



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

Croatia

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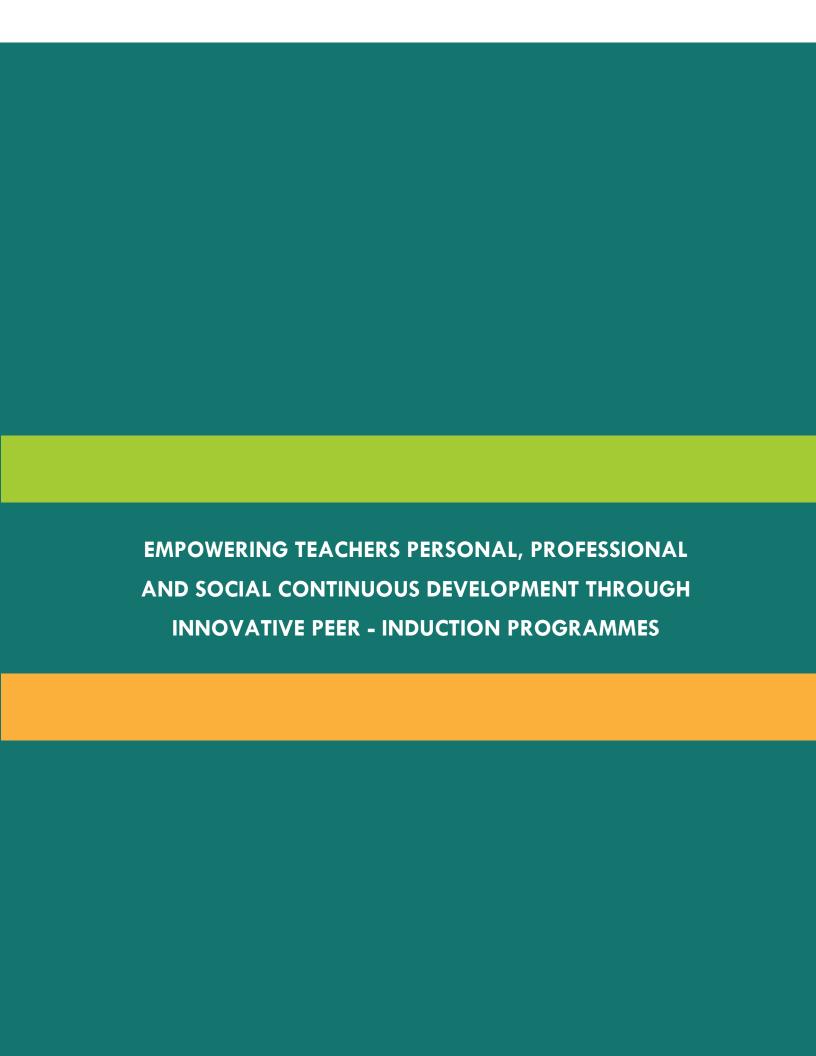
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National report – Croatia

Introduction

This document serves as a research report on the state-of-the-art of teaching profession in Croatia, and forms a basis into activities designed for empowering teachers' personal, professional and social continuous development through innovative peer - induction programmes. Main purpose was to explore various aspects of teacher's career path, and to identify potential obstacles that may arise and are existent, as well as good practices that may positively affect their profession. The report is a combination of desk and field research, the latter done through the set of surveys, interviews and focus groups. Thus, this document presents a narrative combination of qualitative and quantitative results alike.

In the first section, "National context in Croatia", we provide the narrative overview of teacher's career in Croatia – we identify the main actors, outline teachers' initial training, and give a short summary of continuous teachers training opportunities for teachers' induction and career diversification, as well as formal and non-formal induction and mentoring programmes and practices. In this first part, we also offer conclusion on how the national framework can evolve to integrate formal teacher's induction programmes and mentoring programmes.

The second section presents the results from the gathered surveys. Here, we establish teachers' needs and motivations for their career, as well as their perception and satisfaction with their profession. Also, this section is concerned with the Initial Teacher Training, and serves as a quantitative basis for establishing and highlighting key components of induction and mentoring programmes alike.

The last, third sections, summarizes the results of field research, conducted through the series of interviews and focus groups with experienced teachers, new teachers, and school directors. Here, the main goal was to complement and expand upon the results of surveys, and gather an in-depth perception of the real state of things in real school environments. The focus was also on initial teacher training, and key components of induction and mentoring programmes.

All results, from desk and field research alike, can be found compressed in the next section which summarizes all the findings.





Executive Summary - Croatia

The education system in Croatia is seen as a coherent whole in which all participants and institutions - kindergartens, primary schools, gymnasiums, vocational and art schools and dormitories – both have a high degree of autonomy and receive appropriate support, but also take great responsibility for quality and outcomes of their work. The concept of teacher's autonomy is of high significance, as the intention of Croatian system is to reduce the standardization of teacher's work in order to achieve an optimal level of autonomy, i.e. giving greater powers to educators and institutions in deciding on the curriculum, but also on the organization of teaching, learning and work of the school as a whole.

In Croatia, all pre-school teachers, primary and secondary school teachers are trained at tertiary level (including requirement of 60 ECTS in pedagogical education), and according to educational level i.e. the age of children they work with. All future teachers to be qualified to work in school must undergo study programmes leading to higher pedagogical education and teacher qualification. After they graduate, teachers are obliged to undergo one year traineeship under mentor's supervision, and after they pass the licensing exam they become qualified teachers. For our context, it is significant to highlight this formal right and obligation that every teacher is ensured with the mentored introduction to the profession in duration of one year. Also, all teachers have both the right and the obligation to continuously professionally develop, ensured by the state and implemented by various education agencies and other authorised bodies. Thus, continuing professional development is compulsory for all teachers in Croatia (including school heads and their deputies) at all education levels, and basic goal of organized continuing professional development is to use and enhance educational workers potential in order to improve educational process and pupils'/students' results, in line with values, educational goals and principles of National Curriculum Framework. In order to achieve this goal, basic competences of preschool teachers, primary and secondary school teachers, expert associates and principals are to be strengthened in the following areas:

- educational policies;
- subject specific knowledge;
- pedagogy, didactics and methodology;
- psychology;
- organization;
- communication and reflection;
- inclusive education.

Under the "Strategy for Education, Science, and Technology" (Cro. *Strategija znanosti, obrazovanja i tehnologije*)¹ set up by the Croatian government in 2014, teacher's career path is defined under the strategic goal no. 4 – Improving the system of continuous professional development and training of educational employees. Continuous professional development is an imperative for all teachers and professional associates in the processes of recognizing, acquiring, developing and directing the knowledge, skills and abilities of individuals. Relevant to

 $^{^1\,}https://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html$





the teacher's career path is the "Framework of the National Qualifications Standard for Teachers in Primary and Secondary Schools" (Cro. Okvir nacionalnoga standarda kvalifikacija za učitelje u osnovnim i srednjim školama)², recommended in 2016 by the National Council for Education (Cro. Nacionalno vijeće za odgoj i obrazovanje), and later adopted into policy. One of the sets of learning outcomes of the Framework, highlights lifelong learning as an integral part of the teaching profession. Thus, professional development is defined as a process in which the teacher, independently and in cooperation with others, following the relevant literature and development in the field of education, deepens and expands his knowledge and understanding of the learning and teaching process and professional activity in the educational community. In addition to professional development as proof and reflection of their development and progress, in Croatia, there is also a formal/legal possibility of advancement in the profession of teachers. Classroom teachers can be promoted to the title of teacher mentor and later of teacher counsellor, and the promotion process is initiated by the Education and Teacher Training Agency at the proposal of the school principal or teacher. For both promotions, it is necessary to meet certain conditions that are reevaluated after period of time. In regards to the continuing professional development for teachers, and following professional path, primary and secondary school teachers, as well as principals, have both the right and the obligation to undergo continuing professional development programmes.

"National Legislation on the Progress of Teachers, Professional Associates, and Principals in Primary and Secondary Schools and Student Homes" (Cro. *Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima*)³, legally determines the levels and appropriate titles of teachers, professors, professional associates and principals in primary and secondary schools and student dormitories, as well as the conditions and manner of their promotion to titles. Furthermore, it formally establishes the professional development monitoring system, which, in addition to the automatic recording of professional training that is published in it, also enables individual recording of the e-portfolio of professional development. This Legislation expanded upon the definition of professional development as: "a continuous activity that includes various processes such as education (online or live), practice, receiving and giving feedback, where educators take responsibility for their own learning and lifelong development of competencies." Furthermore, under the section II. Promotion of Educational Workers, Article 4, teachers, educators, professional associates and principals who have the appropriate level and type of education and the necessary pedagogical competencies prescribed by law and other regulations, may hierarchically advance to the titles of:

- 1. mentor;
- 2. counsellor;
- 3. excellent counsellor.

In Croatia, there are two formal levels upon which mentoring/induction programmes are implemented. The first one is during teacher's initial training (at universities), while second mentoring practice (to be more understood as an induction programme) begins with the first year of practice of working in schools. Students educated for teaching profession during their studies are provided with two types of mentoring: first is through the mentoring at the tertiary institution they attend, by the university teachers who are experts in teaching

 $^{^2\} http://nvoo.hr/wp-content/uploads/2016/03/Okvir-standarda-kvalifikacije-final..pdf$

 $^{^3\} https://narodne-novine.nn.hr/clanci/sluzbeni/2019_07_68_1372.html$





methodology and didactics. These university teachers serve to teach their students basic methodologies and skills on how to educate. Secondly, one of the prerequisites of gaining teacher diploma is formal practice, as students are obliged to go to primary and secondary level schools, where they gather experience and training, and where one of the school's experience teachers is provided to them through the role of mentor (formal obligations that one has to satisfy to become a mentor will be explained in next sections). Teachers of primary education teach Croatian language, Mathematics, subject called "Nature and Society", physical and art education. For each subject, future teacher of primary education has one mentor in Faculty and one mentor in schools. Similarly, for higher grades and for students training to become teachers in secondary education, they are also provided with mentors for teaching their subjects both at the tertiary institution they attend, as well as in school in which they conduct their practice for their respected subjects (e.g. Physics, Mathematics, Chemistry, Philosophy...).

The second mentoring practice, which can be understood as a formal induction programme (as its frame is legislatively defined by the Ministry of Science and Education) begins with the first year of practice of working in schools. Both, primary education teachers and masters of education, have to undergo the same process of beginning to work in schools. First year of working in school, trainee teacher, receives a mentor to guide them through working in schools, but also as a preparation for professional state exam which trainees have to pass after one year period to be able to receive their teaching licences. Mentor is usually from school in which trainee teacher work, and has to satisfy a set of criteria based on the "National Legislation on the Progress of Teachers, Professional Associates, and Principals in Primary and Secondary Schools and Student Homes" to be able to take upon the title. In order to become a mentor, teacher has to gather a set of points; although most of the rules are formal and are difficult to achieve, the most common activities that are scored for teachers advancement are summarized here:

- Organization and/or implementation of competitions
- Mentoring to pupils, students and trainees
- Lectures, workshops and educations
- Professional articles, teaching materials and educational content
- Teaching assignment
- Short-term joint staff training events
- Participation in education at the state level
- Participation in education at the international level
- Work in professional councils, associations, etc.
- Contribution to the profession through work in professional associations
- Projects on improving the education system

Exploring teachers' needs, and summarizing the findings from the field work through surveys, interviews and focus groups, what can be observed is that teachers, when entering the school environment for the first time experience a reality shock, as the Universities did not prepare them well for this entry. Universities usually fail to provide new teachers with necessary tools and strategies to mitigate this shock, so they lack key methodological insights into their profession, psychology of children and structure of classes dedicated to students, not only to school subject. Usually, the only thing that the University provides teachers with is the basic theoretical knowledge about the subject they have to teach, without practical applicability. All the





necessary pedagogic tools and methods to convey the knowledge about the school subjects – new teachers are forced to discover only after they already started working as teachers. Out of five main areas of teaching profession, only the area of school subject is represented adequately, and to some extension and in only some of Universities, didactical-pedagogical (but only theoretically). Rest of the areas are heavily underrepresented, and the emotional area is most of the times completely neglected, with the administrative area and social-cultural level not being represented well also.

The main challenges (and consequentially, needs) that arise from inexperienced teachers entering school regard the practical aspect of the profession – new teachers are not prepared for the administrative load that awaits them, nor are they trained to work and communicate with students or their parents, which has become very difficult and challenging. Once again, the element that makes it the most difficult is inadequate training received by University. Class management and planning, administrative requirements, teacher's legal obligations and rights, all this can be too much to handle at the beginning of profession, without adequate training. Special care should be directed towards relationship between new teachers and parents, as the first ones are not enough protected and may encounter difficulties in communication with parents. This should be a priority – how to support teachers in their professional actualization, how to handle the pressure of parents and their environment, how to communicate and cooperate with colleagues and principals, and in the end, how to handle administrative and legal aspects of the profession.

The real challenge is on the school – it has to accept the new teacher, as a colleague and as a friend, and give him enough time to adjust. This adjustment should be done gradually, as new teachers are usually just tossed into the fire, without proper support. Solution can come through the collective – schools should support their teachers, through interpersonal relationships and mutual cooperation, and in the creation of a firm basis on which new teachers can rely. New teachers can be supported more closely and precisely through this collegial collective, with the help of experienced teachers and school pedagogues, which allows them to feel secure enough in taking their time to develop and professionally grow.

Although teachers usually pass through the state's formal induction programme, which assigned them a mentor to work with for a year, it seems that the process did not depend on the formal structure of the programme. Mentorship process is highly individual, and depends not only on the mentor, but equally on the mentee, and the practices greatly vary from person to person. To improve this process of integration, and to improve mentorship programmes, firstly, on a structural level, effort has to be made to secure proper conditions so that a mentor can adequately dedicate his/her time to its mentee. Thus, role of mentors should be restructured in a way which will secure positive and constructive relationship between them and mentees. Also, supporting staff could play a vital role in welcoming new teachers, school psychologists and pedagogues should be included in induction directly, or at least call a new teacher in for sessions in which they can explain them what to expect of their profession, and prepare them for all difficulties that usually await. Collegial environment of teachers should be more approachable, as this area is important for emotional stability. Secondly, more opportunities for additional and continuous education of teachers should be provided, in a shape of conferences and workshops. These workshops should not be general, but deal with specific concrete issues and themes, which can be found in practical environment. An emphasis should be placed in work and practice on real concrete situations and problems that one can encounter in teacher's profession.





Potential mentors should not be excluded from the classroom work, they should retain his/her teaching position, and a balance between mentoring and teaching is necessary, as mentor should be a good teacher first, and remain one, during the course of his/her mentoring. Thus, mentors should achieve balance between working time and time for mentoring, which could be achieved by lowering the work load in the class, so mentors can spare enough quality time for his/her mentoring activities. The issue of the system is how to recognize excellence in mentors, how to evaluate their efforts, and how to highlight the significant contribution of their role to the complete system, which was highlighted further through the focus groups as well. Secondly, on interpersonal level, challenge to the mentor may present his/her relationship with mentee - as mentors at the same time have to be authority figures, professional experts, and friends. New teachers that enter the school environment are usually unprepared to handle the complete scope of the profession, and mentors have to demystify all the issues that may arise from that state, from working with kids to general communication in school environment. Mentors and new teachers alike need to constantly refresh and keep their skills updated. Working in school requires constant development and constant learning and adapting to new methods and situations. One of the other biggest challenges is also the heavy responsibility placed on the mentor, mentors are in a sense unprotected and encounter bureaucratic obstacles and too much paperwork and administrative requirements. This should be reorganized that for easier approach and handling as they carry out too much responsibility right now. On pedagogical level, it is quite difficult to adapt to various profiles of mentees, as mentors might come upon an intrinsically very motivated person, or they can come upon an indifferent one, which they then need to motivate enough to love their profession. Connected to that, and from epistemological point of view, challenge also can present itself in how to properly transfer your knowledge and experience to someone, as well as how to understand that methods which work for you, may not work for that person – mentors have to accept different opinions and properly guide mentees in the right direction.

