

LOOP e-CATALOGUE

Good Practices for new teachers' induction 2021



Are you a new teacher?
Are you an experienced teacher?
Are you a school director?

Regardless of your teaching experience, you can benefit from the LOOP e-CATALOGUE by finding the best practices that can inspire and motivate you!

Find the E-Catalogue here



What can you find in the e-catalogue?

In our e-catalogue we gathered good practices from European Countries, following specific selection and quality criteria and assessing methodology, success factors, constraints, lessons learned, impact, validation, and sustainability for ensuring their added value.

By following the above criteria we selected 22 best practices for the LOOP e-catalogue. In this leaflet you can find 9 selected case studies. The practices fall under 3 main categories:

- 01** Good practices for induction
- 02** Good practices to support mentors
- 03** Other good practices for professional development





1. Good practices for induction

Probationary Year (Portugal)

- implemented by the Ministry of Education of Portugal, at a national level since 2009/2010
- intended to verify the teacher's ability to adapt to the required professional performance profile with minimum duration of one school year
- includes monitoring and supporting the process by gathering the perspectives of the different participants and solving the problems detected or forwarding them to the proper bodies.
- involves school directors, experienced teachers, and new teachers, and includes the training of mentors, the assessment and reporting of the probationary period.

The aims are to assess the teaching performance and control of the competencies required to access the teaching profession, and to support the teachers in the beginning of their professional careers.

First Employment (Slovenia)

- implemented by primary and secondary schools, as well as kindergartens under the coordination of the ministry, at a national level, since 2015.
- general systemic requirement of having young teachers attain certain skills and undergo a period of work at an institution before they can become fully certified to work in schools
- workplan includes getting to know the workings of the whole school, including administrative work, hospitality in various subjects, co-teaching with a mentor teacher, conducting independent lessons and, finally, teaching independently in one or more departments
- Emphasis is on preparation for cross-curricular teaching and updating the teaching of the subject for which he/she is professionally qualified
- involves school project implementation team, the mentor, and the management.

The aims of the programme are train teachers for independent learning, including implementing all the prerequisites to approach the national professional board examinations.

Lehr:werkstatt (Germany)

- implemented by Universities and teacher education centers since 2011 at regional/national level
- brings together student teachers with an experienced teacher over the course of a school year, which are supported and further trained by a variety of university support services
- Students benefit from early practical experience, teachers receive new impulses, and pupils receive more intensive support
- involves student teachers and teachers, and includes 5 Universities, and participating schools and pupils.

The aims for students are to take an active role in the classroom and gain experience from the very beginning, to have a realistic insight into the future professional field and to have the opportunity to test their aptitude as well as theoretical knowledge. The experienced teachers are given the opportunity to experience new methods and the pupils also benefit, for example, from more individual support.

2. Good practices to support mentors

Synergy programme of Laskaridis Foundation (Greece)

- implemented by private foundation organizing CPD programmes for teachers at local level, since 2016 in collaboration with the Autism Organization of UK
- aims at the support of primary schools located in Attica Region so as to cope with students within autism spectrum
- based on a two-step mentoring process.

The aims of the Synergy programme are train psychologists so as to act as external mentors to schoolteachers who need training for coping with the needs of children within the autism spectrum; and train schoolteachers so as to act as mentors (internal mentors) in their schools of other teachers who need training for coping with the needs of children within the autism spectrum.

Programme for Supervision, Monitoring, and Assessment of the Teachers' Probationary Period (PSMATPP) (Portugal)

- implemented by Aveiro University at a regional level (Aveiro, Braga, Évora, Faro and Lisbon), since 2009/2010 to 2015.
- the probationary teachers were accompanied by a teacher-mentor from the school who was responsible for providing didactic, pedagogical, and scientific support
- training sessions focused on the articulation between practice, its theorisation, and reinvestment in practice and awareness-raising among school management; supervision of practices, evaluation, and production, and dissemination of the generated knowledge.

The aims of the training programme are exploring and deepening the pre-existing skills of the mentors, emphasising the permanent nature of professional learning, encouraging their personal and collective involvement in the whole process. At the same time, the mentoring and the supervision processes which were associated with it and constituted a new challenge for the teachers, so the training was assumed as a response to new situations, from a problem-solving perspective. During the training, there was also a concern to establish relationships between professional development, supervision, and the act of teaching.

The Mentoring and Teacher Identity (MID) programme (Spain)

- implemented by University of Vic-UCC and Municipality of Vic, at a local level, since 2018
- two areas of action: Firstly, first-year students of the Bachelor's Degrees in Early Childhood Education and Primary Education to spend one morning a week during the whole academic year in a school in Vic for constant reflection from the university classrooms in relation to the reality of school life. Secondly, six training seminars on the construction of the teaching identity and mentoring for teachers from the University and teachers from the 11 schools in Vic in order to jointly define how to improve the accompaniment of future teachers and their professional profile.
- involves School teachers, School directors, Lecturers of the Faculty of Education, and Teachers training Students.

The aims of the MID programme are move towards the creation of the figure of the mentor teacher who can better accompany students during the periods of stay and internships in the eleven nursery and primary schools in the city of Vic, and help to form, at the same time, the teaching identity of the students of the Faculty of Education's teaching degrees.

3. Other good practices for professional development

Professional training for teachers — Critical Thinking Seminar (Croatia)

- implemented by Nansen Dialogue Centre, at a national Level
- organized professional training - Critical Thinking Seminar for primary and secondary school teachers
- introduced the participants to the basic principles of critical thinking in teaching, the contents of formal and informal logic necessary for shaping critical thinking, games of defining concepts and the innovative method of Philosophical Walk

The aims of the Programme are to educate teachers for teaching different critical thinking strategies and to educate teachers how to use CT strategies in their direct work with students.

Sharing Moments (Portugal)

- implemented by a public school, at a school level, since 2015/2016
- teachers work in pairs and attend each other lessons, they fill in a form and discuss it in small groups within the department
- not mandatory practice but open for all the teachers of all levels

The aims of the Sharing Moments are to develop procedures in order to improve skills of pedagogical supervision; to encourage a collaborative environment; to encourage multidisciplinary and peer work; and to change professional practices.

S.O.F.I.A Platform (Italy)

- provided by the Ministry of Education of Italy at a national level since 2016
- allows teachers to enrol in continuous training courses to develop a professional plan directly through the platform
- the wide availability of training promotes and maximizes the connections between national priorities, training plans and teachers' professional needs
- involves teachers, NGO, and Center of training of teachers/schools

The aims of the initiative are to promote professional development of teachers.



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ZNANOST IN ŠPORT



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