, in particular concerning the ones that will be temporarily in the school. In the perspective of these teachers, school leaders do not see them as valid human resources and thus the investment to meet, interact or support them is reduced.
- The mismatch between the recruitment of new teachers and the beginning of the school year, which happens more frequently than desirable. This aspect harms new teachers, schools and their professionals: new teachers do not have the opportunity to get prepared at a personal, social and professional level, particularly in the case of mobility; schools and their professionals do not have the opportunity to plan and implement a coherent and efficient strategy to integrate these teachers.
- Permanent legal updates and shifts, causing instability in the professionals of the schools, who need to continuously adjust to new laws, rules and requests, focus more on administrative and bureaucratic activities than in teaching, learning or students.
- A high number of students per class and frequent assignment of challenging classes to new teachers, who are unaware of the modus operandi of the group and its geographical context.
- Personal aspects for example: lack of openness from new teachers to take the initiative to ask questions and request support; lack of communication skills and ability to manage interpersonal relationships in the case of experienced teachers.

Directors and experienced teachers also mentioned that in the past decade very few new teachers - with less than 5 years of experience and under 35 years old - were recruited. The number of interviews performed does not allow a solid conclusion, nevertheless, it is widely known that the average age of Portuguese teachers is high, the instability of the profession has grown in the past ten or fifteen years and that in the next 30 years Portugal faces the challenge of not having teachers to recruit.

As it can be seen, part of the solution to better prepare and guide new teachers in their integration is related to strategies to be defined at policy level. Examples of this is the need for:

- Updating and adjusting the initial training of teachers to the reality and needs of the schools and students. The initial training is mostly focused on the subject and didactic-pedagogic methodologies and it is important to include content related to legislation and national rules about the profession, career and activities of teachers;
- Strengthening the cooperation between higher education institutions and schools, to assure a balanced combination between theory and practice and adjust the training, as much as possible, to the reality;
- Investing in the creation of adequate conditions and incentives to turn teaching profession more appealing, stable and socially valuable (better financial conditions, improvement of the process of recruiting, reduce teachers' mobility, adequate career's progression to the experience, increased focus on teaching and learning and less in bureaucracy).

Despite this, school directors and teachers also play an important role to improve the conditions integration of new teachers in a school:

Directors and experienced teachers can define and implement a structured and efficient strategy for the integration of new teachers in school, in the different moments of the school year;





- Directors can promote initiatives in the schools to raise the awareness of experienced teachers to the need of supporting/mentoring new teachers, motivating and mobilizing them to integrate the mentors' network;
- New teachers need to be proactive, ask questions and request support from directors and experienced teachers;
- Experienced teachers should be able to share their experiences and workspace, to promote co-learning spaces and take risks.

3.1.2. Structure, contents and activities of induction programmes

When questioned about the duration of the induction programme, all interviewed teachers consider that it should take, at least, one school year, allowing new teachers to experience a full school year. Some of them mentioned that new/recent teachers should have access to the induction programme immediately after ending initial training. In what concerns the time per week to be dedicated to activities and initiatives of the induction programme, however, there is no consensus.. Overall, interviewed teachers consider that one to two hours per week, (the time mentioned by Portuguese respondents to the questionnaire) won't be enough. However, they also consider that dedicating more than one to two hours per week to the induction programme can be difficult, considering the workload of all teachers. In the end, all agree with the idea of structuring a flexible induction programme in terms of time and intensity, ensuring:

- The programme combines meetings and moments of joint reflection and cooperation with the classes assistance (new teachers assisting experienced teachers' classes and experienced teachers assisting new/recent teachers' classes).
- More time (teaching and non-teaching) dedicated to the induction activities at the beginning of the school year, which will be reduced in accordance with the activities foreseen in the school, the flow of the activities to be assured by teachers and the needs of new/recent teachers.
- ▶ The promotion of group and individual meetings/sessions between mentors and related mentees.
- ► The progressive and increased autonomy of new teachers during the school year.

Some interviewed teachers suggested having four moments of fifty minutes per week dedicated to the induction programme at the beginning, which progressively would be reduced to one or two moments per week in accordance with the needs. It is important to highlight that to guarantee this kind of implementation, experienced teachers would need to have time formally and legally dedicated to mentoring to avoid more workload and, consequently, demotivation related to the process. In fact, despite all interviewed teachers recognise the relevance of schools integrating an induction programme based on mentoring practices, to efficiently and successfully support new/recent teachers, some mandatory requirements were suggested, namely the existence of:

 experienced teachers in the school with the profile, competencies and motivation adequated to the function;





- legislation related to the distribution of responsibilities, identifying the time allocated to mentoring, teaching and non-teaching activities;
- Training and support to prepare experienced teachers to be a mentor, including content information about the principles of mentoring relationships, interpersonal relationships and multicultural challenges (differences related to the coexistence of different generations, with complementary training, experience and didactical-pedagogic approaches)

During the interviews, directors and teachers shared ideas about the activities and initiatives to be integrated into the induction programme:

- Co-design sessions to define and structure moments of joint reflection/collaboration between peers and mutual learning moments (between new teachers and experienced teachers);
- Assist in the preparation, management and analysis of classes run by experienced teachers;
- Benefit from the assistance of experienced teachers in the preparation, management and analysis of classes managed by new teachers;
- Moments of discussion and analysis of practices, methodologies and interventions before and after classes took place;
- Ensure class direction, club coordination and other school initiatives with guidance and support from an experienced teacher;
- Monthly group meetings and individual meetings adjusted to the needs of new/recent teachers;
- Creation of a community of practice with teachers and mentors from other schools or regions to exchange experiences and strategies.

Globally, interviewed teachers consider that the schools have the space and structure to integrate the induction programme. Nevertheless, considering that not all schools have new teachers, with less than 35 years old and 5 years of experience in schools, some gave the idea of creating a geographical working group or round table joining new teachers from different schools of a certain region that would benefit from the support of mentors.

The contents and initiatives to be integrated into the induction programme were addressed during the focus group with new/recent and experienced teachers. Overall, participants confirmed the relevance of integrating the 5 areas in the programme, as already verified within the results from the surveys, identifying the most relevant contents to be considered in each one:

Areas	Content		
Didactical- pedagogical area	 Adapting classes and evaluation to students different learning styles Student's evaluation: continuous learning assessment Strategies to improve and keep alive students' motivation 		
Subject area	 Identifying and promoting competencies associated with key learning outcomes Updating knowledge with the most recent advances with regards to the content of the school subject(s) Adapting the content of the school subject(s) to the readiness of the students Integrating the school strategies during the curriculum implementation 		
Bureaucratic- administrative area	 Legislation and legal aspects related to the teaching profession School administrative procedures 		
Emotional area	 Conciliation between professional and personal life Dealing with fears and insecurities related to working with peers and school leaders Self-confidence Dealing with fear to deal with families (parents and guardians) 		





	1. Interacting with students
Social and cultural	2. Interacting with peers
area	3. Assimilate the school culture
	3. Interacting with local school authorities and other external stakeholders

Table 9 - Content to be integrated into the induction programme

Other content, besides the one suggested in the focus group, were proposed by participants of the focus group:

- Using adequate teaching-learning strategies for the didactical-pedagogical area;
- Importance of curricular complement activities also for the didactical-pedagogical area;
- Adjusting the intervention to the school's culture and tradition, concerning the content for the subject area.





List of the most relevant activities presented by the participants in the focus group per area:

Areas	Most relevant activities more mentioned		
Didactical- pedagogical area	 Regular 1:1 meetings with a mentor to discuss observed classes (7) Participate in workshops provided by other experienced teachers (4) Assist classes of experienced teachers of the same subject(s) (3) An experienced teacher of the same subject(s)assisting my classes (2) Regular group meetings with teachers initiating their careers to exchange experiences and practices (1) Participate in classes simulation with teachers initiating their careers (1) 		
Subject area	 Regular 1:1 meetings with a mentor to discuss observed classes (9) Participate in workshops provided by other experienced teachers (5) Assist classes of experienced teachers of the same subject(s) (4) Participate in classes simulation with teachers initiating their careers (4) Integrate a school club/project (3) Regular group meetings with teachers initiating their careers to exchange experiences and practices (1) 		
Bureaucratic- administrative area	 Regular 1:1 meetings with a mentor to discuss observed classes (8) Be involved in a network of teachers (7) Assist classes of experienced teachers of the same subject(s) (4) 		
Emotional area	 Be involved in a network of teachers (19) Participate in workshops provided by other experienced teachers (5) Integrate a school club/project (5) Assist classes of experienced teachers of the same subject(s) (3) Regular 1:1 meetings with a mentor to discuss observed classes (3) Observational visits to other schools (2) Regular group meetings with teachers initiating their careers to exchange experiences and practices (1) 		
Social and cultural area	 Regular group meetings with teachers initiating their careers to exchange experiences and practices (1) Integrate a school club/project (12) Be involved in a network of teachers (7) Regular group meetings with teachers initiating their careers to exchange experiences and practices (6) Participate in workshops provided by other experienced teachers (3) Regular 1:1 meetings with a mentor to discuss observed classes (2) Observational visits to other schools (1) 		

Table 10 - Activities more mentioned to be integrated into the induction programme

As it can be seen, the activities "regular 1:1 meetings with a mentor to discuss observed classes" and "assist classes of experienced teachers of the same subject(s)" were identified as relevant to approach all areas; "participate in workshops provided by other experienced" and "assist classes of experienced teachers of the same subject(s)" were identified as relevant for four areas (except for the area "bureaucratic-administrative area"). Two additional activities, not included in the initial list, were also suggested by one participant:

- Access to simple information and short-duration training related to administrative aspects to approach bureaucratic and administrative area
- Take part in moments to get familiar with the school and community, to approach emotional and social and cultural areas.




3.2 Mentoring

Part of the interviews with school directors and experienced teachers were focused on the discussion about mentoring. As such, the results of this section are only related to the perspective of these two groups (and in some cases only of one of the groups) towards the organization of the mentoring programme, the motivation and added value of mentoring to experienced teachers, mentors' desirable profile and challenges that they will need to face.

In terms of the time to be dedicated to mentoring, both groups consider that experienced teachers shouldn't be only mentors, but combine their teaching activities with mentoring. All interviewees mentioned that experienced teachers should keep a balance between teaching and mentoring (60% of teaching and 40% in mentoring), once would allow:

- Experienced teachers to do what they love and desire, which is teaching students,-is essential to keep these professionals motivated and fulfilled;
- Experienced teachers to keep their contact with the teaching experience, and consequently, to continuously be aware of the reality and practice a critical aspect to being a mentor
- New teachers to see their mentor in action (by preparing/discussing classes, assisting classes, or cooperating in the organisation of complementary activities).

Many of the interviewed teachers, mentioned that the key expression to characterize the mentoring relationship between new/recent and experienced teachers is collaborative work. In fact, one interesting aspect that stood out was that the three groups consider mentoring as a 'symbiotic' relationship in which, new/recent and experienced teachers, would share, learn, grow and cooperate. Some mentioned that the biggest challenge to accomplish this is related to the uncertainty or insecurity revealed by some experienced teachers that wouldn't feel comfortable "opening" their classes to other colleagues, establishing a cooperative relationship with unknown colleagues and sharing their knowledge and experience with them. This is a cultural constraint that, jointly with other challenges, may harm the implementation of the induction programme in the field. Other challenges that mentors would need to face and that were mentioned in the interviews include:

- The generational gap, not necessarily related to the age itself, but the fact of new and experienced teachers have been trained in different times with different social and cultural challenges.
- Pedagogical flexibility, once mentors will need to guide different new teachers, adjusting to different contexts, realities and situations.
- Lifelong learning and continuous improvement, to be better prepared to deal with a world in permanent change, progress and growth at social, technological and scientific levels.
- Lack of motivation of new teachers towards the teaching career as a consequence of the reduced social value generally attributed to education and teachers.
- Personal clash between new and experienced teachers, that will require experienced teachers to use useful strategies to reach and engage new teachers in their insecurity (or excess of security), demotivation (or exacerbated desire to change) and lack of preparation (or excess of theory).
- The initial experience of new teachers in terms of their preparation to be integrated into the school, recruitment process and labour/teaching conditions.





Considering all these challenges it is important to ensure that the mentor has an adequate profile and set of competencies, to make the mentoring relationship succeed. The school directors and experienced teachers interviewed mentioned that the expertise and experience is an important aspect to be considered, being desirable that mentors have:

- Training, knowledge or specialisation in the pedagogy of the 21st century and students-centred approach
- Experience in leadership, management of classes, coordination of groups, clubs or departments.