A proper induction programme could potentially influence complete school environment in a positive manner. A school in which all colleagues are closely tied as a micro-community, and where everyone tries to contribute with its effort, benefits from collective motivation which then reflects on the quality of classes and education in general. It would help teachers work better, they would feel and operate more safely, securely, and efficiently. New programmes could help elevate these informal practices and help them to organise them in a formal structure.





Section 1. National context in Croatia

Section 1.1 The teachers' career in Croatia: an overview

Under the "Strategy for Education, Science, and Technology" (Cro. Strategija znanosti, obrazovanja i tehnologije)⁴ set up by the Croatian government in 2014, teacher's career path is defined under the strategic goal no. 4 – Improving the system of continuous professional development and training of educational employees. According to the Strategy, the Government recognizes that educators, teachers, counsellors, principals and professional associates are faced with a number of new challenges, and so they are expected to have modern competencies according to these challenges. Thus, continuous professional development is an imperative for all teachers and professional associates in the processes of recognizing, acquiring, developing and directing the knowledge, skills and abilities of individuals. In Croatia, there is no more detailed analysis and proposals on the content of basic occupations and the necessary competencies of educators, teachers, principals, counsellors, mentors and trainers. Therefore, at the levels of pre-school education, primary and secondary education and adult education, measures have been defined for the establishment of appropriate competence standards of occupations and qualifications. New programs of additional education for counsellors, mentors and trainers, according to the Strategy, should result in the acquisition of partial qualifications for such occupations.

One of the main components of teacher's career path is the concept of autonomy, which will further be discussed. Per Strategy, the education system is seen as a coherent whole in which all participants and institutions - kindergartens, primary schools, gymnasiums, vocational and art schools and dormitories — both have a high degree of autonomy and receive appropriate support, but also take great responsibility for quality and outcomes of their work. The concept of teacher's autonomy is of high significance, as the intention of Croatian system is to reduce the standardization of teacher's work in order to achieve an optimal level of autonomy, i.e. giving greater powers to educators and institutions in deciding on the curriculum, but also on the organization of teaching, learning and work of the school as a whole. Per Strategy: "This strategic approach strives for a comprehensive, flexible and efficient education system that connects all levels and types of education into a coherent whole based on common positive values, principles and goals taken from the National Framework Curriculum."

Besides the "Strategy for Education, Science, and Technology", relevant to the teacher's career path is the "Framework of the National Qualifications Standard for Teachers in Primary and Secondary Schools" (Cro. *Okvir nacionalnoga standarda kvalifikacija za učitelje u osnovnim i srednjim školama*)⁵, recommended in 2016 by the National Council for Education (Cro. *Nacionalno vijeće za odgoj i obrazovanje*), and later adopted into policy. One of the sets of learning outcomes of the Framework, set no. 8, titled "Professionalism and Professional Development" highlights lifelong learning as an integral part of the teaching profession. Thus, professional development is defined as a process in which the teacher, independently and in cooperation with others, following the relevant literature and development in the field of education, deepens and expands his knowledge and understanding of the learning and teaching process and professional activity in the educational community. In the

⁴ https://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html

 $^{^{5}\} http://nvoo.hr/wp-content/uploads/2016/03/Okvir-standarda-kvalifikacije-final..pdf$





process of self-evaluation, the teacher becomes aware of his strengths and weaknesses and identifies areas for improving his own work. Based on these insights, he develops an individual professional development plan that contains a list of topics relevant to professional development and the planned manner of implementation of training - the teacher sets his own development goals and documents the progress in achieving them (in a diary or professional development portfolio). As we can observe, emphasis of the Framework can also be placed on the autonomy of the teacher. Furthermore, it states that the teacher bases his/her activities in the classroom, school, immediate and wider community on the standards, ethical principles and rules of the profession, and with his/her professional behaviour he/she strives to be an educational model for students and colleagues.

What is important to highlight in this section, and what will be processed in next section is that, in addition to professional development as proof and reflection of their development and progress, in Croatia, there is also a formal/legal possibility of advancement in the profession of teachers. Classroom teachers can be promoted to the title of teacher mentor and later of teacher counsellor, and the promotion process is initiated by the Education and Teacher Training Agency at the proposal of the school principal or teacher. For both promotions, it is necessary to meet certain conditions that are re-evaluated after period of time. In regards to the continuing professional development for teachers, and following professional path, primary and secondary school teachers, as well as principals, have both the right and the obligation to undergo continuing professional development programmes. Formally, they are required to participate at least once in two years in continuing professional development programmes at the national level; at least three times a year at the county level, as well as regularly participate continuing professional development programmes in their schools and in line with their job commitments. Although content of these obligatory programmes is approved by the Croatian Ministry of Education in Science, they are organised and implemented by various institutions green-lighted by the Ministry, such as Education and Teacher Training Agency, and Agency for Vocational Education and Training and Adult Education. In addition to these institutions, continuing professional development programmes can also be organised and implemented by the higher education institutions and by bodies from the civil sector, with the proper approval of the Ministry.⁶

Section 1.2 Main actors

Considering main system of the education in Croatia, the supreme body for all levels of education is the Ministry of Science and Education (Cro. *Ministarstvo znanosti i obrazovanja*), performing administrative and other tasks related to preschool education, elementary and secondary education in the country and abroad; developing the National Curriculum; approving textbooks and introducing regulations and standards as well as other requirements regarding educational work. Other main tasks of the Ministry include fostering the development of the school system; improving the student standard; conducting inspections; establishing educational institutions and supervising the legal aspects of their activities; providing funding and facilities for educational work; enabling children, young adults and adults to acquire technical skills and competences; and supporting organizations invested in education. The Ministry took its current form in 2003, merging earlier Ministry of Science and Technology and the Ministry of Education and Sports into one entity. Currently, under its governance, 919 primary

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-educ ation-13_en





level schools⁷ operate in Croatia, as well as 439 secondary level schools.⁸ Most of these schools are state-run, as education in Croatia is predominantly provided by public sector.

Second significant actor is the Education and Teacher Training Agency (Cro. *Agencija za odgoj i obrazovanje*), established in 2006 on the basis of the "Decision on the Promulgation of the Law on the Education and Teacher Training Agency and Training" (Cro. *Odluka o proglašenju zakona o Agenciji za odgoj i obrazovanje*)⁹, as the legal successor of the Institute for Education of the Republic of Croatia. The founder of the Agency is the Republic of Croatia, and the rights and duties of the founder are performed by the above mentioned Ministry of Science and Education. With headquarters in Zagreb, and local branches in Split, Rijeka, and Osijek, the Agency's main duty is performing professional and advisory work in education. The Agency has positioned itself as an institution that is the centre of professional development activities for educators recognizable by active participation and monitoring of educational reform, and its mission is to create a new culture of education by continuously supporting the improvement of the quality of educational activities, by continuous participation in the implementation of education reform. By the "Decision on the Promulgation of the Law on the Education and Teacher Training Agency", Agency's activities are as follows:

- participates in monitoring, improvement and development of education in the field of preschool, primary and secondary education, adult education and education of children of Croatian citizens abroad and children of foreign nationals;
- 2. participates in the development and implementation of the national curriculum;
- 3. provides professional assistance and provides instructions to institutions, their principals and educators, teachers, professional associates in the implementation of educational activities;
- 4. organizes and conducts professional training of educational workers and principals, unless otherwise determined by special regulations;
- 5. conducts professional exams for educational workers, according to special regulations;
- 6. conducts the procedure of professional advancement for educational workers and principals, according to special regulations;
- 7. monitors the development and implementation of the Croatian National Education Standard as part of the national curriculum;
- 8. and performs professional and pedagogical supervision.

Considering operational frame set up by the Government, and maintained by the Ministry of Science and Education, it is necessary to highlight once more the significance of the above already mentioned "Strategy for Education, Science, and Technology"¹⁰. Through the Strategy, the Republic of Croatia formally recognizes education and science as its development priorities that can only bring long-term social stability, economic progress and ensure cultural identity, and thus, are of special public interest. In the Republic of Croatia, per Strategy, education is available to everyone, under equal conditions, in accordance with their abilities, and the state takes responsibility for the development and management of the education system in cooperation with the

⁷ http://mzos.hr/dbApp/pregled.aspx?appName=OS

⁸ http://mzos.hr/dbApp/pregled.aspx?appName=SS

 $^{^9\} https://narodne-novine.nn.hr/clanci/sluzbeni/2006_07_85_2020.html$

 $^{^{\}rm 10}$ https://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html





private sector. Education is based on the following principles: general primary education is compulsory, and horizontal and vertical mobility will be ensured, all persons - especially those exposed to marginalization and exclusion - will be included in an education system based on scientific knowledge, respect of human rights. What is significant for our context is Strategy's emphasis that all staff in the education system should be competent and respect professional ethics, and that decisions will be made in a democratic way with the participation of all key actors – schools and teachers will be independent in designing their work. The basic principle on which the Strategy is built here is the autonomy of all institutions in the field of education and science, as well as the autonomy of all employees.

In regards to the autonomy of teacher and other educational employees, an important precondition is to raise the level of their competencies by improving the system of initial education and continuing professional development. Furthermore, the autonomy of preschools, primary and secondary schools, adult education institutions, universities and research institutions, with appropriate financial rewarding of employees, should encourage initiative and creativity of employees in the system, ensure the dignity of educators, teachers, professional associates and researchers, and allow easier adjustment of educational and research processes. Per Strategy, the concept of autonomy presupposes taking responsibility for the successful outcome of the educational process, which is checked by a system of self-evaluation and external evaluation. Success must bring additional incentives to institutions and employees, and failure must bring help or sanctions. In this manner, Strategy highlights necessity of preconditions: firstly, the outcomes of each segment of education need to be clearly agreed upon (The Croatian Qualifications Framework is an important tool in this regard), and secondly, the existence of a quality assurance system is required, which will check the success of educational processes and research work – both of bullets to be explained later. Within the part of the Strategy related specifically to early and preschool education, primary and secondary education, another two goals have been developed: to raise the quality of work and social reputation of teachers, which defines measures for establishing and improving the system of sustainable lifelong development of teacher competencies; and to improve the quality of management of educational institutions containing measures to define the role, the necessary competencies, the basis for the institutionalization of education, and the program and procedure for licensing teachers and principals. To continue, it is worth to mention once again "Framework of the National Qualifications Standard for Teachers in Primary and Secondary Schools"11 built upon the notions of, and complementing the Strategy, and serving as an umbrella document for the development of the teaching profession in Croatia. In accordance to the both, the knowledge and skills acquired in the initial education of teachers are to be constantly upgraded and enriched during the professional career of them through the process of lifelong learning, which is one the most important terms we will mention through the document.

One of the most recent and updated policies building on the legacy of both the Strategy and the Framework is the "National Legislation on the Progress of Teachers, Professional Associates, and Principals in Primary and Secondary Schools and Student Homes" (Cro. *Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima*)¹², which legally determines the levels and appropriate titles of teachers, professors, professional associates and principals in primary and secondary schools

¹¹ http://nvoo.hr/wp-content/uploads/2016/03/Okvir-standarda-kvalifikacije-final..pdf

 $^{^{12}\,}https://narodne-novine.nn.hr/clanci/sluzbeni/2019_07_68_1372.html$





and student dormitories, as well as the conditions and manner of their promotion to titles. Furthermore, it formally establishes the professional development monitoring system (computer system that enables the recording and monitoring of the professional development of educational workers), which, in addition to the automatic recording of professional training that is published in it, also enables individual recording of the e-portfolio of professional development. This Legislation formally adopted above mentioned "Framework of the National Qualifications Standard for Teachers in Primary and Secondary Schools" (recommended in 2016 by the National Council for Education) as the umbrella document for the development of the teaching profession in Croatia, and expanded upon the definition of professional development as: "a continuous activity that includes various processes such as education (online or live), practice, receiving and giving feedback, where educators take responsibility for their own learning and lifelong development of competencies."

Furthermore, under the section II. Promotion of Educational Workers, Article 4, teachers, educators, professional associates and principals who have the appropriate level and type of education and the necessary pedagogical competencies prescribed by law and other regulations, may hierarchically advance to the titles of:

- 4. mentor;
- 5. counsellor;
- 6. excellent counsellor.

The general conditions for advancement to the first level title of mentor, as set up by the Legislation, are:

- Passed qualification examination;
- at least five years of work in performing the duties of a teacher, educator, principal or professional associate in school institutions;
- continuous professional development lasting at least 100 hours in the last five years, etc.

The general conditions for advancement to the second level title of counsellor, as set up by the Legislation, are:

- Passed qualification examination;
- at least ten years of work in performing the duties of a teacher, educator, principal or professional associate in school institutions:
- continuous professional development lasting at least 150 hours in the last five years;
- at least five years spent as a mentor, etc.

Lastly, the general conditions for advancement to the third level title of excellent counsellor, as set up by the Legislation, are:

- Passed qualification examination;
- at least fifteen years of work in performing the duties of a teacher, educator, principal or professional associate in school institutions;
- continuous professional development lasting at least 200 hours in the last five years;
- at least five years spent as counsellors.

To understand fully the scope of legislative determinants, one more overarching policy to be explained in this section is the "Law on Education in Primary and Secondary School" (Cro. Zakon o odgoju i obrazovanju u osnovnoj





i srednjoj školi¹¹³, defining not only types of educational programmes, organisation of school work, and operational conditions, but also, under section VIII, external evaluation and self-evaluation of school institutions. As stated in Article 88, in order to improve the quality of educational activities, external evaluation and self-evaluation is carried out in school institutions, and it refers to the implementation of national exams and measuring the level of quality of all components of the national curriculum. This external evaluation is conducted by another key actor who we haven't mentioned so far - a public institution National Centre for External Evaluation of Education (Cro. Nacionalni centar za vanjsko vrednovanje obrazovanja), which is not to be confused with the already explained role of National Council for Education (Cro. Nacionalno vijeće za odgoj i obrazovanje), corroborated further in this same law as a professional and strategic body that monitors the quality of the system of preschool, primary and secondary education in the Republic of Croatia. According to the "Law on Education in Primary and Secondary School", National Council for Education:

- proposes measures, activities and strategies for the development and improvement of pre-school primary and secondary education;
- takes care of the development of the national curriculum;
- proposes and encourages the participation of other stakeholders, especially other state administration bodies and bodies of local and regional self-government units in the system of pre-school, primary and secondary education and coordinates their work;
- considers and gives its opinion on other issues important for the development of the system of pre-school, primary and secondary education in the Republic of Croatia.

To connect above mentioned coherently, and to conclude overview of policies and legislations, last document to be studied in this section is the "Strategic Plan of the Ministry of Science and Education for the Period 2020 – 2022" (Cro. *Strateški plan Ministarstva znanosti i obrazovanja za razdoblje 2020. - 2022.*)¹⁴, as it highlights the most important previous key notions and is the most current Governmental plan on the subject, expanding more closely to the idea of connection with the EU's frame. Main conclusion of the Plan is that competent and educated teachers have an irreplaceable role in the development of the quality system. Therefore, the Ministry, in cooperation with the Education and Teacher Training Agency and the Agency for Vocational and Adult Education, will work on introducing new teachers into the system, **as well as developing a program of continuous professional development of vocational teachers**. In this regard, the training of teachers, principals and directors of educational institutions will continue, among other things, through the use of European Union funds. The advancement of teachers and educators is to be encouraged on the basis of the achievements in educational work and professional development. International cooperation between education workers and educational institutions will be encouraged in order to exchange, create and implement good practices and to define learning outcomes acquired in work and to participate in international projects, especially through the Erasmus + program. The existing ways to achieve these specific goals are, according to the Plan:

• Improvement of the continuous professional development and training of educators through various continuing professional development programs aimed at strengthening their professional competencies;

¹³ https://www.zakon.hr/z/317/Zakon-o-odgoju-i-obrazovanju-u-osnovnoj-i-srednjoj-%C5%A1koli

¹⁴https://mzo.gov.hr/UserDocsImages/dokumenti/PristupInformacijama/Strateski/Strateski%20plan%20Ministarstva%20znanosti%20i%20obrazovanja%2 0za%20razdoblje%202020.%20-%202022..pdf





 carrying out external evaluation and self-evaluation at the level of early and preschool, primary and secondary education system.