Some competencies and characteristics of the mentors were also mentioned by interviewed teachers, as being important to highlight the following ones:

- Communication skills, that include active listening, non-verbal language comprehension and the ability to provide feedback with assertiveness;
- Ability to establish and maintain trustful and respectful relationships, including the ability to manage conflicts and stressful situations:
 - Ability to adopt a deontological and humanist posture in line with teaching activity;
 - Ability to take risks and share experiences, practices, knowledge and "arena";
- Ability to reflect about practices, methodologies and critically discuss them with peers with different backgrounds and experiences:
 - Willingness to (re)think and improve practices in cooperation with new teachers;
 - Ability to adopt a different perspective and test new strategies and methodologies;
 - \circ $\;$ Proficiency in the use of digital devices and tools.

In the interviews, both groups were questioned about the motivation of experienced teachers to be mentors of new teachers in an induction programme. Interviewed teachers identified personal, social and political motivations to be a mentor:

- Be a lifelong learner A mentor needs to be updated in the different areas of learning and teaching; needs to search for relevant practices, trends and innovative strategies; needs to get thrilled by learning as well.
- Benefit from mutual learning A mentoring relationship promotes cooperation, sharing, enrichment and growth between peers. This symbiosis can be determinant to strengthening the group spirit among teachers, the quality and innovation of the learning and teaching practices, continuous progress of the schools and their professionals.
- Generate impact and be useful As a mentor, an experienced teacher will be able to support and motivate younger and less experienced colleagues to be the best teacher he/she can be and, consequently, have a positive impact on the learning and motivation of the new generations.
- Be part of the professional development of peers a mentor is a key player in the transition of new teachers from the university to the real context of work, being an important element to their motivation, engagement, pleasure, fulfilment and commitment towards students and school.
- Contribute to the social and political value of the teaching profession a teacher who shares knowledge, experiences and constraints and who is also focused on continuously learning and progressing.





Interviewed teachers also mentioned some incentives that are important to provide in order to encourage experienced teachers to be mentors:

- Promote close cooperation and synergy between future mentors and the tutor/trainer at the highereducation institution, to prepare them to support new teachers.
- Define legislation related to the distribution of responsibilities, identifying the time allocated to mentoring, teaching and non-teaching activities.

Two additional questions were made to school directors related to the implementation of the capacitation programme of mentors: one related to the level implementation and another one to the organisations that, ideally, could promote the programme. In terms of the level of implementation, ideally, school directors consider that the training should be implemented at the local level to address the specificities of the county and local schools. However, they also consider that it would be beneficial to promote it at the regional or national level for the following reasons:

considering that some countries have a low number of schools and teachers, the best option, to address a larger number of professionals and generate effective impact, would be to do it at the regional level.

To ensure standardization of criteria, intervention and practices a national training can also be beneficial.

In what concerns the organisations, the directors identified the high-education institutions as more suitable providers, with the necessary resources and competencies to ensure the implementation and the capacitation of experienced teachers. The school directors highlighted the need to reinforce the synergies and cooperation between the two ministries Ministério da Educação and Ministério da Ciência, Tecnologia e Ensino Superior to ensure more intrinsic cooperation in terms of supply, on-the-job training and cooperation between higher education organizations and schools.

In the focus group implemented in Portugal participants had the opportunity to discuss the suitable "profile" of a mentor and identified as most relevant competencies the following ones (from the most relevant to the less):

- 1. Ability to provide constructive feedback
- 2. Ability to share experience and expertise
- 3. Knowledge about the teaching subject which provides mentoring
- 4. Ability to motivate new teachers to accomplish the defined goals
- 5. Ability to work in a team and embrace collaborative cooperation
- 6. Ability to establish a trustful and friendly relationship
- 7. The domain of didactical-pedagogical strategies and practices
- 8. Value lifelong learning and continuous professional development

The clustering of competencies in groups resulted also from the focus group, in which participants suggested the following distribution and organisation of competencies:

Topics	Related competences
1. Communication skills and active listening	 Ability to actively listen and communicate effectively with new teachers Ability to respect different perspectives and positioning Capacity to provide concrete feedback





		Ability to provide constructive feedback
2.	Soft skills	 Ability to overcome challenges and solve problems Value lifelong learning and continuous professional development
3.	Interpersonal skills	 Ability to establish a trustful and friendly relationship with new teachers Ability to create a friendly and encouraging environment Ability to work in a team and embrace collaborative cooperation Ability to motivate new teachers to accomplish the goals defined
4.	Pedagogical and didactical skills	 Knowledge about the teaching subject which provides mentoring The domain of didactical-pedagogical strategies and practices
5.	The teaching profession and continuous professional development	 Professional experience in teaching and learning fields Knowledge of the teaching profession and career Ability to share experience and expertise
6.	Bureaucratic and administrative procedures in school	 Knowledge of legal and bureaucratic aspects of the teaching profession and career
7.	Mentoring relationship and process	 High interest in being a mentor and supporting mentees Willingness to invest the necessary time to support mentees

Table 11 - Suitable "profile" of a mentor

3.3 Additional Information

According to interviewed teachers, there is a negative social perspective of the school, the education system and teachers that discredit the teaching career making it unattractive for new teachers. Despite the relevance that an induction programme based on mentoring can have, this initiative itself will not make the activity attractive and it is essential to rethink and restructure the teachers' initial training and the structure, activities and duration of the induction programme.

Some ideas were shared by interviewed teachers concerning teachers' initial training:

- To allow starting in the 2nd year of the initial training, contact of students with schools, enabling them to be part of the activities and initiatives (as a supporter, for example) taking place in schools.
- To ensure an integrated and paid internship in the last year of their initial training, during which students would have the opportunity to experience one year as a teacher, benefiting from the support of a senior teacher and a tutor at the University.

Students would have the opportunity to experience and understand, practically, the responsibilities and activities of a teacher in a school. It would also allow the implementation of the theory approached at the university, in a real context of learning, ideal to explore the potential and impact of the strategies and practices learned. Once again, it is important to highlight this would only be possible with closer cooperation between the Ministério da Educação and Ministério da Ciência, Tecnologia e Ensino Superior, a collaboration that would benefit also the experienced teachers, by providing them continuous training tailored to their needs and providing them with the ability to train new professionals and valuing their knowledge and learning as well.





Concerning the induction programme, part of the interviewed teachers emphasized some aspects to be considered in its design and the engagement of teachers:

- It can be interesting to check the coadjuvations previewed in the National Plan for the Promotion of Success in Schools as an example of collaboration and cooperation between teachers.
- When defining the time for mentoring it is important to consider group and individual moments, specifying if the time allocated is for a single or a group of mentors.
- The importance of clarifying and specifying, as much as possible, the responsibilities and tasks to be performed by experienced teachers in mentoring. This can be strategic to engage experienced teachers in the process.





4. Conclusions

The integration of an induction programme based on mentoring practices in schools is seen as beneficial to schools and all their professionals, once it will allow making all teachers, new and experienced, the best professionals they can be. In detail, school directors and teachers who contributed to the short study held in Portugal, identify as the main strengths of this approach:

- The lack of strategies and practices in schools to guide and support new teachers in their integration in schools;
- The perception of new teachers have about their preparation and ability to be successful in the teaching profession, namely in what concerns the: bureaucratic and administrative procedures and responsibilities; ability to manage students' emotions and behaviours; ability to interact, ask for support and cooperate with other teachers;
- The motivation of school directors of integrating strategies to improve the practices of integration of new teachers in their schools;
- The willingness of experienced teachers to be part of the answer and contribute to the capacitation of new teachers, improvement of the quality of the education and contribute to the success of students' learning.

Despite this, there are some constraints and challenges that need to be addressed and integrate the induction programmes:

- Reduced number of new teachers under 35 years old and 5 years of experience, integrating Portuguese schools in the past decade, which can compromise the impact and number of new teachers in the programme;
- The geographical spread of new teachers, difficulting the implementation of the programme at the local level and by teachers from the same school (regional scope);
- Workload of teachers, in particular of experienced teachers, can compromise their availability and motivation to be mentors;
- Mobility of new and some experienced teachers, which can pledge the constitution of a pool of mentors and the match between new teachers and experienced teachers.

Some suggestions to overcome these challenges were presented by directors and teachers and are related to:

- Creation of conditions and incentives to motivate and mobilize experienced teachers to become mentors – allocation of time specifically for mentoring (by law), specification of the activities and responsibilities of mentors, the establishment of flexible induction programme in terms of duration and timeline;
- The geographical scope of implementation of the programmes promote the capacitation programme of mentors at the regional level, integrate the induction programme in clusters of schools, settle a loop of mentors responsible for clusters of schools.

A few ideas were suggested by participants of the study, concerning the design of the induction programme. In general, target groups consider that:





- ▶ The programme should have a minimum duration of one school year
- The time per week dedicated to the activities of the induction programme should be flexible, being more intense at the beginning and reducing following the increased autonomy of new- teachers. Various participants suggested four moments of fifty minutes per week in the beginning and two moments fifty minutes per week in a later phase. Clues and guidelines for designing the induction programme;
- The five areas identified by the consortium are considered relevant to directors and teachers: didactical-pedagogical, subject, bureaucratic-administrative, emotional and social and cultural areas. An emphasis was given to the bureaucratic-administrative area by new teachers and to the emotional and social/cultural areas by directors and experienced teachers.

During the Focus Group, - the content to be considered in each one of these areas, are following ones:

Areas	Content
Didactical- pedagogical area	 Adapting classes and evaluation to students different learning styles Student's evaluation: continuous learning assessment Strategies to improve and keep alive students' motivation Using adequate teaching-learning strategies Importance of curricular complement activities
Subject area	 Identifying and promoting competencies associated with key learning outcomes Updating my knowledge with the most recent advances with regards to the content of the school subject(s) I teach Adapting the content of the school subject(s) I teach to the readiness of my students Integrating the school strategies during the curriculum implementation Adjusting the intervention to the school's culture and tradition
Bureaucratic- administrative area	 Legislation and legal aspects related to the teaching profession School administrative procedures
Emotional area	 Conciliation between professional and personal life Dealing with fears and insecurities related to working with peers and school leaders Self-confidence Dealing with fear to deal with families (parents and guardians)
Social and cultural area	 Interacting with students Interacting with peers Assimilate the school culture Interacting with local school authorities and other external stakeholders

Table 12 - Content defined by the Focus Group participants to be integrated into the induction programme





Concerning the activities that can be considered for each area the results were:

From the activities presented, the most relevant were:

Areas	Activities more mentioned
Didactical- pedagogical area	 Regular 1:1 meetings with a mentor to discuss observed classes (7) Participate in workshops provided by other experienced teachers (4) Assist classes of experienced teachers of the same subject(s) (3) An experienced teacher of the same subject(s)assisting my classes (2) Regular group meetings with teachers initiating their careers to exchange experiences and practices (1) Participate in classes simulation with teachers initiating their careers (1)
Subject area	 Regular 1:1 meetings with a mentor to discuss observed classes (9) Participate in workshops provided by other experienced teachers (5) Assist classes of experienced teachers of the same subject(s) (4) Participate in classes simulation with teachers initiating their careers (4) Integrate a school club/project (3) Regular group meetings with teachers initiating their careers to exchange experiences and practices (1)
Bureaucratic- administrative area	 Regular 1:1 meetings with a mentor to discuss observed classes (8) Be involved in a network of teachers (7) Assist classes of experienced teachers of the same subject(s) (4)
Emotional area	 Be involved in a network of teachers (19) Participate in workshops provided by other experienced teachers (5) Integrate a school club/project (5) Assist classes of experienced teachers of the same subject(s) (3) Regular 1:1 meetings with a mentor to discuss observed classes (3) Observational visits to other schools (2) Regular group meetings with teachers initiating their careers to exchange experiences and practices (1)
Social and cultural area	 Integrate a school club/project (12) Be involved in a network of teachers (7) Regular group meetings with teachers initiating their careers to exchange experiences and practices (6) Participate in workshops provided by other experienced teachers (3) Regular 1:1 meetings with a mentor to discuss observed classes (2) Observational visits to other schools (1)

Table 13 - Activities more mentioned in the Focus Group to be integrated into the induction programme

As it can be seen, the activities "regular 1:1 meetings with a mentor to discuss observed classes" and "assist classes of experienced teachers of the same subject(s)" were identified as relevant to approach all areas; "participate in workshops provided by other experienced" and "assist classes of experienced teachers of the same subject(s)" were identified as relevant for four areas (except for the area "bureaucratic-administrative area"). Two additional activities, not included in the initial list, were also suggested by one participant:

- Access to simple information and short-duration training related to administrative aspects to approach bureaucratic and administrative area
- Take part in moments to get familiar with the school and community, to approach emotional and social and cultural areas.