Lastly, in this section, we will provide a brief overview of the structure of the educational system. The Croatian educational system is comprised of four levels:

- 1. Pre-school education;
- 2. primary/basic education (compulsory);
- 3. secondary education (grammar schools/gymnasiums, vocational schools or art schools);
- 4. and tertiary/higher education (Universities or polytechnic schools).

Croatian elementary (primary) education consists of eight years, and is compulsory, with children beginning school at the ages of 6 or 7. Primary school is split in two parts:

- 1. 1st to 4th grade taught by one teacher per class that teaches every subject (with the exception of foreign languages and Religion) the pupils stay in this one classroom for the first 4 years.
- 2. 5th to 8th grade different teachers teach various subjects (with added subjects such as history, geography, biology, chemistry, physics, informatics, etc.) the students no longer have one classroom, but rather move around the school to get to their classes.

Secondary education is optional, and can be separated into:

- 1. Grammar schools/ gymnasiums as a general education school gymnasium is a transition to the professional training in colleges, universities and faculties, i.e. it does not qualify students for a particular profession but mainly focuses on further education, and has four available educational tracks:
 - a. specializing in math, informatics and science;
 - b. specializing on foreign languages and with less science;
 - c. centered on classics, namely Latin and Ancient Greek;
 - d. and general gymnasium, covering general education and is not as specific.
- 2. Vocational schools teaching students specific skills and crafts, from carpentry to engineering, medicine, and economics;
- 3. Art schools focusing on visual art and music.

All pre-school teachers, primary and secondary school teachers are trained at tertiary level (including requirement of 60 ECTS in pedagogical education), and according to educational level i.e. the age of children they work with. As mentioned, all teachers have both the right and the obligation to continuously professionally develop, ensured by the state and implemented by various education agencies and other authorised bodies. Teachers have formal possibility of professional progression through three levels (mentor, counsellor, excellent counsellor) which is directly linked with continuing professional development. After they graduate, all teachers are obliged to undergo one year traineeship under mentor's supervision, and after they pass the licensing exam, they become qualified teachers. For our context, it is significant to highlight this formal right and obligation that every teacher is ensured with the mentored introduction to the profession in duration of one year.

Although we will explain this further in detail in next section, we will briefly expand that all future teachers to be qualified to work in school must undergo study programmes leading to higher pedagogical education and





teacher qualification. As said, continuing professional development is compulsory for all teachers in Croatia (including school heads and their deputies) at all education levels, and basic goal of organized continuing professional development is to use and enhance educational workers potential in order to improve educational process and pupils'/students' results, in line with values, educational goals and principles of National Curriculum Framework. In order to achieve this goal, basic competences of preschool teachers, primary and secondary school teachers, expert associates and principals are to be strengthened in the following areas:

- educational policies;
- subject specific knowledge;
- pedagogy, didactics and methodology;
- psychology;
- organization;
- communication and reflection;
- inclusive education.

Section 1.3 Teachers initial training

Initial teacher education differs according to the education level at which prospective teachers are intending to work; teachers working at primary level and secondary level undergo different initial education, although for both, initial teacher education usually lasts for five years. Teachers working at primary level (from grade 1 to 4) are called class teachers (Cro. *učitelji razredne nastave*), lower secondary level (from grade 4 to 8) are called primary school subject teachers (Cro. *učitelji predmetne nastave*), and those working in secondary schools (be it grammar, vocational or art schools) are called teachers/ subject specialists (Cro. *nastavnici*). The first four grades include so-called class teaching, and from fifth to eight grade curriculum is implemented by means of subject teaching – while class teaching is usually conducted by one teacher teaching several subjects, in subject teaching each subject is taught by a specialized teacher. There are several types of higher education institutions where future class teachers, subject teachers and subject specialists are educated. Primary (general) teacher are educated at Faculties of Humanities and Social Sciences and Faculties of Teacher education in cities of Osijek, Pula, Split, Zadar and Zagreb, and faculties for generalist and specialist teachers include:

- Faculty of Teacher Education, University of Zagreb
- Faculty of Teacher Education, University of Rijeka
- Faculty of Teacher Education, J.J.S. University of Osijek
- Faculty of Humanities and Social Sciences, University of Split

Faculties that, within their basic programmes, offer specialist teachers' education programmes:

- Faculty of Humanities and Social Sciences, University of Zagreb
- Faculty of Natural Sciences and Mathematics, University of Zagreb
- Faculty of Kinesiology, University of Zagreb
- Academy of Music, University of Zagreb
- Academy of Fine Arts, University of Zagreb
- Croatian Studies, University of Zagreb





- Faculty of Special Education and Rehabilitation Sciences, University of Zagreb
- Faculty of Humanities and Social Sciences, University of Rijeka
- Faculty of Humanities and Social Sciences, J.J.S. University of Osijek
- Arts Academy, University of Split
- Faculty of Natural Sciences and Mathematics, University of Split.

Primary School (General) Teachers – Lower Basic School Grades

Initial education of primary school (general) teachers (from 1st to 4th grade) is carried out at faculties of teacher education and former primary school teacher training colleges. Initial education on most institutions is based on 4+1 or 5+0 models, whereas a special emphasis is put on the role of research in teacher training and on partnership between universities and schools where students have practical courses (internship) during their studies. In accordance with the integrated approach in lower basic school grades, students are trained in six main disciplines: Mother Tongue and Literature, Mathematics, Science and Social Studies, Music Art, Visual Art and Physical Education. After fulfilling all obligations in relation to certain courses, students who collect 240 ECTS points and write a thesis obtain a Bachelor (Baccalaureus) degree (undergraduate level) and they can work as education associates. Students who collect 300 ECTS points and write a thesis obtain Master's degree in primary education (graduate level). The importance of lifelong learning and professional development of teachers has been recognized in the study programmes and, accordingly, the possibility of continuing postgraduate education has a special role.

Thus, the job of a class teacher may be performed by a person who has completed an integrated undergraduate and graduate university study programme for primary school teachers or a graduate university study programme for primary school teachers or a four-year professional study programme earning 240 ECTS credits or four-year (pre-Bologna) undergraduate programme offering university degree according to former regulations.

Specialist Teachers – Upper Basic School Grades and Secondary School

Specialist teachers on both levels (upper basic school grades and secondary school) are educated on different faculties depending on the academic discipline or a subject area (e.g. Mathematics and Physics teachers are educated on faculties of Natural Science and Mathematics, whereas History teachers are educated in faculties of Humanities and Social Sciences etc.) Simultaneous model of initial education of specialist teachers before the introduction of ECTS in the new study programme has been replaced with the successive model according to 3+2 system. At undergraduate level it is necessary to collect 180 ECTS points in order to obtain BA degree, and 120 ECTS at graduate level, respectively to obtain the Master's degree in a specific subject. The undergraduate level covers only the academic disciplines (i.e. subject area), and courses from basic Educational Sciences and Methodology form part of the graduate study programme i.e. those are introduced in the 7th semester (the least number of points that need to be collected is 60).

Thus, the job of a primary school subject teacher may be performed by a person who has completed the corresponding graduate university study programme, or corresponding integrated undergraduate and graduate university study programme or corresponding specialist graduate professional study programme or undergraduate university study or a professional study programme earning a minimum of 180 ECTS credits and





has acquired the necessary education in pedagogy, psychology, didactics and methodology, thus earning a minimum of 60 ECTS credits (pedagogical competences) if none of the applicants have completed the corresponding graduate university study programme or integrated undergraduate and graduate university study programme. Similarly, job of a secondary school subject teacher may be performed by a person who has completed the corresponding graduate university study programme or corresponding specialist graduate professional study programme and possesses the required pedagogical competences.

Vocational Teachers – Secondary Vocational Schools (Economics, Technical and Medical Schools)

Initial education of vocational teachers is carried out on specific faculties. Those are 5-year study programmes (3+2 model). Initial education on all faculties doesn't include training in basic Educational Sciences and subject Methodologies since these faculties are primarily intended for experts of different profiles. After obtaining a qualification, a graduate student can attend additional psychological-pedagogical training, if he/she wants to work as a subject teacher in an educational institution. Additional psychological-pedagogical training includes courses from basic Educational Sciences (Educational Psychology, Pedagogy and Didactics) and Methodology.

Thus, the job of a secondary school vocational education teacher may be performed by a person who has completed an undergraduate university study programme or corresponding specialist graduate professional study programme and possesses pedagogical competences.

Vocational Teachers – Industrial School of Trades and Crafts

Subject teachers in secondary industrial schools of trades and crafts, unlike other subject specialist teachers don't need to have a higher level of education if such degree doesn't exist in their subject field. In that case, an appropriate secondary school (or college) degree is sufficient. After completed secondary school (or college) education, these individuals, in case they want to work in teaching profession, need to have additional psychological-pedagogical training.

Generalist Teacher Education: Knowledge and Skills Acquired upon Completion of Studies

A person completing teacher education acquires competences necessary for teaching in primary education i.e. lower classes teaching that, according to the existing Primary Education Act in the Republic of Croatia, includes pupils from the first to fourth grade of primary school. Study programme concept allows the students to acquire wide range of general and specific competences that teachers need to master this profession. Obtained qualification allows the holder to successfully perform all forms of educational work in class teaching, especially in teaching and education of students, developing students' competences and skills, habits and educational values, planning, programming and evaluation of educational work, organizing, researching and improving educational work, cooperating with parents, colleagues in primary school as well as other associates in pupils' education in local community, realizing programmes of public needs in areas of education. Qualification holder is qualified for lifelong learning and continuation of education at postgraduate studies. Master of Primary Education is competent for independent teaching of all subjects and areas represented in primary school lower classes' curriculum in all forms of work in which they are realized (compulsory, elective, additional classes, leisure activities, cultural and public activity). Depending on the offered modules (different teacher education faculties in





Croatia offer different modules), a person acquires specific knowledge necessary for working with children of early school age or specific knowledge for subject teaching.

Specialist Teachers' Education: Knowledge and Skills Acquired upon Completion of Studies

As far as learning outcomes are concerned on the level of study programmes of specialist teachers' education in primary and secondary schools, those are defined by every faculty separately, although there is not much discrepancy in such programmes regardless of the faculty they are performed at. In general, together with academic obligations, future specialist teachers, within different practical exercises and various subjects methodologies, observe lessons in schools and are required to teach several lessons (the number of lessons depends on faculty they attend) in order to successfully pass certain courses, which is usually performed from VII to X semester.

What is important to point out is that in Croatia, there are no alternative pathways to obtain a teaching profession, although law permits exceptions in the following cases, employment wise: job of a vocational education teacher in primary and secondary musical and dance education, as well as the job of a vocational education teacher in secondary schools can be performed by a person possessing a lower level of education of the one stipulated by law if they have completed the highest possible level of education in the corresponding field and if they have pedagogical competences. If a pre-school institution or a school cannot find a pre-school teacher or teacher with appropriate qualifications, they can employ an individual who does not meet the qualification requirements, but for one year at the most. More often it is of more importance for candidates to have relevant subject knowledge, while professional knowledge is obtained in the first year of employment. If none of the candidates who applied for a position fulfils the requirements, the person who has an adequate level and type of education, but does not have the required pedagogical competences may be employed, on condition that these competences are acquired subsequently.

Section 1.4 Continuous teachers training opportunities for teachers induction and career diversification

It is worth, mentioning once again, the "Strategy for Education, Science, and Technology" (Cro. *Strategija znanosti, obrazovanja i tehnologije*) which defined teacher's career path under the strategic goal no. 4 – Improving the system of continuous professional development and training of educational employees. According to the Strategy, continuous professional development is an imperative for all teachers and professional associates in the processes of recognizing, acquiring, developing and directing the knowledge, skills and abilities of individuals.

This notion has been transferred to the current overarching policy paper "Law on Education in Primary and Secondary School"¹⁵, uniting all aspects of education, and setting up a legal frame of teachers professional development, teachers and principals have both the right and the obligation to receive ongoing professional training and development through programs approved by the ministry. As stated in Section XII. Professional Training, Promotion, And Licensing, Article 115:

¹⁵ https://www.zakon.hr/z/317/Zakon-o-odgoju-i-obrazovanju-u-osnovnoj-i-srednjoj-%C5%A1koli





"Teachers, professional associates and principals of a school institution have the right and obligation to be permanently educated, trained and advanced through programs approved by the Ministry."

This continual professional training and development includes individual and organized training in the main sciences in the field of pedagogy, didactics, educational psychology, methodology, information and communication technologies, counselling, management, educational policies, and other areas relevant to the efficient and high quality of educational activities in school institutions. Continuing on this, next Article, Article 116, states that not only teachers, professional associates and principals can advance in the profession or profession in at least two levels and acquire appropriate knowledge, but can also be rewarded for outstanding achievements in educational activities.

As already mentioned in previous sections, continuing development of professional competences for teachers is legally guaranteed and required. ¹⁶ Classroom teachers can be further promoted to the title of teacher mentor and later of teacher counsellor, and the promotion process is initiated by the Education and Teacher Training Agency at the proposal of the school principal or teacher. This career progression can be understood as a linear teacher's development to a higher professional level, and it can offer some sort of a career diversification in a sense that mentor teachers are more directly included in educational processes and policies as advisors and content creators. For both promotions, it is necessary to meet certain conditions that are re-evaluated after period of time. In regards to the continuing professional development for teachers, and following professional path, primary and secondary school teachers, as well as principals, have both the right and the obligation to undergo continuing professional development programmes. Formally, they are required to participate at least once in two years in continuing professional development programmes at the national level; at least three times a year at the county level, as well as regularly participate continuing professional development programmes in their schools and in line with their job commitments. Although content of these obligatory programmes is approved by the Croatian Ministry of Education in Science, they are organised and implemented by various institutions greenlighted by the Ministry, such as Education and Teacher Training Agency, and Agency for Vocational Education and Training and Adult Education. In addition to these institutions, continuing professional development programmes can also be organised and implemented by the higher education institutions and by bodies from the civil sector, with the proper approval of the Ministry.¹⁷

Programmes for continuing professional development are annually announced by the Ministry of Science and Education at state and county level. Before acceptance, proposed programme has to disclose its topic, aims expressed through competences, teaching methodology, as well as method of evaluation, form of certification, number of participants, duration of the programme, and a list of costs. Afterwards, the Teachers' council of a specific school adopts continuing professional development plan (i.e. "Annual Teacher CPD plan"), which then becomes a formal obligation for all education professionals working in that school. Approved annual teacher CPD plan and programme becomes a part of the school annual plan and programme, and establishes the forms of continuing professional development, as well as the corresponding number of hours. At least once a year, every

¹⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-edu cation-13_en

¹⁷ https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-edu cation-13_en





teacher is obliged to submit a report on his or her continuing professional development. For participation, teachers receive certificates and evaluation, and are entitled to paid study leave to attend these events, as well as to covered transport costs and participation fees. With financial benefit, further motivation for teachers to participate in these trainings is promotion, as advancement procedure includes also extracurricular expert work and continuous professional development, together with other factors success in working with students — only teachers that regularly attend continuing professional development programmes and events can be promoted to teacher mentor and teacher counsellor.

Section 1.5 Formal and non-formal induction programmes and practices

The first meeting of teachers with professional development is the induction into internship. The internship lasts one year — one hundred and forty hours that the trainee is obliged to spend with the mentor at the school, accompanied by a commission composed of the school principal, assigned mentor, professional associate, and educational advisor. After successfully completing the internship, a three-part professional exam is taken before the members of the commission, and it consists of a written part (essay work), written preparation for the lesson, teaching lesson and oral part of the exam.