About the mentoring capacitation programme, the main results obtained are related to the mentors' competencies and the possible content/modules for the programme. During the Focus Group, this topic was explored in-deep and the competencies considered more relevant were:

- 1. Ability to provide constructive feedback
- 2. Ability to share experience and expertise





- 3. Knowledge about the teaching subject which provides mentoring
- 4. Ability to motivate new teachers to accomplish the goals defined
- 5. Ability to work in a team and embrace collaborative cooperation
- 6. Ability to establish a trustful and friendly relationship
- 7. The domain of didactical-pedagogical strategies and practices
- 8. Value lifelong learning and continuous professional development

Having as a basis these competencies, seven modules main topics were identified for the mentoring capacitation programme:

Topics	Related competences
ommunication skills and active stening	 Ability to actively listen and communicate effectively with new teachers Ability to respect different perspectives and positioning Capacity to provide concrete feedback Ability to provide constructive feedback
oft skills	 Ability to overcome challenges and solve problems Value lifelong learning and continuous professional development
nterpersonal skills	 Ability to establish a trustful and friendly relationship with new teachers Ability to create a friendly and encouraging environment Ability to work in a team and embrace collaborative cooperation Ability to motivate new teachers to accomplish the goals defined
edagogical and didactical skills	 Knowledge about the teaching subject which provides mentoring The domain of didactical-pedagogical strategies and practices
he teaching profession and continuous rofessional development	 Professional experience in teaching and learning fields Knowledge of the teaching profession and career Ability to share experience and expertise
ureaucratic and administrative rocedures in school	• Knowledge of legal and bureaucratic aspects of the teaching profession and career
Ientoring relationship and process	 High interest in being a mentor and supporting mentees Willingness to invest the necessary time to support mentees
	ommunication skills and active stening oft skills terpersonal skills edagogical and didactical skills ne teaching profession and continuous rofessional development ureaucratic and administrative rocedures in school

Table 14 - Modules identified for the mentoring capacitation programme

As a conclusion, school directors and teachers also enhanced policy measures to be discussed and consider, to facilitate the implementation of the induction programme and its integration in the national policy related to teachers professional development and career progress:

- **ensure greater stability in the profession and career**, especially for new teachers (less mobility)
- > provision of additional financial support for teachers in mobility
- increase the opportunities to new teachers get familiar with a school and collaborate with other teachers (adjust the workload, match the schedules, provide conditions to mentors)
- increased support from school directors to new teachers
- increase the match between the recruitment of new teachers and the beginning of the school year





- promote legal stability and reduce the shift of policies
- adjust the number of students per class
- **assign challenging classes** to new teachers, as long as guidance and support are provided.





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Annex 1 – Results of the questionnaires collected in Portugal

The following annexes include the charts of the three surveys.

In total, there were 151 from Portugal. Of these, 10 were from school leaders, 99 were from experienced teachers and 42 were from new teachers.

This section introduces the characterization of the respondents to the online survey.

1. Survey to schoool leaders

1.1. About the school leaders

In terms of characterization of the 10 Portuguese school leaders that answered the survey, 5 are male, whereas 5 are female, as can be seen in chart 1.



Chart 1 – Characterization of the Portuguese school leaders respondents in terms of their sex

Regarding the age, as chart 2 illustrates, most of the respondents are between 46-55 years old (40%) and 56-65 years old (40%), followed by the age group of 36-45 years old (20%).







Chart 2 - Characterization of the Portuguese school leaders respondents in terms of their age







In terms of their experience as a school leader, half of the respondents have between 1-5 years of experience, whereas 30% are between 6-19 years and only 20% have more than 20 years of experience.







Chart 4 - Characterization of the Portuguese school leaders respondents in terms of their years of experience as a school leader

1.2. Initial Teacher Training

According to chart 5, the results reveal that the Portuguese school leaders' perception about how well the university prepared them for the job is quite low:

- 50% of respondents disagree that the university prepared them well at a didactical-pedagogical level, whereas the minority agrees (10%) or totally agrees (20%) on this;
- 80% disagrees or totally disagrees that they are well prepared on a bureaucratic/administrative level;
- On an emotional level, 40% agrees or totally agrees, whereas another 40% disagrees or totally disagrees;
- Regarding the social/cultural level, 40% disagrees with the ideas that they were well prepared, whereas 40% agrees or totally agrees with this opinion;
- The only level at which the majority agrees they were well prepared is regarding the in-depth knowledge about the school subjects they teach.







Chart 5 - Portuguese school leaders respondents' perception about their university preparation at different levels

Examining chart 6, it is possible to conclude that most of the surveyed schools leaders believe they did not receive support in the initial years of their career:

- 70% disagrees or totally disagrees that they had access to a formal continuous training programme to promote their induction in the teaching career, with a focus on didactical-pedagogical knowledge and skills;
- 60% disagrees or totally disagrees that they had access to a formal continuous training programme to promote their induction in the teaching career, with a focus on updating and/or deepening the content knowledge of the school subject(s) they teach;
- 80% disagrees or totally disagrees that they had access to a formal continuous training programme to promote their induction in the teaching career, with a focus on bureaucratic/ administrative skills;
- 70% disagrees or totally disagrees that they had access to a formal continuous training programme to promote their induction in the teaching career, with a focus on both emotional and social/cultural skills;
- 90% disagrees or totally disagrees that the schools where they worked in the first years of their career had an induction programme where experienced teachers supported the beginners;
- 80% agrees or totally agrees that they received informal support from experienced teachers during the initial stage of their career;





- 90% agrees or totally agrees that they would have appreciated the opportunity of having participated in a formal induction programme with mentors' support;
- All inquired school leaders believe the participation in an induction programme with mentor support would have improved their professional performance and social/cultural inclusion at school.



Chart 6 - Portuguese school leaders respondents' perception about the support received in the initial years of their career

Some of the surveyed school leaders believe they were offered formal or informal induction practices such as a course on theoretical subjects of training for teachers and systematic support from peers, with practical orientations. From these, the supervision from more experienced teachers is highlighted as the induction





practice that was more relevant to their career. The inquired school leaders that were not offered any type of induction practice believe they learned about the practical aspects of teaching by themselves and with experience.

1.3. Induction Programmes

Regarding the definition of "induction", opinions are equally divided, as chart 7 shows:

- 50% of the inquired school leaders believe that induction corresponds to "a systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system";
- The other 50% of the inquired school leaders believe that induction corresponds to "a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job"



Chart 7 - Portuguese school leaders respondents' perception about the definition of "induction"





As chart 8 shows, most school leaders in Portugal agree that formal induction programmes are needed at the beginning of the teaching career:

- 80% agrees or totally agrees that the formal induction programmes motivate teachers at the beginner level;
- 90% agrees or totally agrees that formal induction programmes are needed to reinforce the competencies on the job.



Chart 8 - Portuguese school leaders respondents' perception about why formal induction programmes are needed

Regarding chart 9, opinions about the duration that a formal teachers induction programme should have, are divided:

- 30% of the inquired school leaders consider that a formal teachers induction programme should last 1 school year;
- 40% of the inquired school leaders consider that a formal teachers induction programme should last 2 school years;
- 30% of the inquired school leaders consider that a formal teachers induction programme should last more than 3 school years.







Chart 9 - Portuguese school leaders respondents' perception about the duration of a formal teachers induction programme (school years)

Analysing chart 10, it is possible to conclude that, when it comes to the number of hours per week a teacher at the beginning of his/her career can devote to induction activities, opinions differ:

- 40% of the surveyed school leaders believe that new teachers can devote between 1-2 hours per week to induction activities;
- 50% of the surveyed school leaders believe that new teachers can devote between 3-4 hours per week to induction activities;
- 10% of the surveyed school leaders believe that new teachers can devote between 7-8 hours per week to induction activities;









According to chart 11, most school leaders were open to different types of practices and activities, to include in a formal induction programme:

- 90% of the inquired school leaders agree or totally agree on new teachers assisting classes of experienced teachers of the same subject;
- 80% of the inquired school leaders agree or totally agree on new teachers assisting classes of experienced teachers of a different subject, with only 10% totally disagreeing on this;
- 90% of the inquired school leaders agree or totally agree on having experienced teachers of the same subject assisting classes of new teachers, with only 10% disagreeing on this;
- 100% of the inquired school leaders agree or totally agree on implementing regular 1:1 meetings with a mentor to discuss observed classes;
- 100% of the inquired school leaders agree or totally agree on establishing regular group meetings with teachers initiating their careers to exchange experiences and practices;
- 50% of the inquired school leaders agree or totally agree that teachers initiating their careers should participate in-class simulations, whereas 40% neither agree nor disagree;
- 80% of the inquired school leaders agree or totally agree on creating a reflective learning portfolio, with 20% disagreeing on this;
- 80% of the inquired school leaders agree or totally agree that new teachers should participate in workshops provided by experienced teachers;
- 80% of the inquired school leaders agree or totally agree on establishing observational visits to other schools;
- 100% of the inquired school leaders agree or totally agree that new teachers should be involved in a network of teachers;
- 60% of the inquired school leaders agree or totally agree that new teachers should integrate a school club/ project, with 40% neither agreeing nor disagreeing on this.







Types of practices and activities that a formal inducation

Chart 11 - Portuguese school leaders respondents' perception about the types of practices and activities that a formal induction programme can have

Chart 12 highlights that, all the 10 Portuguese school leaders that answered the survey agree or totally agree in the didactical-pedagogical related topics that should be included in the formal induction programme practices:

- 100% agrees or totally agrees that it should include managing curricula; •
- 90% agrees or totally agrees that it should include the difference between the students' effective • assessment of learning outcomes and their final evaluation;
- 100% agrees or totally agrees that it should include the students' continuous learning assessment; .

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- 100% agrees or totally agrees that it should include classes and evaluations adapted to students' different learning styles;
- 100% agrees or totally agrees that it should include strategies to improve and keep alive students' motivation;
- 100% agrees or totally agrees that it should include strategies to engage less participative students;
- 100% agrees or totally agrees that it should include the preparation of appealing educational resources, exercises, and other support materials;
- 100% agrees or totally agrees that it should include the management of group/collaborative work in the classroom;
- 100% agrees or totally agrees that it should include knowhow about dealing with students lacking discipline in the classroom;
- 90% agrees or totally agrees that it should include knowhow about dealing with students with problematic behaviour;
- 100% agrees or totally agrees that it should include knowhow about dealing with students with special learning needs and/or disabilities;
- 80% agrees or totally agrees that it should include know-how about planning/preparing classes using mixed teaching methods (e.g. formal/informal, online/face-to-face, teacher/student-centred approach).







Chart 12 - Portuguese school leaders respondents' perception about the types of practices and activities that a formal induction programme can have, on didactical-pedagogical related topics

Overall, the inquired school leaders agree or totally agree on almost every aspect of the formal induction programme, on subject matters to be taught related topics, as described in chart 13:

- 100% agrees or totally agrees to include useful takeaways from other subjective areas in new teachers' classes;
- 90% agrees or totally agrees to include ways of identifying and promoting competencies associated with key learning outcomes;

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- 100% agrees or totally agrees to include ways of updating their knowledge with the most recent advances, with regards to the content of the school subjects they teach;
- 100% agrees or totally agrees to include ways of adapting the content of the school subject(s) they teach, to the readiness of the students;
- 100% agrees or totally agrees to include ways of integrating the school strategies during the curriculum implementation.



Chart 13 - Portuguese school leaders respondents' perception about the types of practices and activities that a formal induction programme can have, on subject matters to be taught related topics





Analysing chart 14, Portuguese school leaders highlight what they consider to be the bureaucratic and administrative related topics that should be included in formal induction programmes:

- 90% agrees or totally agrees that both legal aspects related to the teaching profession and school's administrative procedures should be included in the program, whereas 10% has the opposite opinion;
- 90% agrees or totally agrees class management administrative procedures and duties and (legal) rights should also be included, while 10% neither agrees nor disagrees;
- 80% agrees or totally agrees on including career development information, whereas 20% neither agrees nor disagrees on this.

Considering the bureaucratic and administrative issues, some inquires believe they should have more knowledge about platforms for data queries.





In general, the 10 answers point out that the formal induction programmes should include all the proposed aspects related to emotion, as chart 15 shows:





- 100% agrees or totally agrees that the programme should address issues of self-confidence, conciliation between professional and personal life, dealing with fears and insecurities derived from students' misbehaviour and dealing with fears to cope with families (parents and guardians);
- 90% agrees or totally agrees that the programme should address issues related to dealing with fears and
 insecurities derived from working with peers and school leaders, whereas 10% neither agrees nor
 disagrees.



Chart 15 - Portuguese school leaders respondents' perception about the types of practices and activities that a formal induction programme can have, on emotional related topics

With the analysis of chart 16, it is possible to state that, in almost every issue related to social and cultural topics, the respondents are on the same page:

- 100% agrees or totally agrees on including in the induction programme practices related to the knowhow needed to act according to the principles of the teachers' profession, to manage the curricula, plan the work and the key learning outcomes, to the assimilation of the school culture, to interact with parents and to deal with students with a diverse cultural background;
- 90% agrees or totally agrees on including in the induction programme practices related to knowing the school's code of conduct and to interact with peers and students;





• 80% agrees or totally agrees on including in the induction programme practices related to interacting with local school authorities and other external

From the responses collected, it is also possible to note that the school leaders believe that another social and cultural issue that should be addressed is to know how to deal with students with different learning difficulties or potentials, that distinguish them from others.



Chart 16 - Portuguese school leaders respondents' perception about the types of practices and activities that a formal induction programme can have, on social and cultural related topics

1.4. Mentoring

As chart 17 reflects, surveyed school leaders have diverse interpretations of the concept of "mentoring":





- 10% of the respondents state that mentoring corresponds to "a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices";
- 20% of the respondents state that mentoring corresponds to "a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies";
- 20% of the respondents state that mentoring corresponds to "a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school";
- 50% of the respondents state that mentoring "is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth".





All school leaders that responded to the survey agree (70%) or totally agree (30%) that mentoring is relevant for formal teachers' induction programmes, and so they believe that the teaching career should provide experienced teachers with the opportunity to become mentors (chart 19).







Chart 18 - Portuguese school leaders respondents' perception about the relevance of mentoring for a formal teachers induction programme



Chart 19 - Portuguese school leaders respondents' perception about experienced teachers becoming mentors

None of the respondents believes that experienced teachers should become full-time teachers, as shown in chart 20:

- 20% believes that mentoring should take 75% of teachers' time;
- 50% believes that mentoring should take 50% of teachers' time;
- 30% believes that mentoring should take 25% of teachers' time.









Charts 21 and 22 reflect the respondent's opinion about the desired profile of a mentor, in which they all agree or totally agree. Regarding the importance of certain competencies that a mentor should possess, charts 23 and 24 highlights:

- Knowledge about the teaching subject in which provides mentoring (7%);
- The domain of didactical-pedagogical strategies and practices (9%);
- Knowledge of legal and bureaucratic aspects of the teaching profession and career (4%);
- Professional experience in teaching and learning fields (9%);
- Willingness to invest the necessary time to support mentees (6%);
- High interest in being a mentor and supporting mentees (10%);
- Value lifelong learning and continuous professional development (6%);
- Knowledge related to the process of continuous professional development of the country (3%);
- Ability to actively listen and communicate effectively with me (4%);
- Ability to establish a trustful and friendly relationship with others (4%);
- Ability to share experience and expertise (6%);





- Ability to respect different perspectives and positioning (3%);
- Ability to motivate others to accomplish the goals defined (3%);
- Ability to encourage others to take risks and have initiative (3%);
- Ability to provide concrete and constructive feedback (4%);
- Ability to overcome challenges and solve problems (4%);
- Ability to work in a team and embrace collaborative cooperation (9%);
- Ability to create a friendly and encouraging environment (6%).



Chart 21 - Portuguese school leaders respondents' perception about the desired profile of a mentor (part I)

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Chart 22 - Portuguese school leaders respondents' perception about the desired profile of a mentor (part II)







Chart 23 - Portuguese school leaders respondents' perception about the most relevant competencies of a mentor (part I)







Chart 24 - Portuguese school leaders respondents' perception about the most relevant competencies of a mentor (part II)

1.5. Induction Programmes at the School

As it is shown in chart 25, none of the schools represented by the surveyed school leaders has or had an induction programme based on mentoring for school teachers. However, 50% believe the school would benefit from it, whereas the other 50% believe the school would potentially benefit from it, as seen in chart 26.







Chart 25 - Percentage of respondents' schools that have/had an induction programme based on mentoring



Chart 26 - Percentage of respondents that believe their school would benefit from an induction programme based on mentoring

Chart 27 shows that almost 100% of respondents agree or totally agree on the reasons why their school would benefit from the mentoring programme, which include:

- The higher motivation of all teachers to work in a team;
- Better integration and engagement of new /recent teachers in the school setting and team;
- The higher motivation of experienced teachers and engagement in the school's activities;
- Potentiate the sharing and retention of knowledge among peers;
- Increase the attractiveness of the school to potential professionals (new and experienced);
- Increase the quality of the education and learning provided by the school;
- Promote the lifelong learning culture in the school;
- Build/reinforce the vision of the school as a learning organisation;
- Promote knowledge about the activities taking place in the school and their impact on the school's results.






School benefits of having a mentor

Chart 27 - School benefits of having a mentor



2. Survey to experienced teachers

2.1. About the experienced teachers

Regarding the characterization of the 99 experienced teachers that answered the survey, 88% are female, whereas 12% are male.



Chart 28 - Characterization of the Portuguese experienced teachers' respondents, in terms of their sex

In terms of their age group, 1% is below 25 years old, 9% is between 36-45 years old, the majority (62%) is between 46-55 and 28% is between 56-65 years old, as seen in chart 30.



Chart 29 - Characterization of the Portuguese experienced teachers' respondents, in terms of their age group

Analyzing chart 30, it is possible to conclude that most of the surveyed teachers (95%) have more than 20 years of experience, whereas 4% have between 6-19 years and only 1% has between 1-5 years of experience.







Chart 30 - Characterization of the Portuguese experienced teachers' respondents, in terms of their years of experience

As chart 31 illustrates, the majority (71%) of the respondents teaches at the upper-secondary level of education, 16% at the lower-secondary level and 13% at the primary level of education.





2.2. Perception, satisfaction and motivation

As it can be concluded in chart 32, the Portuguese experienced teachers that answered the survey have a high perception, satisfaction and motivation about the teaching career in general:

- 97% agrees or totally agrees that they feel empowered in their job;
- 79% agrees or totally agrees that they feel motivated about their job;





- 92% agrees or totally agrees that they feel committed to their job;
- 73% agrees or totally agrees that they feel integrated and supported by their peers in their daily work and when they have to make difficult decisions;
- 54% agrees or totally agrees that looking at the future, they are happy with being a teacher during their whole career, with 21% disagreeing on this;
- 64% agrees or totally agrees that they would like to have the opportunity to diversify their teaching career options, embracing other roles rather than teaching, with 15% having the opposite opinion;
- 59% agrees or totally agrees that, at a late stage in their careers, they would like to have the chance to become mentors for teachers initiating their career, while 18% do not share the same opinion.



Chart 32 - Portuguese school leaders respondents' perception, satisfaction and motivation about the teaching career in general

2.3. Initial teacher training

Chart 33 illustrates respondents' perception about how well their university prepared them at different levels, with opinions being quite distinct:

- 50% of Portuguese experienced teachers agree or totally agree that their university prepared them well at a didactical-pedagogical level, whereas 31% disagree or totally disagree on this;
- 61% of Portuguese experienced teachers agree or totally agree that their university prepared them well to know in-depth the content of the school subject(s) they would teach, with 23% having the opposite opinion;

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- Only 15% of Portuguese experienced teachers agree or totally agree that their university prepared them well at a bureaucratic/ administrative level, with 27% neither agreeing nor disagreeing and the majority (56%) disagreeing or totally disagreeing on this;
- 39% of Portuguese experienced teachers agree or totally agree that their university prepared them well at an emotional level, 25% neither agree nor disagree and 35% disagree or totally disagree on this;
- 25% of Portuguese experienced teachers agree or totally agree that their university prepared them well at a social/ cultural level, 29% do not agree or disagree and 44% share the opposite opinion.

The surveyed teachers believe other key skills should have been taught in the initial teacher training, as they would be relevant for their careers, such as certain soft skills as interpersonal, emotional and time management skills, technological skills, conflict management, school bureaucracy and legal issues, how to communicate with guardians and how to deal with students with special needs and/or disabilities.







Chart 33 - Portuguese experienced teachers respondents' perception respondents' perception about their university preparation at different levels

Opinions regarding the support received in the initial years of the career of the inquired Portuguese experienced teachers are not quite similar, as shown in chart 34:

- 49% agree or totally agree that they had access to a formal continuous training programme, regarding didactical-pedagogical skills, whereas 36% disagree or totally disagree in this;
- 44% agree or totally agree that they had access to a formal continuous training programme, about updating and/or deepening the content knowledge of the school subject(s) they would teach, while 36% share the opposite opinion;
- 15% agree or totally agree that they had access to a formal continuous training programme, regarding bureaucratic/administrative skills, with a vast majority (62%) disagreeing or totally disagreeing on this;
- 18% agree or totally agree that they had access to a formal continuous training programme, regarding emotional skills, with 56% believing their university did not prepare them well at this level;
- 16% agree or totally agree that they had access to a formal continuous training programme, regarding social-cultural skills, whereas 56% believe they were not well prepared regarding these issues;
- 78% agree or totally agree that, during the initial stages of their career, they received informal support from experienced teachers, with only 10% sharing the opposite vision;
- Only 11% of the schools' of the surveyed teachers had induction programmes, with 67% lacking this kind of practice;





- A vast majority of the inquired teachers (72%) would have appreciated the opportunity of participating in a formal induction programme with mentors' support, with 18% neither agreeing nor disagreeing in this;
- The same proportion (72%~9 believes that an induction programme would have improved their professional performance and social/cultural inclusion at the school.

The teachers that received any formal or informal induction practice in the initial stages of their careers, highlight the internships done at the school and the share of knowledge between peers as the ones that most impacted their careers. The ones that did not have this experience, state that they learnt about the practical aspects of teaching mainly by themselves and with experience, or through complementary training they did voluntarily outside the job. Some even declare that having worked in companies related to the subject they teach, helped them acquire skills they would not otherwise have.







Chart 34 - Portuguese experienced teachers respondents' perception respondents' perception about the support received in the initial years of the career

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2.4. Induction programmes

Portuguese experienced teachers that answered the survey have different opinions about the meaning of "induction", as is represented in chart 35:

- 27% define induction as "a systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system";
- 25% define induction as a programme that "allows teachers to observe and be observed by their peers and integrate learning communities that foster joint reflection and learning and face the quality of teaching and professional development as a collective responsibility and not just an individual one";
- 7% define induction as "a complete academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same recruitment group and with recognized professional experience";
- 40% believe that "induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job".



Chart 35 - Portuguese experienced teachers respondents' perception about the definition of "induction"





As it is illustrated in chart 36, the vast majority of experienced teachers in Portugal agree or totally agree with the idea that formal induction programmes are needed to motivate teachers at the beginner level (76%) and to the reinforcement of the competencies on the job (90%).



Chart 36 - Portuguese experienced teachers respondents' perception about why formal induction programmes are needed

Regarding chart 37, experienced teachers have different opinions about how many school years the induction programme should last:

- 49% believe it should be equal to 1 school year;
- 27% believe it should last 2 school years;
- 8% believe it should be of 3 school years;
- 15% believe it should be last than 3 school years.







Chart 37 - Portuguese experienced teachers respondents' perception about the duration of a formal teachers induction programme (school years)

Concerning the number of hours per week a new teacher should devote to induction activities, as it can be seen in chart 38, experienced teachers believe that:

- 35% of the inquired teachers agree that the activities should last between 1-2 hours per week;
- 46% of the inquired teachers agree that the activities should last between 3-4 hours per week;
- 6% of the inquired teachers agree that the activities should last between 5-6 hours per week;
- 12% of the inquired teachers agree that the activities should last between 7-8 hours per week.