During their working life, teachers are trained in various forms and types of professional gatherings. Some of them are: seminars, conferences, lectures, courses, and workshops, which are organized at the school, city, county or international level, and are necessary for professional development of teachers. In addition to professional development as proof and reflection of their development and progress, there is also the possibility of advancement in the profession, as classroom teachers can be promoted to the title of teacher mentor, or later, to teacher counselor. The promotion process is initiated by the Education and Teacher Training Agency at the proposal of the school principal or teacher, and for both promotions it is necessary to meet certain conditions that are re-evaluated after five years.

Here, of great value is external evaluation/research, conducted by the team of experts from the University of Stirling, and titled "Curriculum Reform Research in the Republic of Croatia: Mentors and Principals" (Cro. Istraživanje o kurikularnoj reformi u Republici Hrvatskoj: mentori i ravnatelji)¹⁸, concluding that the mentoring programs provide a useful framework for a collaborative approach to reform by providing access to professional networks that facilitate meaningful interaction among colleagues. As we highlighted before, this external review also recognized the role of autonomy in teaching, and further pointed out that teachers should be given the opportunity to be actively involved in processes of education reform through reflection and dialogue. Reflection and dialogue, and subsequently, understanding, is an essential component of curriculum creation and teachers should be given the time and resources needed to delve deeply into new concepts through structured activities: "Active teacher engagement with mentoring and professional learning facilitates this process and is more likely to result in sustainable changes in education if reforms are translated into pedagogical practice in the classroom."

¹⁸ https://skolazazivot.hr/istrazivanje-mentori-i-ravnatelji/





What is specific to the Croatian curricular reform is that some teachers haven been relieved to some degree of their duties in teaching, in order to participate in their own development activities and provide support to other teachers. This investment, the study points out, shows that efforts are being made to increase the capacity of mentors to support the long-term goal of sustainable curricular reform. The mentors involved were positive about the reform, and are generally competent in helping teachers develop expected competencies (work on learning outcomes, evaluation, learning how to learn, autonomous teaching, effective collaboration and subject knowledge), and have stated that their role includes helping teachers make a step forward from theoretical knowledge to applying that knowledge in practice. However, mentors included in the research have stressed the need for collaboration and teamwork as a prerequisite for effective practice.

One of the challenges mentors face is the need for their own continuous learning, along with their support to the teachers they mentored. Another problem may be that the curriculum requires a high level of autonomy and accountability. The mentors in the research described encounters with teachers who were also concerned about who would tell them what to do, and how they would demonstrate learning using the new curriculum. An official recommendation from the research to support reforms that require autonomy and accountability, such as the current Croatian framework, is to develop a nuanced understanding of the concepts in the curriculum. Further noted issues that might arise come from the noted limited access to continuing professional development for mentors.

The conclusion of the research, and in significant regards to our topic, is that implementing curriculum reform is not a linear top-down process, as teachers have the ability to mediate political decisions through frequent refractive processes, and there is often a tension between local interests and national reforms. Autonomy in teaching influences curriculum performance at the class level as teachers adapt policy decisions to the local context, and the educational reality experienced by young people depends to a large extent on teachers 'understanding of the curriculum and on the degree to which they are involved, adapt or actually reject educational policy reform. Curriculum reform is either enabled or constrained by the environmental context of existing school structures, and besides mentor, principals play a key role in overcoming obstacles to curriculum reform. It is found that the Croatian education system must develop from a position in which principals are perceived, or actually perceive themselves as 'administrators' by going through a process of professionalization through continuous professional development. This view is reinforced by the fact that curriculum reforms in Croatia have reduced the administrative responsibilities of principals and transformed their role into educational leaders and creators of school curricula. Access to formal mentoring programs should provide an opportunity for professional learning by enabling teachers to link theory and practice and encouraging staff engagement, which is why it is important to highlight once more the important role that mentors play in achieving institutional change, by bridging the gap between theory and practice.





Section 1.6 Formal and non-formal mentoring programmes and practices for teachers peer-support

It seems that in Croatia there are no instances of formal mentoring programmes. This statement largely depends on the definition of such a programme of course; if we understand it as a clearly structural process for which teachers can apply to, and after undergoing a series of educations and practices, become a mentor, it seems that no programme can satisfy this definition. Instead, as the Croatian educational structure offers the status of a mentor through policy paper and designated achievements system, there is a series of steps and legal obligations that a teacher should fulfil in order to become a mentor. Thus, through these steps, it seems that there are types of activities that may be observed as instances of programmes for mentoring. This will be explained further.

Firstly, it is necessary to highlight once more the importance of the Education and Teacher Training Agency, as the main body responsible for the professional development of educators at all levels of general education. The long-term progression of Agency's activities was outlined in the "Strategy for Professional Development of Education Workers 2014-2020", which set development guidelines and established a framework of activities aimed at improving the quality of professional progression systems to develop educational competencies and improve learning outcomes. This Strategy states that human resources are the most important strength of the existing system of professional development of educators implemented by the Agency. The Agency's advisors provide support to educators within their subject area and interdisciplinary, and the network of heads of county professional councils and educational workers as mentors are a great potential of the existing system. Their professional competencies, including those of mentors, are systematically developed through inservice training programs for educators. These in-service training programmes for teachers and mentors is carried by more than 8000 Agency advisers from Zagreb and branch offices in Rijeka, Osijek and Split. Each consultant is an expert in the subject area and responsible for organizing professional training for approximately 800 to 1,200 educational workers of the subject in the entire Croatian territory, in one or more counties. For each target group, mentors included, professional training is organized depending on the subject they teach, but also interdisciplinary, and upon completion of the professional training, the participants are issued an electronic certificate of participation. Programs of professional training of the Agency are based on the needs of educational workers faced with demands and changes in their environment, the needs of current education policy and the relevant Ministry and the requirements for the modernization of education based on the development of educational sciences. The topics are related to mainstream science, the development of strategies and skills or are of national importance.

For teachers to become mentors, advancement is based on the assessment of the teacher's performance in three areas: work with students in teaching, extracurricular activities and professional development. The assessment of the quality of work of a teacher is made by the school principal and the advisor of the Education and Teacher Training Agency – comprehensive assessment is made according to two criteria: achievements in all areas prescribed by the law, and years of teaching – and the final decision on promotion is made by the Ministry.

To highlight once more, a legal frame is set up for teachers to become mentors, and through this frame, guidelines are set which teachers have to follow – "a teacher can progress to a level of mentor-teacher if he/she meets certain conditions", which are:





- Passing the professional exam;
- at least five years of work in a school institution performing the duties of a teacher,
- continuous professional development lasting at least 100 hours in the last five years.

In addition to the general conditions referred to above, an educational worker who advances to the title of mentor must also meet the following conditions of excellence:

- Adoption of learning outcomes by inspecting the professional pedagogical work;
- at least 20 points collected from a minimum of three categories, among which the mandatory category is "Improving the work of the school".

Here, in the interest of trying to outline mentoring path, are two bullets: "continuous professional development" and "at least 20 points collected from a minimum of three categories", as these activities can be structured as a programme. These activities, which teacher has to implement in order to progress in his/her career are as follows:

- Mentoring students who participate in competitions, festivals, etc.
- participation in the work of committees for the organization and / or implementation of competitions, festivals, etc. for students
- participation in working groups for the preparation of tasks for competitions, reviews, national exams or the state exam
- participation in evaluation working groups for national exams or state exam
- mentoring to students of teacher education
- mentoring a trainee (new teacher) until the professional exam
- lectures, workshops or demonstrations
- sharing examples of good practice in the application of innovative teaching methods
- structured courses with a certificate of participation
- job shadowing with confirmation of participation
- teaching in foreign institutions (teaching assignment)
- joint learning and teaching activities
- short-term joint staff training events with a certificate of achievement
- participation in education at the state level or international level
- conducting or mentoring education at the state level or international level
- conducting an expert council
- contribution to the profession through work in professional associations that encourage, develop and improve the profession
- leading a professional association
- running a professional society, club or section at school
- direct educational work with students with disabilities or with gifted students outside the school or in organization of civil society institutions
- publication of a professional or scientific article in a printed or online publication in the Republic of Croatia





- publication of a professional or scientific article in a printed or online publication outside the Republic of Croatia
- writing a review of textbooks, professional books, manuals or articles
- participation in the work of expert commissions appointed by the Minister responsible for education, in order to assess compliance textbooks in accordance with the regulations governing the approval of textbooks
- translation of textbooks, professional literature, computer educational program
- authorship and co-authorship of professional books, educational computer programs, manuals and digital educational content
- authorship and co-authorship of online education
- publishing sample examples of adaptations of methods, content, activities, etc. for students with disabilities
- publishing sample examples of adaptations of methods, content, activities, etc. for gifted students
- development and publication of open educational content
- project preparation and writing
- school project management or coordination
- project management or coordination
- managing or coordinating a project at the international level
- participation in school self evaluation or external evaluation
- work in the school quality team / work in the Quality Committee
- leading the school team for quality / work of the Self Evaluation Coordinator
- editing a school website, school newspaper or school page on social networks
- preparation and organization of a public event at school
- preparation and organization of a public event related to education at the county or state level
- active participation in the implementation of programs for external participants in the regional competence center
- management of the regional center of competence
- administration of school e-learning platforms
- work in commissions, working groups or mentoring teams
- participation in conducting educational research
- participation in the experimental program in accordance with the Law on Education
- participation in working groups, commissions, etc. for the development of strategic, legislative, curricular, etc. documents on state level

All these activities are evaluated through the system of points, with minor activities carrying 1, and major ones carrying up to 7 points, depending on the workload and scope of impact, be it school level, local, regional, national or international. Thus, teachers wanting to become mentors have a level of autonomy here, in choosing their activities from a wide list of potential achievements to be evaluated. Together with these activity prerequisites for becoming a mentor, we will concentrate more what is the meaning of "continuous professional development" for mentors and future mentors. Here, the most important factor are professional/expert meetings. At the end of





every year, the Agency publishes a 'Catalog of professional/expert meetings' for the upcoming year, which serves as an umbrella programme for continuous professional development, containing all workshops, educations, courses and lectures teachers may attend. The content and form of the program in the catalog is usually determined by cooperation between the advisors of the Education and Teacher Training Agency and experts in certain fields. Some of the programs can be offered as "packages" from external organizations (NGOs), but only after confirmation by the Ministry. The programs offered are implemented by the Agency's advisors, universities and higher education staff, teachers-mentors and recognized experts in the field. The offered seminars fall into three main categories: seminars from various professional subjects, seminars from educational sciences, seminars of social / civic education. Most of the offered programs are subject-oriented, some of them are related to educational sciences, and some are dedicated to social education. The form of the seminar is usually a combination of lectures and workshops, and its duration varies - from 4 to 30 hours. At the beginning of the year, based on the programs offered in the catalog, each teacher plans their professional education individually, in which he/she is independent. The plans are presented to the school teachers' council and discussed and then accepted. Each teacher is required to attend at least one program per year, and attendance is financially supported by the school. Quality control of the program is limited to direct quality assessments of these seminars based on the experience of the participants. For year 2021, a total of 187 educations was offered to mentors and teachers, varying in scope, subject, theme, difficulty and necessary engagement level. Thus, it is up to a mentor, to choose every year modules from the catalogue that will serve his/her personal interests best. Some of the programmes that were offered to mentors in the current year, are as follows:

- at the state level for mentors, teachers and counsellors: "New paradigms of learning and teaching French language"
- at the state level for mentors: "Development of communication competencies in the professional advancement of educational workers and their accreditation and renewal of accreditation as assessors / examiners in international certified exams"
- at the state level for mentors and counsellors: "Guidelines for planning and developing individualized curricula for students with disabilities"
- at the inter-regional level for mentors, counsellors and pedagogues: "Professional-methodical preparation of trainees and mentors for taking the professional exam"
- at the state level for mentors, counsellors: ""Teaching historian concepts in line with the new history curriculum: How can we give meaning to the complex course of history?"
- at the state level for mentors: "A contemporary approach to mentoring"
- at the state level for mentors and counsellors: "Creative use of information and communication technology in the design of small print and evaluation of student works"





Section 1.7 How the national framework can evolve to integrate formal teachers induction programmes and mentoring programmes.

The key factor should be an effective and transparent communication on the axis Ministry of Education – Education and Teacher Training Agency – Schools. Although, at the levels of pre-school education, primary and secondary education and adult education, measures have been defined for the establishment of appropriate competence standards of occupations and qualifications, there is enough room for improvement at the school levels – as one of the main components of teacher's career path is the concept of autonomy. In Croatia, the education system is seen as a coherent whole in which all participants and institutions - kindergartens, primary schools, gymnasiums, vocational and art schools and dormitories – both have a high degree of autonomy and receive appropriate support, but also take great responsibility for quality and outcomes of their work. The concept of teacher's autonomy is of high significance, as the intention of Croatian system is to reduce the standardization of teacher's work in order to achieve an optimal level of autonomy, i.e. giving greater powers to educators and institutions in deciding on the curriculum, but also on the organization of teaching, learning and work of the school as a whole.

What may present a complication is an annual rhythm of communication between Ministry of Education - Education and Teacher Training Agency - Schools. Programmes for continuing professional development (with elements of induction and mentoring) are annually announced by the Ministry of Science and Education at state and county level. Before acceptance, proposed programme has to disclose its topic, aims expressed through competences, teaching methodology, as well as method of evaluation, form of certification, number of participants, duration of the programme, and a list of costs. Afterwards, the Teachers' council of a specific school adopts continuing professional development plan (i.e. "Annual Teacher CPD plan"), which then becomes a formal obligation for all education professionals working in that school. Approved annual teacher CPD plan and programme becomes a part of the school annual plan and programme, and establishes the forms of continuing professional development, as well as the corresponding number of hours. Thus, we can observe here both benefits and disadvantages of one-year cycles of planned programmes. In order for a programme to be properly recognized and evaluated, it first has to be submitted to the Ministry, and, upon its acceptance, is supervised by the Education and Teacher Training Agency. The Agency then incorporates this programme in its annual catalogue of activities, and offers them further to schools, who may or may not accept it, depending on the individual Teachers' council. Here, we can maybe conclude that it would be easier to offer induction programme, than it would be to offer a mentoring programme. This arises from the fact that the teacher can become a mentor only through a state's legal frame of advancement, based on the assessment of the teacher's performance in three areas: work with students in teaching, extracurricular activities and professional development. The assessment of the quality of work of a teacher is made by the school principal and the advisor of the Education and Teacher Training Agency. Thus, it seems that according to the main legal structure, teachers cannot simply enroll in a programme, no matter how extensive, and be granted the title of mentor after its completion. Nevertheless, as system depends on the school's autonomy and the government's effective evaluation, programmes can still be implemented on school level, if adapted to the government's evaluation and quality requirements.





In regards to the autonomy of teacher and other educational employees, an important precondition is to raise the level of their competencies by improving the system of initial education and continuing professional development. Furthermore, the autonomy of preschools, primary and secondary schools, adult education institutions, universities and research institutions, with appropriate financial rewarding of employees, should encourage initiative and creativity of employees in the system, ensure the dignity of educators, teachers, professional associates and researchers, and allow easier adjustment of educational and research processes. At a structural level, an effort can be made to secure proper conditions so that a mentor can adequately dedicate his/her time to its mentee. For example, as sometimes experienced teachers see opportunity to become a mentor only as an additional burden which should be avoided, if they are offered a reduced class workload, instead of additional responsibility on top of class work, more teachers would be inclined to become mentors. Thus, role of mentors should be restructured in a way which will secure positive and constructive relationship between them and mentees. Secondly, more opportunities for additional and continuous education of teachers should be provided, in a shape of conferences and workshops. These workshops should not be general, as they can be, but deal with specific concrete issues and themes, which can be found in practical environment. An emphasis should be placed in work and practice on real concrete situations and problems that one can encounter in teacher's profession.