Chart 38 - Portuguese experienced teachers respondents' perception about the duration of a formal teachers induction programme (hours per week)

As chart 39 illustrates, Portuguese experienced teachers were open to including different kinds of practices and activities in a formal induction programme:





- 93% agree or totally agree to have new teachers assisting classes of experienced teachers of the same subject;
- 68% agree or totally agree to have new teachers assisting classes of experienced teachers of a different subject, with 22% neither agreeing nor disagreeing;
- 82% agree or totally agree that an experienced teacher could have a new teacher of the same subject assisting his/her classes;
- 93% agree or totally agree on establishing regular 1:1 meetings with a mentor to discuss observed classes;
- 92% agree or totally agree on creating regular meetings between new and experienced teachers, so that experiences and practices can be exchanged;
- 61% agree or totally agree to participate in class simulations with new teachers, while 16% share the opposite opinion and 21% neither agree nor disagree;
- 49% agree or totally agree on creating a reflective learning portfolio, with 16% disagree or totally disagree on this and 32% neither agree or disagree;
- 82% agree or totally agree that new teachers should participate in workshops provided by experienced teachers;
- 71% agree or totally agree on establishing observational visits to other schools, whereas 20% neither agree or disagree;
- 96% agree or totally agree that new teachers should be involved in a network of teachers;
- 69% agree or totally agree that new teachers should integrate a school club/project, while 21% neither agree or disagree on this matter.







Chart 39 - Portuguese experienced teachers respondents' perception about the types of practices and activities that a formal induction programme can have

The respondents' point of view regarding the practices and activities that can be implemented on didacticalpedagogical matters, is similar in almost every aspect, as shown in chart 40:

- 90% of the inquired teachers agrees or totally agrees that the programme should address curricula management;
- 94% of the inquired teachers agrees or totally agrees that the programme should address the difference between the students' effective assessment of learning outcomes and their final evaluation;

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- 97% of the inquired teachers agrees or totally agrees that the programme should address the students' continuous learning assessment;
- 97% of the inquired teachers agrees or totally agrees that the programme should include the adaptation of classes and evaluations, according to students' different learning styles;
- 99% of the inquired teachers agrees or totally agrees that the programme should address strategies to improve and keep alive students' motivation;
- 99% of the inquired teachers agrees or totally agrees that the programme should address strategies to engage less participative students;
- 96% of the inquired teachers agrees or totally agrees that the programme should include the preparation of appealing educational resources, exercises, and other support materials;
- 93% of the inquired teachers agrees or totally agrees that the programme should include the management of group/collaborative work in the classroom;
- 98% of the inquired teachers agrees or totally agrees that the programme should include knowhow about dealing with students lacking discipline in the classroom;
- 99% of the inquired teachers agrees or totally agrees that the programme should include knowhow about dealing with students with problematic behaviours;
- 98% of the inquired teachers agrees or totally agrees that the programme should include knowhow about dealing with students with special needs and/o disabilities;
- 94% of the inquired teachers agrees or totally agrees that the programme should include know-how about planning/preparing classes using mixed teaching methods.







Chart 40 - Portuguese experienced teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on didactical-pedagogical related topics

Regarding the subjects to be taught topics that should be included in the induction programme, all the inquired experienced teachers have a similar perspective, as chart 41 demonstrates:

- 86% agree or totally agree that it should include useful takeaways from other subjective areas in new teachers' classes;
- 86% agree or totally agree that it should include ways of identifying and promoting competencies associated with key learning outcomes;

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- 95% agree or totally agree that it should include ways of updating their knowledge with the most recent advances, with regards to the content of the school subject(s) they teach;
- 97% agree or totally agree that it should include ways of adapting the content of the school subject(s) they teach, to the readiness of the students;
- 92% agree or totally agree that it should include ways of integrating the school strategies during the curriculum implementation.



Chart 41 - Portuguese experienced teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on subject matter to be taught related topics

Analysing chart 42, Portuguese school leaders' opinions are aligned, as they almost all agree or totally agree with the purposed bureaucratic and administrative practices and activities that should be included in the formal induction programme:

- 96% of the surveyed teachers are in agreement about including in the programme issues related to legislation and legal aspects associated with the teaching profession;
- 89% of the surveyed teachers are in agreement about including in the programme school administrative procedure matters;
- 97% of the surveyed teachers are in agreement about including in the programme administrative procedures about class management;
- 98% of the surveyed teachers are in agreement about including in the programme issues related to duties and legal rights;







• 92% of the surveyed teachers are in agreement about including in the programme issues related to career development information.

Chart 42 - Portuguese experienced teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on bureaucratic and administrative related topics

In general, all the answers point out that the formal induction programmes should include all the proposed aspects related to emotion, as chart 43 shows:

- 99% agree or totally agree that the programme should address issues of self-confidence and deal with fears and insecurities derived from students' misbehaviour as well as derived from working with peers and school leaders;
- 98% agree or totally agree that the programme should address issues of conciliation between professional and personal life and dealing with fears to cope with families (parents and guardians).

Besides the proposed practices and activities, experienced teachers also believe that the induction programme should include matters of self-knowledge, self-esteem, conflict management and techniques to relax and reduce stress levels, aiming at providing psychological support to teachers at the beginning of their careers.







Chart 43 - Portuguese experienced teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on emotional related topics

After analyzing chart 44, it is possible to conclude that experienced teachers are almost all on the same page regarding social and cultural topics to be included in induction programmes:

- 99% agree or totally agree to include practices related to the know-how needed to act according to the principles of the teachers' profession;
- 98% agree or totally agree to include practices related to the know-how needed to manage curricula, plan the work and the key learning outcomes;
- 94% agree or totally agree to include practices related to the assimilation of the school culture;
- 97% agree or totally agree to include practices related to knowing the school code of conduct;
- 97% agree or totally agree to include practices related to interacting with peers;
- 95% agree or totally agree to include practices related to interacting with parents;
- 98% agree or totally agree to include practices related to interacting with students;
- 94% agree or totally agree to include practices related to interacting with local school authorities and other external stakeholders;
- 98% agree or totally agree to include practices related to dealing with students with diverse cultural backgrounds.





In addition, it is also possible to note that teachers believe it is important to include in the program issues related to educating students to respect all cultures, establishing a friendly environment within the school.



Chart 44 - Portuguese experienced teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on social and cultural related topics

2.5. Mentoring

Analysing chart 45, it is possible to identify different perceptions of the concept of mentoring, from the point of view of experienced teachers:

- 8% define mentoring as "a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies";
- 31% believe that "mentorship is a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices";
- 2% believe that "mentoring is a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school";





• 59% believe mentoring is "Most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth".





Most of the experienced teachers that answered the survey (91%) agree or totally agree that mentoring is relevant for formal teachers' induction programmes, with 9% neither agreeing or disagreeing (chart 46).







Chart 46 - Portuguese experienced teachers respondents' perception about the relevance of mentoring for a formal teachers induction programme

As shown in chart 47, 94% of respondents believe that the teaching career should provide experienced teachers with the possibility of becoming mentors to teachers at the beginning of their careers, and from these (chart 48):

- 19% believe the teachers should dedicate 100% of their time to mentoring activities;
- 29% believe the teachers should dedicate 75% of their time to mentoring activities;
- 33% believe the teachers should dedicate 50% of their time to mentoring activities;
- 18% believe the teachers should dedicate 25% of their time to mentoring activities.



Chart 47 - Portuguese experienced teachers respondents' perception about experienced teachers becoming mentors









Of the 19% that believe teachers should dedicate 100% of their time to mentoring activities, 90% believe mentors should be from the same school or school cluster, as seen in chart 49.







Chart 49 - Portuguese experienced teachers respondents' perception about mentors being from the same school/ school cluster

Charts 50 and 51 reflect the respondents' opinions about the characteristics that the desired profile of a mentor should possess, in which they mainly all agree or totally agree. Regarding the importance of certain competencies that a mentor should possess, charts 52 and 53 highlights:

- Knowledge about the teaching subject in which provides mentoring (10%);
- The domain of didactical-pedagogical strategies and practices (10%);
- Knowledge of legal and bureaucratic aspects of the teaching profession and career (2%);
- Professional experience in teaching and learning fields (10%);
- Willingness to invest the necessary time to support mentees (8%);
- High interest in being a mentor and supporting mentees (8%);
- Value lifelong learning and continuous professional development (5%);
- Knowledge related to the process of continuous professional development of the country (2%);
- Ability to actively listen and communicate effectively with me (6%);
- Ability to establish a trustful and friendly relationship with others (4%);
- Ability to share experience and expertise (6%);
- Ability to respect different perspectives and positioning (5%);
- Ability to motivate others to accomplish the goals defined (2%);
- Ability to encourage others to take risks and have initiative (2%);
- Ability to provide concrete and constructive feedback (5%);
- Capacity to provide concrete feedback (2%)
- Ability to overcome challenges and solve problems (3%);
- Ability to work in a team and embrace collaborative cooperation (5%);
- Ability to create a friendly and encouraging environment (5%).







Desired profile of a mentor (part I)

Chart 50 - Portuguese experienced teachers respondents' perception about the desired profile of a mentor (part I)







Chart 51 - Portuguese experienced teachers respondents' perception about the desired profile of a mentor (part II)







Chart 52 - Portuguese experienced teachers respondents' perception about the most relevant competencies of a mentor (part I)







Chart 53 - Portuguese experienced teachers respondents' perception about the most relevant competencies of a mentor (part II)

As represented in chart 54, 85% of the Portuguese experienced teachers that responded to the survey were not allowed to be a mentor to a new colleague during their professional life. The 15% state that they mentored new teachers when they were doing an internship or in their probationary period.







Chart 54 - Portuguese experienced teachers respondents' opportunity to become mentors to a new colleague

From all surveyed teachers, only 8% state that they benefited from a formal or informal type of training to be a mentor, as represented in chart 55.



Chart 55 - Portuguese experienced teachers respondents' that benefited from a formal or non-formal training to be a mentor

When experienced teachers were faced with the question regarding their capability of mentoring new teachers during their induction programmes, chart 56 illustrates that:

- 19% state they would b capable of doing so;
- 54% would need to receive training to do it;
- 12% would not be capable of doing so;
- 15% do not know if they would be capable or not.







Chart 56 - Portuguese experienced teachers respondents' capability of mentoring new teachers

Surveyed teachers have different motivations to become mentors, as shown in chart 57:

- 15% would be motivated if they would be offered a decrease in the total working time per week;
- 6% would be motivated if they would be offered an increase in the salary;
- 42% would be motivated by the possibility of sharing knowledge and experience with teachers initiating their careers;
- 29% would be motivated by the opportunity of diversifying their teaching career, partially keeping their teaching responsibilities;
- 9% would be motivated by the opportunity of diversifying their teaching career, dropping their teaching responsibilities.



Chart 57 - Portuguese experienced teachers respondents' motivation to become a mentor

Experienced teachers have similar opinions about what should be included in a training course for mentors, as represented in charts 58 and 59:





- 97% agree or totally agree on including the definition and characterization of the mentoring relationship;
- 87% agree or totally agree on including the process and actors in a mentoring relationship;
- 96% agree or totally agree on including the principles of the mentoring relationship;
- 97% agree or totally agree on including the competencies, characteristics and experience of the mentor;
- 92% agree or totally agree on including the understanding of the role and relevance of mentors in schools;
- 97% agree or totally agree on including how to establish and maintain a mentoring relationship;
- 64% agree or totally agree on including the benefits of being a mentor, whereas 31% neither agree or disagree on this issue;
- 90% agree or totally agree on including how to start/be a mentor;
- 96% agree or totally agree on including the strategies and tools to be used for effective mentoring relationships;
- 95% agree or totally agree on including the documents and supports to be used during a mentoring process;
- 96% agree or totally agree on including examples of good practices;
- 96% agree or totally agree on including instruments for observing classes and the type of feedback used by mentors;
- 93% agree or totally agree on including groups of discussion with other mentors (peer-mentoring);
- 84% agree or totally agree on including regular meetings with a school's leaders to discuss the mentoring, while 10% neither agree or disagree;
- 87% agree or totally agree on including the participation in forums/blogs to exchange experiences, strategies, know-how and supports with other mentors, whereas 11% neither agree or disagree;
- 98% agree or totally agree on including the understanding of the needs and specificities of working with beginning teachers;
- 96% agree or totally agree on including the preparation of a plan for developing the work as a mentor.







What should be included in a training course for mentors (Part I)

Chart 58 - Portuguese experienced teachers respondents' perception about what would be included in a training course for mentors (part

I)







What should be included in a training course for mentors (Part I)

Chart 59 - Portuguese experienced teachers respondents' perception about what would be included in a training course for mentors (part II)

3. Survey to new teachers

3.1. About the new teachers

Characterizing the 42 new teachers that answered the survey, 32 are female whereas only 10 are male, as seen in chart 60.







Chart 60 - Characterization of the Portuguese new teachers' respondents in terms of their sex

In terms of age, most respondents are below 35 years old, with a significant part being between 36-45 and 56-66, as can be comprised with chart 61.



Chart 61 - Characterization of the Portuguese new teachers' respondents in terms of their age

A major part of respondents ir is already teaching (chart 62) and exercises the profession for 5 years or less (chart 63).







Chart 62 - Portuguese new teachers respondents' current situation



Chart 63 - Characterization of the Portuguese new teachers' respondents in terms of their years of experience

As can be seen in chart 64, 79% of the respondents can teach at the upper-secondary level, 7% at a lower-secondary level and 14% at a primary level.







Chart 64 - Characterization of the Portuguese new teachers' respondents, in terms of the school level in which they teach

3.2. Perception, satisfaction and motivation

Regarding the perception, satisfaction and motivation about the teaching career, as seen in chart 65, new teachers in Portugal in general terms share a positive point of view:

- 90% agrees or totally agrees that they feel empowered in their job;
- 79% agrees or totally agrees that they feel motivated about their job, with only 5% disagreeing on this;
- 95% agrees or totally agrees that they feel committed to their job;
- 57% agrees or totally agrees that they feel integrated and supported by their peers in their daily work and when they have to make difficult decisions, whereas 23% share the opposite opinion;
- 50% agrees or totally agrees that looking at the future, they are happy with being a teacher during their whole career, with 10% disagreeing on this and 40% neither agreeing or disagreeing or not knowing what to answer;
- 69% agrees or totally agrees that they would like to have the opportunity to diversify their teaching career options, embracing other roles rather than teaching, with 14% having the opposite opinion;
- 74% agrees or totally agrees that, at a late stage in their careers, they would like to have the chance to become mentors for teachers initiating their career.







Chart 65 - Portuguese new teachers respondents' perception, satisfaction and motivation about the teaching career in general

3.3. Initial Teacher Training

Regarding new teachers' perception about how well their university prepared them at different levels, opinions are not unanimous:

- 33% of Portuguese new teachers agree or totally agree that their university prepared them well at a didactical-pedagogical level, whereas 38% disagree or totally disagree on this;
- 64% of Portuguese new teachers agree or totally agree that their university prepared them well to know in-depth the content of the school subject(s) they would teach, with 21% having the opposite opinion;
- Only 19% of Portuguese new teachers agree that their university prepared them well at a bureaucratic/ administrative level, with the majority (62%) disagreeing or totally disagreeing on this;
- On an emotional level, opinions equally tend to also be more negative, with 34% agreeing or totally agreeing that they were well prepared, and 45% disagreeing or totally disagreeing on this, whereas 19% do not share either of the opinions;
- 31% of Portuguese experienced teachers agree or totally agree that their university prepared them well at a social/ cultural level, 19% neither agree nor disagree and 50% share the opposite opinion.




The surveyed teachers believe other key skills should have been taught in the initial teacher training, as they would be relevant for their careers, such as certain soft skills as interpersonal, emotional and time management skills, technological skills, conflict management, school bureaucracy and legal issues, how to communicate with guardians and how to deal with students with special needs and/or disabilities.



Chart 66 - Portuguese new teachers respondents' perception respondents' perception about their university preparation at different levels

In general terms, most new teachers believe they did not receive enough support in the initial years of their career, as chart 67 shows:





- 21% agree or totally agree that they had access to a formal continuous training programme, regarding didactical-pedagogical skills, whereas 43% disagree or totally disagree in this;
- 26% agree or totally agree that they had access to a formal continuous training programme, about updating and/or deepening the content knowledge of the school subject(s) they would teach, while 40% share the opposite opinion;
- 10% agree or totally agree that they had access to a formal continuous training programme, regarding bureaucratic/administrative skills, with a vast majority (62%) disagreeing or totally disagreeing on this;
- 12% agree or totally agree that they had access to a formal continuous training programme, regarding emotional skills, with 55% believing their university did not prepare them well at this level;
- 10% agree or totally agree that they had access to a formal continuous training programme, regarding social-cultural skills, whereas 57% believe they were not well prepared regarding these issues;
- 57% agree or totally agree that, during the initial stages of their career, they received informal support from experienced teachers, with only 12% sharing the opposite vision;
- Only 7% of the schools' of the surveyed teachers had induction programmes, with 64% lacking this kind of practice;
- 48% would have appreciated the opportunity of participating in a formal induction programme with mentors' support, with 38% neither agreeing or disagreeing in this;
- Most teachers (83%) believe that an induction programme would have improved their professional performance and social/cultural inclusion at the school.

The teachers that received any formal or informal induction practice in the initial stages of their careers, highlight the internships done at the school and the share of knowledge between peers as the ones that most impacted their careers. The ones that did not have this experience, state that they learnt about the practical aspects of teaching mainly by themselves, by observing and experiencing, or through complementary training they did voluntarily outside the job.







Chart 67 - Portuguese new teachers respondents' perception about the support received in the initial years of the career





3.4. Induction programmes

As is can be seen in chart 68, Portuguese new teachers highlight one definition of induction among four that were suggested:

- 19% define induction as "a systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system";
- 26% define induction as a programme that "allows teachers to observe and be observed by their peers and integrate learning communities that foster joint reflection and learning and face the quality of teaching and professional development as a collective responsibility and not just an individual one";
- 19% define induction as "a complete academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same recruitment group and with recognized professional experience";
- 36% believe that "induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job".









The majority of Portuguese new teachers that answered agree or totally agree with the idea that formal induction programmes are needed to motivate teachers at the beginner level (83%) and to the reinforcement of the competencies on the job (100%), as chart 69 illustrates.







Chart 69 - Portuguese new teachers respondents' perception about why formal induction programmes are needed

Charts 70 and 71 illustrate that most respondents agree on a one-school-year induction programme that lasts 3-4 hours per week.











Chart 71 - Portuguese new teachers respondents' perception about the duration of a formal teachers induction programme (hours per week)

Regarding chart 72, most respondents agreed on the practices proposed for a formal induction programme:

- 90% agree or totally agree to have new teachers assisting classes of experienced teachers of the same subject;
- 55% agree or totally agree to have new teachers assisting classes of experienced teachers of a different subject, with 24% sharing the opposite opinion;
- 74% agree or totally agree that an experienced teacher could have a new teacher of the same subject assisting his/her classes, whereas 15% disagree or totally disagree on this;
- 88% agree or totally agree on establishing regular 1:1 meetings with a mentor to discuss observed classes;
- 98% agree or totally agree on creating regular meetings between new and experienced teachers, so that experiences and practices can be exchanged;
- 71% agree or totally agree to participate in class simulations with new teachers, while 16% share the opposite opinion and 17% neither agree or disagree;
- 60% agree or totally agree on creating a reflective learning portfolio, while 20% disagree or totally disagree on this and 21% neither agree or disagree;
- 93% agree or totally agree that new teachers should participate in workshops provided by experienced teachers;
- 60% agree or totally agree on establishing observational visits to other schools, whereas 14% neither agree or disagree and 24% disagree or totally disagree on this issue;
- 90% agree or totally agree that new teachers should be involved in a network of teachers;
- 83% agree or totally agree that new teachers should integrate a school club/project, while 14% neither agree nor disagree on this matter.







Chart 72 - Portuguese new teachers respondents' perception about the types of practices and activities that a formal induction programme can have

In terms of didactical-pedagogical matters, respondents share a similar opinion on what should be included in a formal induction programme, as seen in chart 73:

• 95% of the inquired teachers agrees or totally agrees that the programme should address curricula management;





- 93% of the inquired teachers agrees or totally agrees that the programme should address the difference between the students' effective assessment of learning outcomes and their final evaluation;
- 95% of the inquired teachers agrees or totally agrees that the programme should address the students' continuous learning assessment;
- 98% of the inquired teachers agrees or totally agrees that the programme should include the adaptation of classes and evaluations, according to students' different learning styles;
- 93% of the inquired teachers agrees or totally agrees that the programme should address strategies to improve and keep alive students' motivation;
- 98% of the inquired teachers agrees or totally agrees that the programme should address strategies to engage less participative students;
- 98% of the inquired teachers agrees or totally agrees that the programme should include the preparation of appealing educational resources, exercises, and other support materials;
- 98% of the inquired teachers agrees or totally agrees that the programme should include the management of group/collaborative work in the classroom;
- 100% of the inquired teachers agrees or totally agrees that the programme should include knowhow about dealing with students lacking discipline in the classroom;
- 98% of the inquired teachers agrees or totally agrees that the programme should include knowhow about dealing with students with problematic behaviours;
- 98% of the inquired teachers agrees or totally agrees that the programme should include knowhow about dealing with students with special needs and/o disabilities;
- 93% of the inquired teachers agrees or totally agrees that the programme should include knowhow about planning/preparing classes using mixed teaching methods.

Regarding this issue of didactical-pedagogical area, surveyed teachers also believe that emotional management and training in psychology should be included in a formal induction programme.







Chart 73 - Portuguese new teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on didactical-pedagogical related topics

In regards to the subjects to be taught topics that should, as seen in chart 74, opinions are also very similar on what to include in a formal induction programme:

• 86% agree or totally agree that it should include useful takeaways from other subjective areas in new teachers' classes, whereas 12% neither agree or disagree;





- 98% agree or totally agree that it should include ways of identifying and promoting competencies associated with key learning outcomes;
- 86% agree or totally agree that it should include ways of updating their knowledge with the most recent advances, with regards to the content of the school subject(s) they teach, with 14% neither agreeing or disagreeing;
- 98% agree or totally agree that it should include ways of adapting the content of the school subject(s) they teach, to the readiness of the students;
- Formal induction programme: subject matter to be taught related topics What can I take from Identifying and Updating my Adapting the content Integrating the school other subjective areas promote competences knowledge with the of the school strategies during the that is useful for my associated with key most recent advances subject(s) I teach to curriculum classes learning outcomes with regards to the the readiness of my implementation content of the school students subject(s) I teach Totally disagree Disagree Neither agree nor disagree ■ Totally agree Not applicable / I do not know Agree
- 90% agree or totally agree that it should include ways of integrating the school strategies during the curriculum implementation.

Chart 74 – Portuguese new teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on subject matter to be taught related topics

Analysing chart 75, Portuguese school leaders' opinions are aligned, as they almost all agree or totally agree with the purposed bureaucratic and administrative practices and activities that should be included in the formal induction programme:

• 100% of the surveyed teachers are in agreement about including in the programme issues related to legislation and legal aspects associated with the teaching profession;





- 93% of the surveyed teachers are in agreement about including in the programme school administrative procedure matters;
- 100% of the surveyed teachers are in agreement about including in the programme administrative procedures about class management;
- 95% of the surveyed teachers are in agreement about including in the programme issues related to duties and legal rights;
- 95% of the surveyed teachers are in agreement about including in the programme issues related to career development information.



Chart 75 - Portuguese new teachers respondents' perception about the types of practices and activities that a formal induction programme can have, on bureaucratic and administrative related topics

In general, all the answers point out that the formal induction programmes should include all the proposed aspects related to emotion, as chart 76 shows:

- 98% agree or totally agree that the programme should address issues of self-confidence;
- 93% agree or totally agree that the programme should address issues of conciliation between professional and personal life;





- 95% agree or totally agree that the programme should address issues of dealing with fears and insecurities derived from students' misbehaviour;
- 100% agree or totally agree that the programme should address issues of dealing with fears to cope with families (parents and guardians);
- 95% agree or totally agree that the programme should address issues of dealing with fears and insecurities derived from working with peers and school leaders.

Besides the proposed practices and activities, teachers also believe that the induction techniques to relax and reduce stress and anxiety levels, aiming at providing psychological support to teachers at the beginning of their careers.





After analyzing chart 77, it is possible to conclude that experienced teachers are almost all on the same page regarding social and cultural topics to be included in induction programmes:

• 95% agree or totally agree to include practices related to the know-how needed to act according to the principles of the teachers' profession;

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- 95% agree or totally agree to include practices related to the know-how needed to manage curricula, plan the work and the key learning outcomes;
- 93% agree or totally agree to include practices related to the assimilation of the school culture;
- 98% agree or totally agree to include practices related to knowing the school code of conduct;
- 95% agree or totally agree to include practices related to interacting with peers;
- 98% agree or totally agree to include practices related to interacting with parents;
- 98% agree or totally agree to include practices related to interacting with students;
- 93% agree or totally agree to include practices related to interacting with local school authorities and other external stakeholders;
- 93% agree or totally agree to include practices related to dealing with students with diverse cultural backgrounds.