One of the other biggest challenges is also the heavy responsibility placed on the mentor, mentors are in a sense unprotected and encounter bureaucratic obstacles and too much paper-work and administrative requirements. This should be reorganized for easier approach and handling as they carry out too much responsibility right now. An effort should be placed, thus, in balancing the influence of various institutions, from top being the Ministry, to bottom being schools at their local levels. Government Agencies could continue to serve as main actors in teacher's training however, schools should keep and have some level of autonomy in this matter, in choosing, accepting, training and promoting new mentors and new teachers, while simultaneously being supervised and evaluated by the State.

Section 1.8 Additional findings and data

The last section of this chapter could be dedicated to the complementary research relevant to the context, as there are some academic sources worth of studying in Croatia. One of the suggested sources to be taken into account is TALIS 2018 International Research on Learning and Teaching: Teachers, Educators and Principals - Respected Experts¹⁹. Conclusions from this document which are worth the mention, are taxatively broken down as follows:

- Only 4% of teachers and 1% of teachers have not been formally evaluated
- Principals who report on the evaluation of teachers' work at least once a year, on average, cite 4 sources of such evaluation
- Evaluation of teachers is usually carried out by principals, then other members of the school management team and assigned mentors
- Evaluation is more often conducted by mentors in secondary schools than by mentors in primary schools
- Evaluation of teachers by their peers is more common in secondary schools

¹⁹ https://mk0ncvvot6usx5xu4d.kinstacdn.com/wp-content/uploads/2020/03/TALIS-2018 vol2 19 finn zaWeb.pdf





• In high schools, a mentor is more often assigned for the purpose of improving teaching.

All these results suggest that teacher and principal satisfaction should be taken into account in the development of education policies, with particular attention to five areas identified by the OECD as recommendations for strengthening teacher and principal satisfaction:

- Selection of candidates with high level of motivation and readiness for lifelong learning
- Strong emphasis on induction and mentoring throughout the career
- Strong emphasis on providing purposeful and effective opportunities for professional learning
- Working conditions and school atmosphere that contribute to the well-being of teachers
- Importance of mutual trust and respect (OECD, 2020).

What is more important, if we look at the collaborative activities that are most often present in schools, it can be seen that they primarily relate to discussions about the progress of individual students, cooperation with other teachers in order to set common standards in evaluating student progress and participation in team meetings. These activities are most prevalent among primary and secondary school teachers, as well as on average in all participating countries, and can still be defined as exchange and coordination activities. Most cooperation activities are carried out less than once a month. Among them, in Croatia, participation in joint professional development of teachers and participation in activities organized together with different classes and age groups, which include, for example, various project collaborations, is somewhat more prominent. Both of these activities are carried out on average statistically significantly more often among primary school teachers than among secondary school teachers. Furthermore, primary school teachers also exchange teaching materials with their colleagues significantly more often and participate in discussions about the learning progress of individual students. The least used forms of cooperation between teachers in all countries, including Croatia, are team teaching in the same class, which never accounts for 60% of teachers and 66% of teachers (TALIS average is 40%), observation and evaluation of other teachers, which never makes up 71% of teachers and 54% of teachers (TALIS average is 37%) and participation in activities organized together with different classes and age groups which never makes 13% of teachers and 24% of teachers (TALIS average is 20%). According to teachers, team teaching in the same class in different countries is noticeable in different proportions, but it can be seen that of all the participating countries, Croatian teachers in the smallest share participate in team teaching at least once a month (2%). With significant differences between teachers in participating in team teaching on a monthly basis according to gender, a statistically higher share of teachers with less experience (less than 5 years of work experience) in team forms of teaching compared to their colleagues with more experience, but this share is less than 5% and the difference is less than 3%. In addition to other activities, teachers reported how often they participated in peer review activities, i.e. observing other teachers in class and providing feedback. As with team teaching, of all the participating countries, Croatia has the lowest share of such teachers: only about 2% of primary school teachers and 4% of secondary school teachers participate in peer review activities at least once a month, and as many as 71% of teachers never participate in such activities.

Some statistics that may prove useful for the context in the future, and taken out of TALIS 2018 report are broken down as follows:





- Most Croatian teachers consider that they have a high level of sense of control and autonomy in teaching planning and teaching.
- A high share of Croatian principals has a great responsibility for staffing issues and the distribution of school funds, and a relatively small responsibility in matters related to the selection of subjects to be taught and teaching content and materials.
- Croatian teachers are primarily responsible for related activities in addition to teaching and learning, but play a minor role in issues related to staffing and finance.
- The majority of Croatian principals state that they are involved in various direct and indirect forms of instructional guidance (54-84%), and about half of them states that they are involved in various forms of administrative and systematic running the school.
- Almost all (90%) principals in Croatia and slightly more than half (56%) of principals in the average participating countries believe that the teaching profession is not valued in society.
- In Croatia, more than 10% of teachers work in at least two schools. More than 11% of Croatian teachers work in two schools, while 3% of them work in three or more schools.
- 91% of teachers and 92% of teachers in Croatia are employed indefinitely
- More than a third of teachers under the age of 30 (39%) and 2% of teachers over the age of 50 employed is for a certain time
- 82% of teachers and 84% of teachers in Croatia work full time, with a share of teachers under 30 working part-time significantly higher than the share of teachers of 50 or several years working part-time
- More than 11% of Croatian teachers work in two schools, while 3% of them work in three or more schools
- Most teachers (above 90%) report a high level of sense of control in teaching planning and teaching
- Teachers are primarily responsible for teaching and learning activities, however they play a minor role in staffing and finance issues.





Section 2. Teachers needs and motivations for their career

This section serves to present the finding of surveys launched towards three different target groups – experienced teachers with more than 20 years of working experience, new teachers with less than 5 years of working in profession, and school directors. Survey was structured in 4 main subsection (plus additional section for school directors, dealing with induction programmes at schools), which explore the teacher's perception, satisfaction and motivation about their profession, teacher's initial training at Universities, and induction programmes as well as mentoring. The key motivation was to get a deeper insight into main building blocks of teacher's profession, that is, those elements which affect teacher's personal and professional development. A total of 105 surveys was filled out – by 42 experienced teachers, 51 new teachers, and 12 school directors, covering equally primary and secondary level schools, as well as different geographical specifics, which provided in the end, a solid enough overview of the national level.

Section 2.1 Perception, Satisfaction & Motivation

To start, majority of teachers, both experienced and new ones (88% and 83%), feel empowered to do their jobs, while minority of them disagree with this statement completely (12% and 10%). Similarly, most of experienced teachers and new teachers are committed to their jobs (88% and 86%), and are motivated by their professions (79% and 86%). Some significant differences between these two target groups can't be observed in next set of statements either, starting with the claim that teachers feel integrated and supported by their peers in their daily work and when they have to make some difficult decisions. While 45% experienced teachers agree with this statement, 15% of them disagree, and 40% stayed reserved in this claim. Similarly, 16% of new teachers disagree that they feel supported by their peers, while percentage of ones who agree with this statement is 56%. Thus, it seems, new teachers feel slightly more supported by their peers, than the experienced teachers do. Minor differences can be observed in the fact that the experienced teachers, looking to the future, are happier with being a teacher during all their careers (67%), than the new ones are (61%). Minority of both experienced teachers (9%), and new teachers (19%) do not agree with this claim. First major difference comes through the aspirations of having the opportunity to diversify their teaching career options, embracing other roles rather than teaching while 78% of new teachers would indeed like to diversify their careers, around half of the experienced teachers (53%) agree with this. A total of 17% experienced teachers wouldn't like to embrace other roles rather than teaching (which can be simply explained by the high percentage of job empowerment and commitment), as well as 8% of new teachers. Interestingly enough, the percentage of experienced teachers and new teachers who would like to have the chance to become a mentor for teachers initiating their careers is identical and high – 76%, while slight differences between target groups can be observed in disagreeing with this statement - 9% of experienced teachers and 14% of new teachers wouldn't like to become mentors.

Section 2.2 Initial Teacher Training

Going back to the moment educators started their teaching careers, we asked all three target groups the same set of questions, with the aim of establishing if their Universities have prepared them well enough for their





professions on different levels. Starting with the question if their initial teacher training at university prepared them well for their job at **the didactical-pedagogical level** (e.g. class management, differentiation of learning styles, etc.), similar data was provided by all target groups. A total 33% of experienced teachers do not agree with this statement, while this number is much higher for new teachers – 47%. Furthermore, total 41% of school directors, as they all started their careers as teachers first, also disagree that universities prepared them well for their job at the didactical-pedagogical level. On the opposite spectrum, 31% of experienced teachers, 28% of new teachers and 25% of school directors agree that the universities prepared them well for their job at the didactical-pedagogical level. On the level of preparation considering **the in-depth knowledge of the content of the school subject(s)** they would teach, all three target groups agree to the same extent (around 41%) that they were trained adequately. Similar percentage of experienced and new teachers, however, disagree with this statement (26% and 33%), while 42% of school directors state that their initial teacher training at university did not give them indepth knowledge of the content of the school subject(s) they would teach.

Next three sets of questions through all three target groups have significantly higher negative feedback, as they are based on their preparedness on administrative, emotional, and socio-cultural level. Firstly, when asked if their initial teacher training at university prepared them well for their job at a bureaucratic / administrative level (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc.), 64% of experienced teachers, 82% of new teachers, and 75% of school directors claim that their universities did not prepare them for this aspect. Only 2% of experienced teachers and 8% of new teachers agreed that they were prepared on administrative level, while no school directors agreed with this statement. This negative trend is also, although somewhat lower, reflected in the question if their initial teacher training at university prepared them well for their job at an emotional level (e.g. self-esteem, self-confidence, etc.), a total 29% of experienced teachers, 24% of new teachers, and 50% of school directors agreed with this claim. However, 41% of experienced teachers, 53% of new teachers, and 34% of school directors disagreed that university prepared them for their jobs at emotional level, which makes this area, according to the survey results, one of the most neglected aspects of initial teacher training. The last category we were interested in was if target groups were prepared for their job at the social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.) through their initial teacher training. Only 10% of experienced teachers agree with this claim, while the percentage for other target groups, new teachers and school directors is much higher - 33% and 42%. On the opposite, experienced teachers also disagreed with this claim completely, a total of 38%, which is similar to the percentage of disagreement of new teachers – 43%. On the other hand, only 17% of school directors expressed disagreement with this statement, while significant portion of them (42%) stayed undecided about this area.

To complement this section, we left enough space for the narrative explanations of target groups, which they could answer if they felt the need to expand upon the above offered statements. We asked them in narrative form, to elaborate on what key skills were not taught to them in the initial teacher training, but were relevant for their initial teaching career. Out of total 29 narrative answers provided for this question from the experienced teachers, the most common one deals with absence of practical skills in regards to working with children – 8 answers mentioned these skills, while 5 out of these answers highlight the lack of skills for working with children with special needs specifically. Further 8 answers also mention lack of practical pedagogical skills, and mention how they weren't given pedagogical training they needed, especially in regards to managing pedagogical processes, papers, and documentation, as well as properly evaluating students work. What is more, 9 out of 29





narrative answers point out that they were missing any types of social skills in regards to the communication and cooperation with parents and guardians. Also, necessary skills which were not given to teachers include job-management at the administrative-bureaucracy level (7 answers mention this), as well as legal rights, obligations and guidelines for professional advancement (5 answers). Other answers include lack of concentration on personal skills, including stress management, mental hygiene, communication, and organizational skills.

Similarly, out of total 23 narrative answers provided by the new teachers for this question, the most common one deals with issues regarding school administration and bureaucracy – 14 out of 23 narrative answers mention that their primary training haven't prepared them properly (or not prepared them at all) for administrative component of the profession. The specific components that teachers found lacked in their primary training include: paper work and documentation work, laws and policies, legal rights and obligations of teachers (especially rules for teacher's professional advancement), curriculum adoption and school rules and guidelines. Similarly, 14 out of 23 answers mention that they lacked practical experience in regards to the communication and interaction with students, parents, and colleagues. In this regard, teachers felt that the primary training focused too much on theory, and disregarded practice, especially class management. 2 out of these 14 comments also mention that they lacked emotional and confidence training. Additionally, 8 out of 23 answers highlight the scarcity of didactical-pedagogical training, and too much focus on the subject matter instead of the classroom work, especially disregarding the work with children with special needs. A total of 6 narrative answers provided by school directors can also be taken account here, as they stated that key skills which were missing from initial teacher training are: classroom climate management, work on pedagogical documentation, digital and computer skills, laws and regulations related to education, school functioning, school management, evaluation and grading of students, development and scoring of tests documents such as the annual plan and program.

Section 2.3 Induction Programmes

Next set of questions was concentrated on specificities of the initial years of teaching career, and feedback was asked also from all three target groups. Firstly, we have established that 57% of experienced teachers, 51% of new teachers, and 50% of school principals have received informal support from experienced teachers during the initial stage of their careers. Furthermore, 38% of experienced teachers, 16% of new teachers and 25% of school principals stated that the school(s) where they worked in the first years of their careers, had their induction programme where experienced teachers supported the beginners. All the target groups predominantly agreed that they would have appreciated the opportunity of having participated in a formal induction programme with mentors' support (86% of experienced teachers, 62% of new teachers, and 67% of school directors), and majority of them agreed that the participation in an induction programme with mentor support would have improved their professional performance and social/cultural inclusion at school (84% of experienced teachers, 64% of new teachers, and 75% of school directors).

Second thing we explored here was in regards to the five areas of teachers profession mentioned in the previous chapter, so the question we posed was if participants had access to a formal continuous training programme to promote their induction in the teaching career with:





- Focus on didactical-pedagogical knowledge and skills 39% experienced teachers, 24% new teachers and 42% school directors agreed, while 36% experienced teachers, 35% new teachers and 17% school directors disagreed.
- Focus on updating and/or deepening the content knowledge of the school subject(s) 41% experienced teachers, 26% new teachers and 50% school directors agreed, while 26% experienced teachers, 30% new teachers and 17% school directors disagreed.
- Focus on bureaucratic / administrative skills 26% experienced teachers, 22% new teachers and 8% school directors agreed, while 45% experienced teachers, 41% new teachers and 50% school directors disagreed.
- Focus on the emotional skills 29% experienced teachers, 18% new teachers and 8% school directors agreed, while 40% experienced teachers, 45% new teachers and 50% school directors disagreed.
- Focus on social/cultural skills 31% experienced teachers, 22% new teachers and 17% school directors agreed, while 38% experienced teachers, 41% new teachers and 32% school directors disagreed.

In order to complement this data, we also posed a set of open narrative questions, with the first one asking if target groups can inform us about any type of formal or informal induction practices that were offered to them. Out of total 15 narrative answers provided for this question from the experienced teachers the most usual answers highlight informal help and good will of experience colleagues (5 answers), as well as utilization of professional conferences, workshops and specialized educations (4 answers), such as workshop "Step by step" (Cro. 'Korak po korak') and "Reading and writing for critical thinking" (Cro. 'Čitanje i pisanje za kritičke mišljenje'). A total of 3 answers state that they benefited from the formal state induction programs with the help of mentors, while 6 answers highlight that they were not offered any type of formal nor informal practice and/or had to adjust to the profession on their own. From new teachers' responses, out of total 15 narrative answers provided for this question, the most common answer provided was the national programme - 12 out of 15 narrative respondents had a formal one year professional practice / induction programme with a mentor. The quality of mentors, as well as their motivation and willingness to convey knowledge and communicate was the key component in securing the benefit of the practice for the new teachers. Mentors were crucial for development of all skills related to the profession, including class management and administrative part of the career. With mentors, 4 out of 15 answers mentioned non-formal support of more experienced colleagues, willing to share their experience, and 3 out of 15 answers highlight professional seminars and meetings as a key component in their skill development. A total of 3 out of 15 respondents pointed out that they were not offered any type of formal or informal practice. School directors offered 5 narrative answers; assistance was provided to some through teacher formal state's mentorship/induction programme until taking the professional exam, some were helped by other novice teachers, and some by more experienced colleagues.