In addition, it is also possible to note that teachers believe it is important to include in the program ways of developing artistic competencies as well as developing social-emotional skills, such as dealing with stress, empathy, self-confidence, curiosity in learning, persistence, among others.









3.5. Mentoring

With the analysis of chart 78, it is possible to conclude that the surveyed new teachers highlight two main concepts to define mentoring:

- 24% define mentoring as "a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies";
- 17% believe that "mentorship is a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices";
- 10% believe that "mentoring is a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school";
- 50% believe mentoring is "Most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth".







Chart 78 - Portuguese new teachers respondents' perception about the definition of "mentoring"

Most of the new teachers (93%) believe that mentoring is important for formal teachers induction programmes (chart 79) and 98% agree that the teaching career should provide experienced teachers with the opportunity to become mentors (chart 80). However, as seen in chart 81, most of them share the opinion that there should be an equilibrium between the time spent teaching and mentoring and so, they should not become full-time mentors.







Chart 79 - Portuguese new teachers respondents' perception about the relevance of mentoring for formal teachers induction programme



Chart 80 - Portuguese new teachers respondents' perception about experienced teachers becoming mentors









Most of the inquires believe the mentoring should be conducted by an experienced teacher of the same school or cluster, as seen in chart 82.









Charts 83 and 84 reflect the respondents' opinion about the characteristics that the desired profile of a mentor should possess, in which they mainly all agree or totally agree. Regarding the importance of certain competencies that a mentor should possess, charts 85 and 86 highlights:

- Knowledge about the teaching subject in which provides mentoring (8%);
- The domain of didactical-pedagogical strategies and practices (12%);
- Knowledge of legal and bureaucratic aspects of the teaching profession and career (3%);
- Professional experience in teaching and learning fields (10%);
- Willingness to invest the necessary time to support mentees (7%);
- High interest in being a mentor and supporting mentees (10%);
- Value lifelong learning and continuous professional development (3%);
- Knowledge related to the process of continuous professional development of the country (1%);
- Ability to actively listen and communicate effectively with me (7%);
- Ability to establish a trustful and friendly relationship with others (6%);
- Ability to share experience and expertise (6%);
- Ability to respect different perspectives and positioning (3%);
- Ability to motivate others to accomplish the goals defined (3%);
- Ability to encourage others to take risks and have initiative (3%);
- Ability to provide concrete and constructive feedback (7%);
- Capacity to provide concrete feedback (2%)
- Ability to overcome challenges and solve problems (2%);
- Ability to work in a team and embrace collaborative cooperation (4%);
- Ability to create a friendly and encouraging environment (3%).







Desired profile of a mentor (part I)

Chart 83 - Portuguese new teachers respondents' perception about the desired profile of a mentor (part I)







Chart 84 - Portuguese new teachers respondents' perception about the desired profile of a mentor (part II)







Chart 85 - Portuguese new teachers respondents' perception about the most relevant competencies of a mentor (part I)







Chart 86 - Portuguese new teachers respondents' perception about the most relevant competencies of a mentor (part II)



Annex 2 – Interviews

1. Interviews' protocol

Introduction

With the interviews, the consortium aims to:

- Promote a deep analysis and discussion of the results from the surveys collected at the National levels
- Clarify any question or doubt that may arise from the data collected
- Validate the practices identified and identify any other that may be considered relevant

Altogether, the consortium expects to do 58 interviews (8 per country) up to the 23rd of October 2021, involving selected representatives of the respondents to the survey, engaging in each country:

- 6 teachers (3/4 experient teachers and 3/2 new teachers)
- school directors

GDPR - General Data Protection Regulation -

The data collected through the interviews will be treated and analysed with confidentiality and only by the project team members. Only the conclusions of the interviews will be compiled into a national report. The LOOP consortium has a specific Data Privacy Policy that can be consulted here.

We advise you to include this information in the invitation email or to refer to this at the beginning of the interview.

Guidelines

Please proceed with the interview by following the four main steps suggested:

Step I – Welcome

After introducing yourself and the institution you represent, briefly present the project clearly defining the:

- challenge/needs to be approached/overcome
- project's results and the main contribution to the challenge/needs
- countries involved and expected impact

A set of communication and dissemination tools are available to support partners in this presentation, including the brochure, website, Facebook page and Twitter.





Step II – Introduction

Briefly introduce the interview in terms of objectives, expected outcomes, duration (approximately 30 to 45 min), questions and methodology to be used, highlighting the value of the contribution of the interviewee. At this stage it is important to recall the consortium privacy policy (available here), requesting the information on the List of signatures – Template, and in case it is possible, authorisation to record the interview47.

Step III – Implementation of the interview

Three grids, one per target group, are available to proceed with the interview and the registration of the main conclusions:

- School directors Interviews' grid template
- Experienced teachers Interviews' grid template
- New teachers Interviews' grid template

NOTE: consult the footnotes in each interview grid before doing the interview!

Step IV – Closing and final remarks

Translate the interview and provide an overview of the main results from the interview in English. After confirming the main topics with the interviewee and informing them of the results that will be prepared from the study and how he/she can have access to it.

⁴⁷ The collection of signatures is mandatory and the recording of the interview is advisible to support the analysis of the collection data.





List of signatures - Template⁴⁸

Date of the interview	Name of participant	Organisation & Function	E-mail	Attendance

Project Manager _____

⁴⁸ The collection of personal data is of the responsibility of LOOP consortium, which guarantees its total protection and it arises from the need of reporting the activities performed in the context of the European Project duly identified in the sheet. The provision of personal data to third parties will only take place for the purpose of verifying the veracity of the information and audits by the European Commission.

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School directors – Interviews' grid template

1. Identification of the interviewee	
1.1 Country of residence	Croatia 🗌 Germany 🗌 Greece 🗌 Italy 🗌 Portugal 🗌 Slovenia 🗌 Spain 🗌
1.2 Organisation you represent	
1.3 Type of organisation (pre-school, primary level, secondary level)	
1.4 Localization of the organisation	
1.5. Name of the interviewee	
1.6. Main contacts	E-mail: Telephone:
1.7 Age group	<25 🗌 26-35 🗌 36-45 🗌 46-55 🗌 56-65 🗌 >66 🖂
1.8 Years of experience as a teacher ⁴⁹	1-5 🗌 6-19 🗌 >20 🗌
1.9 Years of experience as school director. ⁵⁰	1-5 🗌 6-19 🗌 >20 🗌
1.10 Number of teachers in the school	New teachers
	Experienced teachers:
2. Questions of the interview ⁵¹	
2.1 Reflecting on supporting new teachers for the teacher career today:	
What are their main needs, challenges do they need to face?	
What kind of support does your school provide to new teachers?	
How they can be more closely and successfully supported?	
2.2 Reflecting on mentors' role/vocation: Should an experienced teacher become a full-time mentor or a balance	

⁴⁹ If the person answered the survey this Information is already available.

 $^{^{50}}$ If the person answered the survey this Information is already available.

⁵¹ In the case the flow of interview allows to address additional questions to clarify any doubt, please feel free of launching it.

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between working time and time for mentoring?	
What challenges do you preview a mentor will need to overcome and why? Please explain your point of view.	
What can motivate an experienced teacher to become a mentor?	
2.3 Thinking in the school you represent:	
How would the school/or cluster, their professionals and students benefit from having an induction programme addressed to new teachers? Please explain your point of view.	
2.4 Having the opportunity to integrate an induction programme based on mentoring in your school or cluster: In your perspective what does a school needs to have to integrate this practice?	
Which conditions do you think the school already has to proceed with this integration (in terms of space, schedule of the teachers, etc)?	
What do you and your teachers need to do to proceed with this integration?	
2.5 Concerning the training of experienced teachers to be a mentor:	
In your opinion, this training should be promoted at the local, regional or national level?	
Which organisations should promote and offer this training?	
2.6 Most of the teachers surveyed agree that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week. What is your opinion on this?	
3. Final comments/suggestions	
3.1 Do you know any induction practice or initiative relevant to the LOOP project that you would like to share? Please provide some details that enable us to research it.	





3.2 Are you interested in involving the school you represent in the piloting test? ⁵²
NOTE: The pilot consists of two phases: i) training experienced teachers to become mentors (1 month); ii) implementing induction programmes where the trained mentors will mentor a group of new teachers (minimum period of 6 months). We envisage having 1 mentor and 5 new teachers per school or school cluster, but this is flexible and adjusted to the national and local conditions. The pilot will occur in the school year 2022/2023.
3.3 Do you have any further comments or remarks to do?

⁵² Note: if the person answered «yes» in the survey please «confirm»; if he/she didn't participate in the survey you should ask if he/s he wants to be involved.

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Experienced teachers – Interviews' grid template

1. Identification of the interviewee	
1.1 Country of residence	CroatiaGermanyGreeceItalyPortugalSloveniaSpain
1.2 Organisation you represent	
1.3 Type of organisation (pre-school,	
primary level, secondary level)	
1.4 Localization of the organisation	
1.5. Name of the interviewee	
1.6. Main contacts	E-mail: Telephone:
1.7 Age group	<25 26-35 36-45 46-55 56-65 >66 🛛
1.8 Years of experience as a teacher ⁵³	1-5 🗌 6-19 🗌 >20 🗌
2. Questions of the interview ⁵⁴	
2.1 Getting back to the initial years of your teaching career: Did you benefit from any non-formal or formal induction programme? In case of did, can you please share the experience (strengthens, weakness)?	
2.2 Have you got any experience in mentoring other teachers? In case you have, can you share some of your practices/initiatives?	
2.3 Reflecting on supporting new teachers for the teacher career today: What are their main needs and challenges? What are the elements that make it most difficult to support new teachers?	
2.4 Being able and wanting to be a mentor, do you think your career will be more attractive? Why?	
2.5 Reflecting on mentors' role/vocation: Should an experienced teacher become a full-time mentor or a balance between working time and time for mentoring? What challenges do you preview a mentor will need to overcome and why?	

⁵³ If the person answered the survey this Information is already available.

⁵⁴ In the case the flow of interview allows to address additional questions to clarify any doubt, please feel free of launching it.

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Which are the most important characteristics a mentor should have? Please explain your point of view. What would motivate you to become a	
mentor?	
2.6 Most of the teachers surveyed	
agree that an induction programme	
should be for one year and the	
mentoring 1h/2h or 3h/4h per week. What is your opinion on this?	
3. Final comments/suggestions	
3.1 Do you know any induction practice	
or initiative relevant to the LOOP	
project that you would like to share?	
Please provide some details that enable	
us to research it.	
3.2 Are you interested in involving the	
school you represent in the piloting	
test? ⁵⁵	
NOTE: The pilot consists of two phases:	
i) training experienced teachers to	
become mentors (1 month); ii)	
implementing induction programmes	
where the trained mentors will mentor a	
group of new teachers (minimum period	
of 6 months). We envisage having 1	
mentor and 5 new teachers per school	
or school cluster, but this is flexible and	
adjusted to the national and local	
conditions. The pilot will occur in the	
school year 2022/2023.	
3.3 Do you have any further comments or remarks to do?	
OF TEMARKS LO DO?	

⁵⁵ Note: if the person answered «yes» in the survey please «confirm»; if he/she didn't participate in the survey you should ask if he/s he wants to be involved.

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New teachers – Interviews' grid template

1. Identification of the interviewee	
1.1 Country of residence	Croatia 🗌 Germany 🗌 Greece 🗌 Italy 🗌 Portugal 🗌 Slovenia 🗌 Spain 🗌
1.2 Organisation you represent	
1.3 Type of organisation (pre-school,	
primary level, secondary level)	
1.4 Localization of the organisation	
1.5. Name of the interviewee	
1.6. Main contacts	E-mail: Telephone:
1.7 Age group	<25 🗌 26-35 🗌 36-45 🗌 46-55 🗌 56-65 🗌 >66 🖂
1.8 Years of experience as a teacher	(up to 5 years)
2. Questions of the interview ⁵⁶	
 2.1 Is there a reality shock when entering the school? Did the University or the hosting school prepare you for this entry and accompany you to mitigate the impact of the real shock? Please explain your opinion. 2.2 Which of these five areas do you consider are underrepresented in the initial teaching training and thus in need of some additional training? (didactical-pedagogical, school subject, bureaucratic/administrative, emotional and social-cultural levels)? 	
 2.3 Did you benefit from any non- formal or formal induction programme? In case you did, can you please share the experience (strengthens, weakness)? 2.4 What do you think needs to be improved in the process of integration of new teachers into the teaching career? How can it be done? As a new teacher in what kind of activities would you like the most to be involved in? 2.5 Most of the teachers surveyed agree that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week. 	
What is your opinion? 3. Final comments/suggestions	
or Final comments/suggestions	

⁵⁶ In the case the flow of interview allows to address additional questions to clarify any doubt, please feel free of launching it.