Secondly, we asked the target groups, if any types of formal or informal induction practices were offered to them, if they can state what were the most relevant or efficient for them. Out of 15 total answers experienced teachers provided, diverse range of programs and practices include: specialized seminars for teachers, teacher conferences and workshops (5), such as workshops "Step by step" (Cro. 'Korak po korak'), "Reading and writing for critical thinking" (Cro. 'Čitanje i pisanje za kritičke mišljenje') and "Jolly phonics program" (introduction to the English phonetics). A total of 3 answers state that the formal state induction program which includes work with mentors was most important, while other answers include County level gatherings, professional literature, and other non-formal workshops. From next target group, new teachers, out of total 11 narrative answers provided





for this question, 3 answers state that the most important component was experience, expertise and good will of their mentors. Other significant support (3 answers as well) which was important to the new teachers was informal involvement of their older/experienced colleagues who were open to assist them when needed. Other answers include various types of seminars and courses which were offered to them, such as: courses for development of rhetorical skills, workshops for development of critical thinking, seminars on emotional intelligence, and webinars and practical exercises on specific subjects on classroom management, including work with children with special needs. School directors gave a total of 4 narrative answers which greatly varied; some participants formed a nonformal network with other at the time new teachers, while other relied on the assistance of older colleagues. Some, also, underwent one year of internship with a mentor.

Last open question of this section asked the participants any type of formal or informal induction practices was not offered to them, can they explain how did they learn most about the practical aspects of teaching. Out of total 21 answers provided by experienced teachers, 11 of the respondents got the help and assistance in a nonformal fashion, from experienced colleagues. A total of 7 respondents highlighted that they had to learn independently and alone, while in the same context, a phrase of "trial and error" appears in 7 different answers. Improvisation is included in 2 answers, while the relying on professional literature and articles as well as the Internet is included in 6 of them. Similarly, out of total 14 narrative answers provided for this question by new teachers, the most common answer offered was that the teachers had to rely on their own experience – 10 out of 14 narrative respondents were completely or partially left to overcome practical obstacles of the profession alone and independently, through the method of "trial and error" (3 respondents used that exact same phrase, while 1 respondent, interestingly, used the phrase "baptism by fire"). 5 out of 14 answers mentioned the assistance of older colleagues, and exchange of experiences and good practices with them, while 1 answer mentioned volunteering in extracurricular activities, as well as attendance of professional seminars.

Next, inquiring about the perception of the relevance of a formal induction programme, we offered participants 4 different definitions of "induction", and asked them to select the one that better fits their understanding of "induction".

- Most of the experienced teachers (48%) and new teachers (53%) chose next definition:
 - "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"
- Most of the school directors (50%) chose next definition:
 - "[Induction] allows teachers, to observe their peers, be observed by them 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."

What is more, all the target groups agreed in majority that formal induction programmes are needed to motivate teachers at the beginner level (83% of experienced teachers, 78% of new teachers, and 92% of school directors), and they all agred that formal induction programmes are needed for the reinforcement of competences on the job (93% of experienced teachers, 92% of new teachers, and 100% of school directors). This high prevalence





of agreement (95% combined) across all the target groups should be noted, as it is a rarity that any questions asked, offered such an unanimous response.

Considering the duration of a formal teachers' induction programme both experienced teachers (48%) and new teachers (57%) agree the most that the programme should last 1 school year, with 3/4 hours per week devoted to induction activities. School directors, however, agreed in majority (67%) that the programme should last 2 school years (while also maintaining weekly load of 3/4 hours of activities. Considering, the type of practices and activities a formal teacher induction programme should have to rely, target groups were given a list of examples, from which we extracted top 5 for each target group, which received the highest percentages of agreement. Both experienced and new teachers have chosen the same four examples, these being:

- Assisting classes of experienced teachers of the same subject(s) (92% agreed by the experience teachers, 86% agreed by the new teachers);
- An experienced teacher of the same subject(s)assisting their classes (90% agreed by the experience teachers, 90% agreed by the new teachers);
- Regular 1:1 meetings with a mentor to discuss observed classes (100% agreed by the experience teachers, 92% agreed by the new teachers);
- Participate in workshops provided by other experienced teachers (100% agreed by the experience teachers, 84% agreed by the new teachers).

The fifth example chosen by these two target groups was different, while the experienced teachers chose 'regular group meetings with teachers initiating their careers to exchange experiences and practices' (95% of agreement), new teachers chose 'being involved in a network of teachers' (76% of agreement). Interestingly, we asked the target group of school directors the same question, and all the examples chosen by experienced and new teachers were also chosen by school directors, and that with the complete rate of 100% agreement.

Next, as a formal teachers' induction programme should have to cover multiple areas of the teachers' profession: didactical-pedagogical area, subject(s) area, bureaucratic/administrative area, emotional area and social/cultural area, we offered all target groups different examples to rate to what degree they agree these examples should be included. For didactical-pedagogical area, all examples provided had a significantly high rate of agreements (averaging around 95% across all target groups), and these examples were:

- Managing curricula
- Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation
- Student's evaluation: continuous learning assessment
- Adapting classes and evaluation to students different learning styles
- Strategies to improve and keep alive students' motivation
- Strategies to engage less participative students
- Preparing appealing educational resources, exercises, and other support materials
- Managing group/collaborative work in the classroom
- Dealing with students lacking discipline in the classroom
- Dealing with problematic behavior students
- Dealing with students with special learning needs and/or disabilities





Dealing with students with diverse cultural background

For the target group of experienced teachers, the lowest level of agreement from these examples was received by the example "Dealing with students with diverse cultural background", which received, nonetheless, a high level of agreement, a total of 88%. All other examples got percentages above 90%, with average score being 95%. For new teachers, the lowest example was "Managing curricula" (84%), while all the rest examples score above 90% also, average weight being 95%, same as with the experienced teachers. For school directors, the only example that didn't receive a 100% agreement, was the example of "Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation", which received 92%, while the rest of examples scored the highest possible percentage.

Next area for which examples were provided to be rated, was the subject area. Examples which were provided were:

- What can I take from other subjective areas that is useful for my classes
- Identifying and promote competences 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

For experienced teachers, all examples scored above 90% of agreement individually, with the average score being 94%. For new teachers, the average score of all combined examples was 85%, which can be explained by discrepancy between examples rating — examples "What can I take from other subjective areas that is useful for my classes" and "Integrating the school strategies during the curriculum implementation" received 82% and 88% of agreements, while other examples were rated above 90%. Similarly, while the average rate of combined score for school directors is 88%, the lowest category "Integrating the school strategies during the curriculum implementation" received 75% of agreement, while "Updating my knowledge with the most recent advances with regards to the content of the school subject(s) I teach" scored 100%.

Considering the bureaucratic and administrative area, next examples were provided for consideration:

- Legislation and legal aspects related to the teaching profession
- School administrative procedures
- Class management administrative procedures
- Duties and rights (legal)
- Career development information

For experienced teachers, an average total score of agreement was 79,8%, with the lowest scored example being "Legislation and legal aspects related to the teaching profession" (76%), and the highest scored being "Class management administrative procedures" (88%). For new teachers, an average total score of agreement was slightly higher than from experienced teachers, at 87,6%. The lowest scored example for the new teachers was also "Legislation and legal aspects related to the teaching profession" (84%), and the highest scored example was the same as for experienced teachers also "Class management administrative procedures" (92%).





For the target group of school directors, the averaged score for all examples combined was similar to the one of experienced teachers (81,8%), but the lowest and highest rated examples are opposite to the ones chosen by the other target groups. For school directors, the highest scored example was "Legislation and legal aspects related to the teaching profession" (92%), and the lowest scored example was "Class management administrative procedures" (67%).

Considering the emotional area, all the offered examples scored extremely high with all the target groups, with the combined average of all rates of agreement being: 96,8% for experienced teachers, 95,8% for new teachers, and 98,4% for school directors. The lowest rate of agreements for an individual example was 93%, and the examples provided were as follows:

- Self-confidence
- Conciliation between professional and personal life
- Dealing with fears and insecurities related with students misbehaviour
- Dealing with fear to deal with families (parents and guardians)
- Dealing with fears and insecurities related with working with peers and school leaders

As we can see from the averaged score, all five above provided examples were deemed as highly relevant to be included for the emotional area of the programme, which is something that all three target groups recognized unanimously.

The last area for which examples were provided to be rated, was the socio-cultural area. Examples which were provided were:

- Know-how to act according to the values and principles of the teachers profession
- Know-how to manage the curricula, planning the work and the key learning outcomes
- Assimilate the school culture
- Knowing the school code of conduct
- Interacting with peers
- Interacting with parents
- Interacting with students
- Interacting with local school authorities and other external stakeholders
- Dealing with students with diverse cultural background

For experienced teachers, the average combined score of agreement was 94,1%, while for the new teachers was 90,7% and for school directors 95,3%. Although most of the examples across all three target groups scored well above 85% average, mostly above 90% margin, the example "Interacting with local school authorities and other external stakeholders" scored the lowest level of agreement across all target groups, that is: 81% from experienced teachers, 82% for new teachers, and 84% for school directors. Still, it is important to note that this is still very high percentage of agreement on its own.





Section 2.4 Mentoring

Switching to the peer-mentor activities and the role of experienced teachers next part of surveys was designed more in depth the role of mentors and mentoring programmes. Firstly, we asked all three target groups to choose from 4 possible definitions the one that better fits their understanding of "mentoring". All target groups selected the same definition most often (45% of experienced teachers, 47% of new teachers, and 50% of school directors):

"Mentoring 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."

What is more, the second most often selected definition was also identical across all target groups (40% of experienced teachers, 37% of new teachers, and 42% of school directors):

"[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."

When asked about their perception about the relevance of the key features of a formal induction programme for teachers initiating their careers, most experienced teachers (88%), new teachers (80%) and school directors (92%) agreed that a formal induction programme should rely on peer-mentor activities with experienced teachers, and all the participants agreed (100% across all target groups) that the teaching career should provide experienced teachers (more than 20 years of experience) the opportunity to become mentors of their peers initiating their careers. When asked further if an experienced teacher should become a full-time mentor or a balance between teaching time and time for mentoring time should be achieved, almost all of the participants opted for the balance between teaching time and time for mentoring. Across all three target groups, the most often chosen opinion was that the mentor should dedicate around 25% of his/her time to mentoring activities (37% of experienced teachers, 43% of new teachers and 58% of school directors), while the second closely chosen option was that the mentor should dedicate around 50% of his/her time to mentoring activities (34% of experienced teachers, 41% of new teachers and 42% of school directors). Further, opinions were divided when asked if the mentor should be an experienced teacher from the same school or school cluster. While 64% of experienced teachers, 53% of new teachers and 36% of school directors agreed with this claim, 36% of experienced teachers, 47% of new teachers and 64% disagreed.

Considering the desired profile of a mentor, we offered the list of skills and competences to all three target groups, and asked them if, and to what measure, they agree these skills and competences are important - which ones are the most relevant. As almost all listed items were agreed with to the highest percentage, and as we offered them different scales of options to "agree" and "totally agree", for this section, we selected only those skills which reached a total 100% of agreement — only those on which all participants agreed that they were relevant. Skills bellow are further ranked by the ratio of "totally agree" and "agree" responses, prioritising the first ones. Thus, for the target group of experienced teachers, these are the skills and competences that have reached the mark of 100% agreement:





- Professional experience in teaching and learning fields (rate of "total agreement" 67%)
- Knowledge about the teaching subject in which provides mentoring (rate of "total agreement" 64%)
- Willingness to invest the necessary time to support mentees (rate of "total agreement" 64%)
- Value lifelong learning and continuous professional development (rate of "total agreement" 64%)
- Ability to share experience and expertise (rate of "total agreement" 64%)

For the target group of new teachers, skills and competences that have reached the mark of 100% agreement are next:

- Ability to provide concrete and constructive feedback (rate of "total agreement" 76%)
- Ability to respect different perspectives and positioning (rate of "total agreement" 76%)
- Willingness to invest the necessary time to support mentees (rate of "total agreement" 75%)
- Ability to overcome challenges and solve problems (rate of "total agreement" 71%)
- Ability to motivate me to accomplish the goals defined (rate of "total agreement" 67%)

For the target group of school directors, skills and competences that have reached the mark of 100% agreement are next:

- Value lifelong learning and continuous professional development (rate of "total agreement" 83%)
- Professional experience in teaching and learning fields (rate of "total agreement" 67%)
- Ability to actively listen and communicate effectively with me (rate of "total agreement" 67%)
- Ability to share experience and expertise (rate of "total agreement" 67%)
- Ability to respect different perspectives and positioning (rate of "total agreement" 67%)
- Ability to provide concrete and constructive feedback (rate of "total agreement" 67%)
- Ability to overcome challenges and solve problems (rate of "total agreement" 67%)
- Ability to work in a team and embrace collaborative cooperation (rate of "total agreement" 67%)

Observing the data above, we could highlight the different preferences of the target groups of experienced teachers – potential and current mentors, and new teachers – potential and current mentees. The skills and competences which both groups marked as the most relevant ones are different, with only one ability "Willingness to invest the necessary time to support mentees" could be marked as the most relevant by both groups.

Similarly, on the next question, instead of marking different rates between disagreement and agreement, we offered all target groups a list of experiences and competences, and asked them to identify and mark only 6 of them, for which they think that are the most relevant in a mentor. For experienced teachers, next experiences and competences were most often identified:

- Knowledge about the teaching subject in which provides mentoring (11%)
- Professional experience in teaching and learning fields (11%)
- Ability to share experience and expertise (9%)
- Domain of didactical-pedagogical strategies and practices (7%)
- Willingness to invest the necessary time to support mentees (7%)





- Value lifelong learning and continuous professional development (7%)
- Ability to actively listen and communicate effectively with me (7%)

Target group of new teachers mostly picked next competences:

- Knowledge about the teaching subject in which provides mentoring (12%)
- Domain of didactical-pedagogical strategies and practices (10%)
- Professional experience in teaching and learning fields (10%)
- Ability to share experience and expertise (10%)
- High interest in being mentor and supporting mentees (9%)
- Ability to provide concrete and constructive feedback (7%)

Lastly, target group of school directors mostly picked next competences:

- Knowledge about the teaching subject in which provides mentoring (13%)
- Professional experience in teaching and learning fields (11%)
- Willingness to invest the necessary time to support mentees (11%)
- Value lifelong learning and continuous professional development (9%)
- Domain of didactical-pedagogical strategies and practices (8%)
- Ability to actively listen and communicate effectively with me (7%)
- Ability to share experience and expertise (7%)

If we observe and compare the results from all three target groups, we will notice that the competence that is at the top of all three lists is the same, and that is knowledge about the teaching subject in which provides mentoring. Other competences picked by all the groups are: professional experience in teaching and learning fields, ability to share experience and expertise and domain of didactical-pedagogical strategies and practices.

Looking closely at the active mentorship and the complete process, next set of questions was only served to the target group of experienced teachers. During their professional life, 74% of experienced teachers who participated in the survey stated that they had the opportunity to be a mentor to a new colleague. Asked in an open question to describe this process, 8 experienced teachers provided further feedback. Out of 8 total answers, most of them quite short, 4 respondents stated that mentorship is a reciprocal relationship in which experienced colleague also benefits. All 4 respondents marked their mentoring experience as strongly positive. A total of 3 respondents just stated that mentorship is challenging, as well as that the difficulty of the process depends on the motivation of the mentor. The only answer that outlined the process of mentorship is as follows: for the subject of Art Culture, mentor and mentee would choose the teaching unit or lesson which mentored teacher should prepare for their class. Together, they would choose proper methodology or techniques for the selected lesson. Before the class implementation, mentor would go through several meetings and/or consultations with the mentored, after which mentored teacher would hold his/her class, under supervision of mentor. After the class was held, they would both go over a detailed evaluation and assessment of what was done.