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3.1 Do you know any induction practice or initiative relevant to the LOOP	
project that you would like to share?	
3.2 Would you like to be	
contacted/invited to participate in an	
induction programme with a mentor or	
in the co-design session of the	
programme?	
3.3 Do you have any further comments or remarks to do?	





2. List of interviewees – Portugal

Date of the interview	Name of participant	Organisation & Function	E-mail	Attendance
13/10/2021	Lisete Almeida	Agrupamento de Escolas Leonardo Coimbra-Filho school director	direcao@aeleonardocoimbra.net	Recorded
15/10/2021	Mário Gomes	Escola Secundária de Palmela Professor Físico-Química 3º ciclo new teacher	marios.gomes@espalmela.net	Recorded
15/10/2021	Carlos d'Eça	Agrupamento de Escolas da Lousã Professor de Geografia do 3º ciclo e secundário experienced teacher	Carlos.Eca@aglousa.com	Recorded
18/10/2021	João Adelino Santos	Agrupamento de Escolas de Vila Nova de Paiva school director	direcao@escolasdevnpaiva.pt	Recorded
19/10/2021	Silvina Cândido	Escola Secundária de Palmela experienced teacher	silvinam.candido@espalmela.net	Recorded
26/10/2021	Tânia Oliveira	Individual new teacher	tania.oliveira@prof.cjp.com.pt	Recorded
30/10/2021	Sandra Macedo	CFAE Barcelos e Esposende Agrupamento de Escolas Vale do Tamel experienced teacher	sandra.4418@gmail.com	Recorded
30/10/2021	Joana Alves	Colégio Santo André new teacher	jmkity@hotmail.com	Recorded





Annex 3 – Focus Group

1. Focus Group protocol

PREPARATION

When planning your local focus group, please take into consideration the following information.

Participants

The focus group should have a minimum of **10 teachers** and no more than 15⁵⁷. It is important to assure, whenever possible a balanced participation of teachers concerning years of experience (new vs. experienced), gender and age group.

Purpose

The purpose of the focus group is to get an in-depth perspective from teachers on the:

- 1. content and activities to be considered in the induction programme
- 2. profile, preparation and capacitation of experienced teachers to act as mentors

Duration and structure

The focus group session should have a duration between 1h and 1h30m and follow a common structure in the seven countries as follows:

- A. Welcome (10 minutes)
- **B.** Introduction to the Focus Group (5 minutes)
- C. Presentation of participants (10 minutes)
- D. Discussion about induction programmes and mentoring teachers (45 minutes)
- E. Closing and final remarks (5 minutes)

Format and setting

The focus group can be implemented face-to-face or online and, in both cases, partners need to assure an adequate setting to assure the quality of the session and the motivation and engagement of all participants. For the **face-to-face session** it is important to assure the following settings and equipment:

- A room prepared for presentations and to work in small groups
- A computer, data show and internet connection
- Audio or video recorder
- Printed brochures and other supporting documents considered relevant
- List of signatures (see Annex I).

For the **online session** is important to use a platform allowing the extract the list of participants⁵⁸ and to record the session. Additionally, we widely recommend the use of interactive digital tools, such as: <u>Miro</u>, <u>Mentimeter</u>, <u>Kahoot</u>, <u>Padlet</u>, <u>Jamboard</u> or other tools. It is important to have in mind that the selection of digital tools should be done considering the goal of the session, the expected results and the profile of participants. **Invitation**

⁵⁷ In the case partners consider useful, it is possible to have two groups/sessions in different dates/times to maximize the opportuniti es of interaction and participation. In the case partners have two sessions two reports need to be prepared and delivered by the 12th of November 2021.

⁵⁸ The list of participants must include the name and the date and time of entering and leaving the session.

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When preparing and sending the invitation to participants, make sure that the information previously mentioned is provided. We highly recommend informing participants in advance about the need of recording the session, requiring the proper authorizations whenever needed.

Additionally, we recommend that 2-3 days before the session you share some information about the induction programmes and mentoring with participants (see Annex II). Note that this annex includes only information to assure that the participants are familiar with the concepts that we will work in the session.

Team and role

Ideally, the focus group is conducted by a team consisting of a moderator and assistant moderator with complementary roles.

The **moderator** will facilitate the discussion by being responsible for adequately covering all prepared questions within the time allotted. Desirably it only intervenes to launch questions and if participants start deviating from the topic. The moderator also has a responsibility to get all participants to talk and fully explain their answers. Some helpful probes include:

- Could you please elaborate?
- Could you please help me understand what you mean?
- Can you give an example?

The **assistant moderator** is responsible for taking notes and assure the audio or video recorder. The assistant can also relaunch a question whenever consider relevant.

Report

By the end of the Focus Group, the moderator must complete the **Report** (Annex III) with the information collected, as well as some notes he/she consider important to share with the partnership. This report must be uploaded on the project Drive until 12 of November.





IMPLEMENTATION

The agenda of the session can be adjusted to the number of participants, nevertheless, it is important to assure a common approach among the seven countries. Considering this, a suggestion for the implementation is presented below.

Agenda

A. Welcome (10 minutes)

Start by introducing yourself and the organization you represent, exhibiting the agenda of the session. Proceed with a briefly presentation of the project, focusing on the challenges addressed, the project's aims and objectives, main products/results to be developed. We recommend the use of the website and social media of the project to introduce the project to the participants, inviting them to follow the project. If you will have a face-to-face session, please distribute the brochure of the project.

At this stage is also important to recall participants that the session will be recorded (audio or video), mentioning that their names won't be identified in the notes.

B. Introduction to the Focus Group (5 minutes)

Explain the purpose and importance of the Focus Group highlighting:

- what is expected from the session
- role of moderator and the moderator assistant
- the relevance of participants contribution. At this level is important to recall that there are no right or wrong answers, and the idea is that all participants feel encouraged to express their views and opinions.

C. Presentation of participants (10 minutes)

Ask participants to introduce themselves by identifying their name, age, years of experience as a teacher and their expectations related to the session. In the case you consider useful you can prepare an ice-breaking activity.

D. Discussion about induction programmes and mentoring teachers (45 minutes)

This is the most important section of the session and it will be done based on the information sent to participants (see Annex II⁵⁹). In the case partners consider it relevant, the PowerPoint can be completed with the results from the surveys related to the content and activities of the induction programme and the competencies identified as relevant for a mentor.

Guidelines and questions to promote discussion:

⁵⁹ The PowerPoint prepared can be translated into national languages.

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The formal teachers' induction programme will cover five areas of the teachers' profession, which are:

- Didactical-pedagogical area
- Subject(s)
- Bureaucratic/administrative area
- Emotional area
- Social/cultural area
- 1. For each one of the areas, the consortium identified some content to be considered. Considering this, look to the content identified in each area and answer the following questions:
 - a. Which content do you think is more relevant for each area?
 - b. In your opinion, is there any important content related to each area that isn't identified? In the case of yes, which ones and why is it relevant?
- 2. A set of possible activities were identified by the consortium as suitable to be integrated into the induction programme. Considering the list shared and the 5 areas identified:
 - a. Which activity(ies) better match each one of the activities?
 - b. Is there any activity(ies) not identified in the list that the consortium should consider being integrated into any of the areas? In case of yes, please identify and explain it.
- 3. A set of competencies possibilities related to the desired profile of a mentor were also identified by the consortium. Considering the competencies identified:
 - a. How do you suggest these competencies can be grouped/organized?
 - b. How these competencies can be incorporated into the capacitation programme for mentors? If possible, share ideas about the modules/content to be considered in the training.

E. Closing and final remarks (5 minutes)

Thank participants for their participation and inform them that they will receive a copy of the report to be produced. Kindly remember to ask participants to sign the participation sheet.

Tips for the moderator:

- There are no right or wrong answers, the idea is that all participants feel encouraged to express their views and opinions
- create a pleasant atmosphere for debate
- keep participants engaged in the discussion and to the point
- clarify any issues only if necessary
- you are passive, while participants must be active
- motivate participants to continue with their thoughts/ideas.





ANNEXES

Annex I – List of Signatures - Template

Annex II – PowerPoint with key information (attached to this document)

Annex III – Report – Template





Annex I - List of signatures - Template⁶⁰

Name of participant	Organisation & Function	E-mail	Signature/Attendance

Date: ___/ ___/ ____ Time: _____ Place: _____ Project Manager _____

⁶⁰ ⁶⁰ The collection of personal data is of the responsibility of LOOP consortium, which guarantees its total protection and it arises from the need of reporting the activities performed in the context of the Euro pean Project duly identified in the sheet. The provision of personal data to third parties will only take place for the purpose of verifying the veracity of the information and audits by the European Commission.

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Annex III – Report

Main details of focus group

ORGANIZER	
DATE AND TIME	
VENUE	
NUMBER OF PARTICIPANTS	
CHARACTERIZATION OF PARTICIPANTS (gender, age, experience)	
FACILITATOR	
ASSISTANT/S TAKING NOTES	

Key findings of focus group

ΤΟΡΙϹ	KEY FINDINGS BASED ON THE PARTICIPANTS' ANSWERS *Please fill in the template with the key findings only, meaning the answer should be concise.
more Relevant content for each area	
Content not identified and to be considered (please identify the area)	
Match between the identified activities identified and areas	
Activities not identified and to be considered (please identify the area)	
Clustering of the mentors' competences	
Integration of the competences in the capacitation programme (if possible, identify modules)	





2. List of participants of the focus group – Portugal

Name of participant	Organisation & Function	E-mail	Signature/Attendance
Suzanne Barroso	Professora de Ed. Física nas Atividades de Enriquecimento Curricular no jardim de infância e 1º ciclo	suzanne13barroso@hotmail.com	Yes, <u>here</u>
Adelina Silva	Agrupamento de Escolas de Paços de Ferreira Professora de Educação Tecnológica (2º ciclo), assessora de direção, formadora de professores e Embaixadora digital de um centro de formação de agrupamento de escolas 34 anos de experiência	<u>P36a@esp.edu.pt</u>	Yes, <u>here</u>
Paula Barroca	Professora de Educação Tecnológica (2º ciclo), Lidera projeto de formação entre pares 30 anos de experiência	paulabarroca@gmail.com	Yes, <u>here</u>
Catarina Moreira	Agrupamento de Escolas Patrício Prazeres Lecionar no 3º ciclo, Biologia e Geologia A frequentar o mestrado de formação de professores 1º ano a lecionar	<u>catarinamoreira@aepp.pt</u>	Yes, <u>here</u>
Ricardo Chumbinho	Escola Secundária de Palmela Professor de Ed. Física, Formador de professores 35 anos de experiência	ricardom.chumbinho@espalmela.net	Yes, <u>here</u>
Bruna Mota	Ed. Infância e professora primária no colégio D. João II Licenciada há 2 anos		Did not sign
Bruno Rocha	Escola Profissional em Lisboa Grupo de docência 420	brunomiguel.rocha@gmail.com	Yes, <u>here</u>
Ângela Gordino	Agrupamento de escolas do Loureiro	angelagordino@aelpb.pt	Yes, <u>here</u>
Lurdes Figueiredo	Agrupamento de Escolas Patrício Prazeres	lurdesfigueiredo@aepp.pt	Did not sign







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Directorate-General for School Administration and Management, Portugal



Institute of Education of the University of Lisbon



Fundación Universitaria Balmes



Ministry of Education, Science and Sport, Republic Slovenia



YROYPTEIO RAIAEIAE, EPEYNAE KAI OPHEKEYMATON

ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Instituto Ekpedeftikis Politikis (Insti tute of Educational Policy)



Casa do Professor





University of Ljubljana

PetitPhilosophy

Association Petit Philosophy



ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ

University of Peloponnese



Friedrich-Alexander-Universität Erlangen-Nuremberg



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