Although 74% of experienced teachers stated that they had the opportunity to be a mentor to a new colleague, only 21% confirmed that they did benefit from formal or non-formal training to be a mentor. When asked to explain these processes, all mentioned different kinds of seminars and professional conferences. One answer mentions the utilization of different webinars (organized by Croatian network CARNET and Education and Teacher Training Agency), and one mentions specifically CARNET's digital system Loomen, which is an online network tool for learning management - an programming tool for creation and publication of e-classes. Nonetheless, although only 21% benefited from formal or non-formal training to be a mentor, not one surveyed teachers, when asked if they feel capable of mentoring a new teacher during an induction programme, did not answer negatively. A total of 71% experienced teachers stated that they feel capable of mentoring a new teacher, 19% of them confirmed that they would feel capable, but only if they received training, and the rest of them, 10%, stated that maybe they would feel capable. Main motivation for mentoring for more of half of experienced teachers (54%) would be the possibility of sharing their knowledge and experience with teachers initiating their career. As this was a closed question, with multiple options between which experienced teachers had to choose only two, besides the above mention motivation of transferring knowledge, two other most common responses (both chosen by 15% of experienced teachers) were the opportunity to diversify their teaching careers (but keeping partially their teaching responsibilities) and financial benefit.

The last thing we asked of experienced teachers is to imagine that if they would have the opportunity of being a mentor of new/recent teachers in their school and of attending and participating in formal mentoring training – what would they need to know or have, to feel prepared to be a mentor. We gave them an extended list, asking to agree or disagree in various levels with the needs and options provided. In teachers perspective, a set of next items had the highest rating of approval to be included in the training:

- Instruments for observing classes and the type of feedback used by mentors (98%)
- Understand the needs and specificities of working with beginning teachers (97%)
- The mentor in a mentoring (relationship): competences, characteristics and experience (95%)
- How to establish and maintain a mentoring relationship (93%)
- Examples of good practices (93%)
- Prepare a plan for developing your work as a mentor (93%)
- Access to strategies and tools to be used for effective mentoring relationships (91%)
- Access to documents and supports to be used during a mentoring process (91%)

Section 2.5 Induction Programmes at the School (applicable to school leaders)

The last set of short questions in the survey was directed towards school directors only, and concerned the specificalities of induction programmes at school. Firstly, a total of 67% schools that surveyed directors represented have (or ever had) induction programmes based on mentoring activities to support the professional development of new/recent teachers. All school directors agreed that the schools they represent would benefit or potentially benefit from having induction programmes.





Next, to conclude, we offered them a set of potential reasons why the schools could benefit from having induction programmes, and asked them to identify their level of agreement related to the following statements. Out of 9 offered choices, all of them had the approval rate of 97% average, meaning that almost all school directors agreed that all of them could benefit their institutions. Statements are presented as follows, with the ration between "agreement" and "total agreement" presented in the brackets:

- Increase the quality of the education and learning provided by the school (with 25% agreement rate and 75% absolute agreement rate 100% in total)
- Promote the lifelong learning culture in the school (with 33% agreement rate and 67% absolute agreement rate 100% in total)
- Build/reinforce the vision of the school as a learning organization (with 58% agreement rate and 42% absolute agreement rate 100% in total)
- Increase the attractiveness of the school to potential professionals (new and experienced) (with 67% agreement rate and 33% absolute agreement rate 100% in total)
- Promote the knowledge about the activities taking place in the school and their impact on the school's results (with 67% agreement rate and 33% absolute agreement rate – 100% in total)
- Higher motivation of experienced teachers and engagement in the school's activities (with 75% agreement rate and 25% absolute agreement rate 100% in total)
- Better integration and engagement of new/recent teachers in the school setting and team (with 50% agreement rate and 42% absolute agreement rate 92% in total)
- Potentiate the sharing and retention of knowledge among peers (with 75% agreement rate and 17% absolute agreement rate 92% in total)
- Higher motivation of all teachers to work in a team (with 58% agreement rate and 33% absolute agreement rate 91% in total)

Section 2.6 Conclusion to the section

Majority of teachers feel empowered to do their jobs and are motivated by their professions. Teachers mostly feel integrated and supported by their peers in their daily work and when they have to make some difficult decisions. Minor differences can be observed in the fact that the experienced teachers, looking to the future, are happier with being a teacher during all their careers (67%), than the new ones are (61%). First major difference comes through the aspirations of having the opportunity to diversify their teaching career options, embracing other roles rather than teaching – while 78% of new teachers would indeed like to diversify their careers, around half of the experienced teachers (53%) agree with this.

Going back to the moment educators started their teaching careers, Universities did not prepare teachers well enough for their professions on different levels, especially on administrative, emotional, and socio-cultural level. Absence of practical skills in regards to working with children, as well as lack of practical pedagogical skills, is one of the main issues here. The specific components that teachers found lacked in their primary training





include: paper work and documentation work, laws and policies, legal rights and obligations of teachers (especially rules for teacher's professional advancement), curriculum adoption and school rules and guidelines. Also, they lacked practical experience in regards to the communication and interaction with students, parents, and colleagues. In this regard, teachers felt that the primary training focused too much on theory, and disregarded practice, especially class management.

In regards of the initial years of teaching career, 57% of experienced teachers, 51% of new teachers, and 50% of school principals have received informal support from experienced teachers during the initial stage of their careers. Furthermore, 38% of experienced teachers, 16% of new teachers and 25% of school principals stated that the school(s) where they worked in the first years of their careers, had their induction programme where experienced teachers supported the beginners. All the target groups predominantly agreed that they would have appreciated the opportunity of having participated in a formal induction programme with mentors' support, and majority of them agreed that the participation in an induction programme with mentor support would have improved their professional performance and social/cultural inclusion at school. All the target also groups agreed in majority that formal induction programmes are needed to motivate teachers at the beginner level, and they all agreed that formal induction programmes are needed for the reinforcement of competences on the job. This high prevalence of agreement (95% combined) across all the target groups should be noted, as it is a rarity that any questions asked, offered such a unanimous response.

Considering the duration and structure of induction programme, both experienced teachers and new teachers mostly agree that the programme should last 1 school year, with 3/4 hours per week devoted to induction activities. School directors, however, agreed in majority that the programme should last 2 school years (while also maintaining weekly load of 3/4 hours of activities. Considering the type of practices and activities a formal teacher induction programme should have to rely, the priority should be next activities: new teachers assisting classes of experienced teachers of the same subject(s), an experienced teacher of the same subject(s) assisting classes of new teachers, regular 1:1 meetings of new teachers with a mentor to discuss observed classes, and participation in workshops provided by other experienced teachers. Also, important activities should be regular group meetings with teachers initiating their careers to exchange experiences and practices and involvement in a network of teachers.

Switching to the peer-mentor activities and the role of experienced teachers next, the most common definition of mentoring should be that it 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." A formal induction programme should indeed rely on peer-mentor activities with experienced teachers, and the teaching career should provide experienced teachers (more than 20 years of experience) the opportunity to become mentors of their peers initiating their careers. Mentors should balance between teaching time and time for mentoring, dedicating around 25% of his/her time to mentoring activities. The main competence of a mentor should be knowledge about the teaching subject in which he/she provides mentoring, as well as professional experience in teaching and learning fields, ability to share experience and expertise and domain of didactical-pedagogical strategies and practices.

Although most of the experienced teachers stated had the opportunity to become a mentor to a new colleague, only one fifth confirmed that they did benefit from formal or non-formal training to be a mentor.





Nonetheless, although only 21% benefited from formal or non-formal training to be a mentor, a total of 71% experienced teachers stated that they feel capable of mentoring a new teacher, 19% of them confirmed that they would feel capable, but only if they received training, and the rest of them, 10%, stated that maybe they would feel capable. Main motivation for mentoring for more of half of experienced teachers would be the possibility of sharing their knowledge and experience with teachers initiating their career. Two other most common responses for motivation (both chosen by 15% of experienced teachers) were the opportunity to diversify their teaching careers (but keeping partially their teaching responsibilities) and financial benefit.

If they would have the opportunity of being a mentor of new/recent teachers in their school, teachers highlighted a set of skills and tools they would need to be included in formal mentoring training. These are, among others: instruments for observing classes and the type of feedback used by mentors, understanding of the needs and specificities of working with beginning teachers, examples of good practices, access to strategies and tools to be used for effective mentoring relationships, and access to documents and supports to be used during a mentoring process.





Section 3. Main features of formal induction and mentoring programmes

This section presents the findings of the interviews and of the national focus groups conducted on the sample of Croatian teachers and school directors; for the interviews, every participant was asked a set of prepared questions, which varied slightly, adjusted to the specifics of the target groups we were interested in. As interviews concentrated on qualitative content, not quantitative, and narrative feedback was the main component of it, this analysis too, presents a qualitative representation of target groups interviewed. These target groups were: 2 school directors, 3 experienced teachers (with 20 years of professional experience), and 3 new teachers who had just begun their professional careers (with up to, but no more, than 5 years of experience). As well as keeping in mind various levels of professional experience, taken into consideration was the size of and level of educational institutions participants worked in, together with geographical placement of the school. This was done in order to establish a heterogeneous sample, and to cover all aspects of issues that may differ in accordance to localities of the schools. Thus, equally represented were both primary schools and high-schools (gymnasiums and vocational schools alike), and different geographical areas of Croatia, including: Dubrovnik-Neretva County, Split-Dalmatia County, Virovitica-Podravina County, Osijek-Baranja County, Zadar County, and Zagreb - bigger urban environment and smaller rural areas were taken into consideration equally. Similarly, considering the purpose and content of activities tied to the focus groups, we worked with the sample of 11 teacher - 7 of them being experienced teachers of more than 20 years of professional experience, and 4 of them being new teachers, with less than 5 years of working experience. Focus groups were targeted towards the same part of questions as interviews, and served to corroborate further the main conclusions of the interviews. They discussed the profile of teachers who are mentors, as well as the set of possible activities to be integrated in the induction programme and the set of competences possibility related to the desirable profile of a mentor. Next subsections will then, merge findings of both interviews and focus groups.

Section 3.1 Induction Programmes

Firstly, to establish the need and the content depth of induction programmes, it is necessary to explore what potential inductees need from it. These needs equally arise both from the real challenges presented in the new environment teachers find themselves in, as well as their level of preparation when entering the same environment. Thus, first question that we ask here is do new teachers experience reality shock when starting their profession, and does the University or hosting school prepare new teachers for this entry, and accompany them with tools and skills to mitigate the impact of the reality shock? Interviewed new teachers all agreed that there was, indeed, a reality shock, and that their Universities did not prepare them well for this entry. To expand on this, by participants' experience, Universities didn't provide them with necessary tools nor strategies to mitigate this shock, and they lacked key methodological insights into their profession, psychology of children and structure of classes dedicated to students, not only to school subject. In opinion of new teachers which were interviewed, they were left alone to deal with all the steps necessary to function in a school environment. They all agreed that the only thing that the University has given to them was the basic theoretical knowledge about the subject they





had to teach, without practical applicability. All the necessary pedagogic tools and methods to convey the knowledge about the school subjects – new teachers were forced to discover only after they already started working as teachers. What is more, when asked which of the key five areas (didactical-pedagogical, school subject, bureaucratic/administrative, emotional and social-cultural levels) they considered that were underrepresented in the initial teaches training and thus in need for some additional training, new teachers stated that only the area of school subject was represented adequately, and to some extension and in only some of Universities, didactical-pedagogical (but only theoretically). Rest of the areas were heavily underrepresented, on this all participants agreed, one teacher stating that emotional area was completely neglected, and second teacher highlighting that administrative area was not represented well, and emotional and social-cultural levels were not represented at all. The third teacher, also stating that the only area sufficiently represented was one dealing with school subjects, concluded how didactical-pedagogical area was not represented well — University classes which were dedicated to this area were taken for granted and only transferred empty theoretical form, with no knowledge that can be applied in practical real situations — they failed to show them how to work with students and how to manage classroom.

To corroborate this notion, we asked experienced teachers what are the main needs and challenges that new teachers experience, and what are the elements that make it most difficult to support new teachers. Same as new teachers stated, all experienced teachers highlighted the observation that Universities do not prepare new teachers to work in schools. One of the experienced participants expanded, saying that the main challenge is the fear new teachers experience when they are pushed into the new surroundings. It is hard to adapt to the school environment and establish any sort of authority in the classroom. They even sometimes experience the fear of their colleagues - they do not receive enough support from their new working environment. The needs that the new teachers lack, and are at the same time elements that make it the most difficult, is not enough experience and knowledge gathered before starting to work. They weren't trained properly to communicate with parents and students, they weren't given tools and knowledge how to handle bureaucracy and administration. Not enough practical work results in an inadequate preparation for real classroom, which can be solved with proper education focusing on above lacking elements. Similarly, other experienced teachers which we interviewed supported the observation that the main challenges (and consequently, needs) regard the practical aspect of the profession new teachers are not prepared for the administrative load that awaits them, nor are they trained to work and communicate with student or their parents, which has become very difficult and challenging. Once again, the element that makes it the most difficult is inadequate training received by University. Class management and planning, administrative requirements, teacher's legal obligations and rights, all this can be too much to handle at the beginning of profession, without adequate training. Special care should be directed towards relationship between new teachers and parents, as the first ones are not enough protected and may encounter difficulties in communication with parents. This should, in their words, be a priority - how to support teachers in their professional actualization, how to handle the pressure of parents and their environment, how to communicate and cooperate with colleagues and principals, and in the end, how to handle administrative and legal aspects of the profession.





The same question, what are the main needs and challenges that new teachers experience, and what are the elements that make it most difficult to support new teachers, was asked to the school directors, which started their professional careers as teachers as well. School directors agreed that Universities do not prepare new teachers well enough to work in schools, and, consequently, the proper period for a new teacher to be adapted in a school environment lasts much longer than a year. Current formal state's induction programme that new teachers have to pass is no more than a formality. The real challenge is on the school – it has to accept the new teacher, as a colleague and as a friend, and give him enough time to adjust. This adjustment should be done gradually, as new teachers are usually just tossed into the fire, without proper support. School directors see a solution through the collective – schools should support their teachers; the role of the school director here is to build and strengthen that collective, through interpersonal relationships and mutual cooperation, thus, creating a firm basis on which new teachers can rely. New teachers can be supported more closely and precisely through this collegial collective, with the help of experienced teachers and school pedagogues, which allows them to feel secure enough in taking their time to develop and professionally grow.

To corroborate on this notion, the participants in focus groups highlighted these challenges as well, they also emphasized that neither the Universities nor the induction programs for teachers have prepared them well for entering in school class, especially for the areas of administrative, emotional and social/cultural area. The focus group went further in highlighting the most important part of these five areas, as we attempted to identify the most relevant content for each one of these areas. What is currently lacking, and what is specific content for every area is next: for the didactical-pedagogical area, programmes should focus more on preparing better programs for working with gifted children as well as with children with special needs, developing tools for practical monitoring and evaluation of students and organizing activities in which the teacher can engage in peer evaluation and self-evaluation. Focus should also be placed on methodical adaptation of the content of the subject to the students in a certain type of class. For bureaucratic and administrative area, training should be directed more towards maintaining mandatory pedagogical documentation and creating new quality work methods for individual school subjects. As emotional area seems to be the one which is most neglected, it should deal more with motivation and encouragement of teachers for further improvement and advancement, adaptation to some topics from their school subject to school class, facing fear in working with children (especially with children with special needs and gifted children), as well as practical workshops, activities and training which will help teachers to deal with when certain emotionally difficult situations occur.

Next, both experienced teachers and new teachers were asked if they benefited from any non-formal or formal induction programme, and if they did, to share their experience. All of participants indeed went through the obligatory state's formal induction programme, which assigned them a mentor to work with for a year, before passing professional teacher's exam. Experiences greatly varied, and it seems that it all depended on the assigned mentor, not on the formal structure of the process. Thus, one experienced teacher stated that although she went through the formal state's induction programme, she did not benefit from it - she couldn't rely on the help of the mentor which was assigned to her, so she was forced to assimilate to the school surroundings on her own. Other experienced teachers stated that they were lucky enough as they were assigned good mentors with rich experience, and most importantly, mentors who were willing to work with the properly, and help them overcome





that initial shock, by assisting them in required aspects of the profession, from methodology to class management. Similarly, although all new teachers also passed through the formal induction programme, one of them did not benefit from it - his induction was formality throughout the year he had it, and he was most of the time alone, although he was free to ask both his mentor and his older colleagues anything he wanted. Other new teachers had more positive experience, as mentors helped them to adapt to school environment more easily – from class management to teaching and methodology. On the other hand, however, one participants stated that he wasn't given any support in other senses, such as emotional or socio-cultural aspects, in which he was left completely alone and neglected, and one other participant highlighted the importance of attending expert meetings, conferences and seminars for teachers, as a way of helping her adapt more easily, but the issue was that seminars overlapped with her classes, and her school didn't allow her to reschedule a few of her classes so she can complete those seminars.

Consequentially, after discussing challenges, and highlighting obstacles and difficulties, we asked the new teachers what can be improved in the process of integration of new teachers into the teaching career, and in what kind of activities would they like the most, as beginners, to be involved in? Firstly, on a structural level, effort has to be made to secure proper conditions so that a mentor can adequately dedicate his/her time to its mentee. For example, as sometimes experienced teachers see opportunity to become a mentor only as an additional burden which should be avoided, if they are offered a reduced class workload, instead of additional responsibility on top of class work, more teachers would be inclined to become mentors. Thus, role of mentors should be restructured in a way which will secure positive and constructive relationship between them and mentees. Also, supporting staff could play a vital role in welcoming new teachers, school psychologists and pedagogues should be included in induction directly, or at least call a new teacher in for sessions in which they can explain them what to expect of their profession, and prepare them for all difficulties that usually await. Collegial environment of teachers should be more approachable, as this area is important for emotional stability. Secondly, more opportunities for additional and continuous education of teachers should be provided, in a shape of conferences and workshops. These workshops should not be general, but deal with specific concrete issues and themes, which can be found in practical environment. An emphasis should be placed in work and practice on real concrete situations and problems that one can encounter in teacher's profession. There's too much hypothetical knowledge that is not useful in real school environment. This work should include individual conversations and emotionality, and should concentrate more on social context and how to build relationships with children. The most difficult situations one of new teachers experienced so far in his profession, regarded handling children in difficult situations, so, process of integration of new teachers should focus more on practical work with children – how to approach them, how to react in critical and unpredictable situations, how to handle children reacting to other children negatively, etc. New teachers agreed that they would like the most to be involved in additional/specialized educations, practical workshops that work with real problems, such as class situations reconstructions, or scenario exercises.

To conclude this part of inquiry, we asked all of the target groups if they knew any induction practice or initiative that they would like to share. Interestingly enough, no participant had ever heard or knew about any other induction practice, that the one they passed through, which is formal state's induction programme (although





one of participants did mention the European platform of e-Twinning as a good way to attend and benefit from webinars and workshops available there).

To confirm on the statistics gathered through the surveys, in which most of the teachers surveyed agreed that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week, we also asked all the target groups their opinion on this, with answers somewhat varying. For instance, from experienced teachers, two agreed one year with weekly activities of 3h/4h should be enough, while one stated that for primary level of education, induction programme should last 4 years, with 1h/2h per week being sufficient. Similarly, two new teachers agreed that with quality mentor, one year and 1h/2h should be enough, while one stated that one year is too short of a period, and that a two year induction programme, with 1h/2h activities on a weekly basis should be enough. Interviewed school directors agreed that one year is too short, and that new teachers couldn't possibly be completely independent after that short of a period. Two years, with 2h per week should suffice, and if programme lasts only a year, then weekly workload should be heavier, at least 3h/4h.

Section 3.2 Mentoring

To explore the other side of the induction process, we will concentrate in this subsection on the second important actors — mentors. As mentorship, as we saw in previous sections, can be defined as "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", it is equally important to concentrate at this moment on teachers who provide guidance to the new ones. The most important target groups for this section would be, thus, experienced teachers. Out of the participants we interviewed, one had never got an opportunity to be a mentor so far (although she is willing to be in future), and two experienced teachers already mentored new colleagues. They both agree that process is highly individual, and depends not only on the mentor, but equally on the mentee, and that the practices greatly vary from person to person. They further noted that younger generations sometimes have a false sense of confidence coming into the classroom, followed by the reality shock and realization that the University did not prepare them properly for the profession.

Concentrating at this point on the structure of mentoring work, we asked both experienced teachers, as well as school principals should an experienced teacher become a full-time mentor or a balance between working time and time for mentoring. All the participants unanimously agreed that potential mentors should not be excluded from the classroom work, they should retain his/her teaching position, and a balance between mentoring and teaching is necessary, as mentor should be a good teacher first, and remain one, during the course of his/her mentoring. Thus, mentors should definitely achieve balance between working time and time for mentoring, which could be achieved by lowering the work load in the class, so mentors can spare enough quality time for his/her mentoring activities.

Next, we asked both the experienced teachers and school directors what challenges do they preview a mentor will need to overcome and why, and although answers varied to the point, they all complemented each other. School directors recognize that there are plenty of challenges mentors face. Firstly, the issue of the system





is how to recognize excellence in mentors, how to evaluate their efforts, and how to highlight the significant contribution of their role to the complete system, which was highlighted further through the focus groups as well. Secondly, on interpersonal level, challenge to the mentor may present his/her relationship with mentee – as mentors at the same time have to be authority figures, professional experts, and friends. New teachers that enter the school environment are usually unprepared to handle the complete scope of the profession, and mentors have to demystify all the issues that may arise from that state, from working with kids to general communication in school environment. From the perspective of school subject handling, which is especially important for vocational schools, one of the main challenges is that the technologies are rapidly developing and constantly changing. Mentors and new teachers alike need to constantly refresh and keep their skills updated. Similarly, experienced teachers agreed that working in school requires constant development and constant learning and adapting to new methods and situations. One of the other biggest challenges is also the heavy responsibility placed on the mentor, mentors are in a sense unprotected and encounter bureaucratic obstacles and too much paper-work and administrative requirements. This should be reorganized that for easier approach and handling as they carry out too much responsibility right now. On pedagogical level, it is quite difficult to adapt to various profiles of mentees, as mentors might come upon a intrinsically very motivated person, or they can come upon an indifferent one, which they then need to motivate enough to love their profession. Connected to that, and from epistemological point of view, challenge also can present itself in how to properly transfer your knowledge and experience to someone, as well as how to understand that methods which work for you, may not work for that person – mentors have to accept different opinions and properly guide mentees in the right direction.

We asked experienced teachers also to expand on the role of the mentors by highlighting the most important characteristics a mentor should have, and what would be/is their personal motivation to be/for being mentor. All participants agree that a good mentor should be a good teacher, before anything else, a highly professional educator with a lot experience. Other characteristics, which all participants mentioned are empathy, patience, and tolerance. Good mentor should also have an ability to transfer knowledge, cooperative, and an active listener. Similarly, participants in focus groups underlined the same values, especially the capacity to transfer knowledge and experience.

For the question about the motivation of becoming a mentor, we asked also school directors to expand on this and, what is interesting, all participants of both target groups highlighted firstly an intrinsic motivation (duty, even) of helping to shape a young teacher on its career path and satisfaction of observing someone become a good teacher. Being a teacher is a calling, they stressed, above anything else, and by educating students, teachers should be also open to educate other teachers – it should be a natural motivation coming from the love for the profession. Obviously recognising that not all the teachers share this view, and observing a wider scope, some of the other motivations may be the wish for self-improvement and development or love for lifelong learning, as well as the chance to travel to another schools and countries and participate in the exchanges of good practices and experiences. Furthermore, financial benefit could be an adequate motivator for some of the teachers, as well as reduced workload in the class and/or points which mentors can receive for professional advancement. As currently the significance of mentors' role is not recognized properly, nor valued, one motivation can be a proper recognition of mentors as well.





Continuing a bit further on the question of teachers' motivation to become mentors, and discovering that interviewed experienced teachers share the notion that the proper motivation is an intrinsic/altruistic one, we asked them if they thought that their careers would be more attractive if they were mentors. Again, they all agreed that they don't observe their calling through the common understanding of the attractiveness, but they recognize that their career could be more attractive — only in a way that it offers them a chance to help new colleagues and thus, personally and professionally develop themselves.

The last set of questions was reserved for the target groups of school directors, inquiring about the benefits their schools could have from having an induction programme addressed to new teachers. They explained that a proper induction programme could potentially influence complete school environment in a positive manner. A school in which all colleagues are closely tied as a micro-community, and where everyone tries to contribute with its effort, benefits from collective motivation which then reflects on the quality of classes and education in general. It would help teachers work better, they would feel and operate more safely, securely, and efficiently. Even if only teachers attended other colleague's classes, they could adapt easily to new technologies and methodologies, as well as exchange good practices and ideas. New programmes could help elevate these informal practices and help them to organise them in a formal structure. Next, we asked them to explain what are the requirements a school should have to integrate these programmes, and if their school fulfill them. Both school directors agreed that the only thing needed to integrate these practices is just good will of the staff and directors. As new teachers already have to accept all segments of working in schools, through the effective and open collective, new practices can be easily adopted - only human factor is important here. Thus, a well developed collective is all that school needs. By creating a positive and healthy work environment, developing human potential, schools will secure the basis for the development of necessary infrastructure as well. On a legal level, although schools in their opinion usually have all the conditions necessary to integrate these practices it could help, and what principals and teachers need, is legal right to employ new teachers on their own, without intervention and affirmation of the Ministry of Education.

The last question we asked concerned the training of experienced teachers to be mentors, and if this training should be promoted at the local, regional or national level, as well as which organisations should promote and offer this training. School directors agreed that there should be a balance between national level and school (local) level. Laws and regulations that currently exist at the national level are sufficient, and state's bodies, Education and Teacher Training Agency and Agency for Vocational Education, should continue to serve as main actors in this training. However, schools should keep and have some level of autonomy in this matter, in choosing, accepting, training and promoting new mentors, while simultaneously being supervised and evaluated by the State.

Section 3.3 Conclusion to the section

Teachers, when entering the school environment for the first time experience a reality shock, as the Universities did not prepare them well for this entry. Universities usually fail to provide new teachers with necessary tools and strategies to mitigate this shock, so they lack key methodological insights into their profession,





psychology of children and structure of classes dedicated to students, not only to school subject. Usually, the only thing that the University provides teachers with is the basic theoretical knowledge about the subject they have to teach, without practical applicability. All the necessary pedagogic tools and methods to convey the knowledge about the school subjects – new teachers are forced to discover only after they already started working as teachers. Out of five main areas of teaching profession, only the area of school subject is represented adequately, and to some extension and in only some of Universities, didactical-pedagogical (but only theoretically). Rest of the areas are heavily underrepresented, and the emotional area is most of the times completely neglected, with the administrative area and social-cultural level not being represented well also.

The main challenges (and consequentially, needs) that arise from inexperienced teachers entering school regard the practical aspect of the profession – new teachers are not prepared for the administrative load that awaits them, nor are they trained to work and communicate with students or their parents, which has become very difficult and challenging. Once again, the element that makes it the most difficult is inadequate training received by University. Class management and planning, administrative requirements, teacher's legal obligations and rights, all this can be too much to handle at the beginning of profession, without adequate training. Special care should be directed towards relationship between new teachers and parents, as the first ones are not enough protected and may encounter difficulties in communication with parents. This should be a priority – how to support teachers in their professional actualization, how to handle the pressure of parents and their environment, how to communicate and cooperate with colleagues and principals, and in the end, how to handle administrative and legal aspects of the profession.

The real challenge is on the school – it has to accept the new teacher, as a colleague and as a friend, and give him enough time to adjust. This adjustment should be done gradually, as new teachers are usually just tossed into the fire, without proper support. Solution can come through the collective – schools should support their teachers, through interpersonal relationships and mutual cooperation, and in the creation of a firm basis on which new teachers can rely. New teachers can be supported more closely and precisely through this collegial collective, with the help of experienced teachers and school pedagogues, which allows them to feel secure enough in taking their time to develop and professionally grow.

Although teachers usually pass through the state's formal induction programme, which assigned them a mentor to work with for a year, it seems that the process did not depend on the formal structure of the programme. Mentorship process is highly individual, and depends not only on the mentor, but equally on the mentee, and the practices greatly vary from person to person. To improve this process of integration, and to improve mentorship programmes, firstly, on a structural level, effort has to be made to secure proper conditions so that a mentor can adequately dedicate his/her time to its mentee. Thus, role of mentors should be restructured in a way which will secure positive and constructive relationship between them and mentees. Also, supporting staff could play a vital role in welcoming new teachers, school psychologists and pedagogues should be included in induction directly, or at least call a new teacher in for sessions in which they can explain them what to expect of their profession, and prepare them for all difficulties that usually await. Collegial environment of teachers should be more approachable, as this area is important for emotional stability. Secondly, more opportunities for





additional and continuous education of teachers should be provided, in a shape of conferences and workshops. These workshops should not be general, but deal with specific concrete issues and themes, which can be found in practical environment. An emphasis should be placed in work and practice on real concrete situations and problems that one can encounter in teacher's profession.

Potential mentors should not be excluded from the classroom work, they should retain his/her teaching position, and a balance between mentoring and teaching is necessary, as mentor should be a good teacher first, and remain one, during the course of his/her mentoring. Thus, mentors should achieve balance between working time and time for mentoring, which could be achieved by lowering the work load in the class, so mentors can spare enough quality time for his/her mentoring activities. The issue of the system is how to recognize excellence in mentors, how to evaluate their efforts, and how to highlight the significant contribution of their role to the complete system, which was highlighted further through the focus groups as well. Secondly, on interpersonal level, challenge to the mentor may present his/her relationship with mentee – as mentors at the same time have to be authority figures, professional experts, and friends. New teachers that enter the school environment are usually unprepared to handle the complete scope of the profession, and mentors have to demystify all the issues that may arise from that state, from working with kids to general communication in school environment. Mentors and new teachers alike need to constantly refresh and keep their skills updated. Working in school requires constant development and constant learning and adapting to new methods and situations. One of the other biggest challenges is also the heavy responsibility placed on the mentor, mentors are in a sense unprotected and encounter bureaucratic obstacles and too much paper-work and administrative requirements. This should be reorganized that for easier approach and handling as they carry out too much responsibility right now. On pedagogical level, it is quite difficult to adapt to various profiles of mentees, as mentors might come upon an intrinsically very motivated person, or they can come upon an indifferent one, which they then need to motivate enough to love their profession. Connected to that, and from epistemological point of view, challenge also can present itself in how to properly transfer your knowledge and experience to someone, as well as how to understand that methods which work for you, may not work for that person – mentors have to accept different opinions and properly guide mentees in the right direction.

A proper induction programme could potentially influence complete school environment in a positive manner. A school in which all colleagues are closely tied as a micro-community, and where everyone tries to contribute with its effort, benefits from collective motivation which then reflects on the quality of classes and education in general. It would help teachers work better, they would feel and operate more safely, securely, and efficiently. New programmes could help elevate these informal practices and help them to organise them in a formal structure.





Annex₁

The following annexes include the charts of the three surveys.

1. Survey to school leaders

1.1. Initial Teacher Training

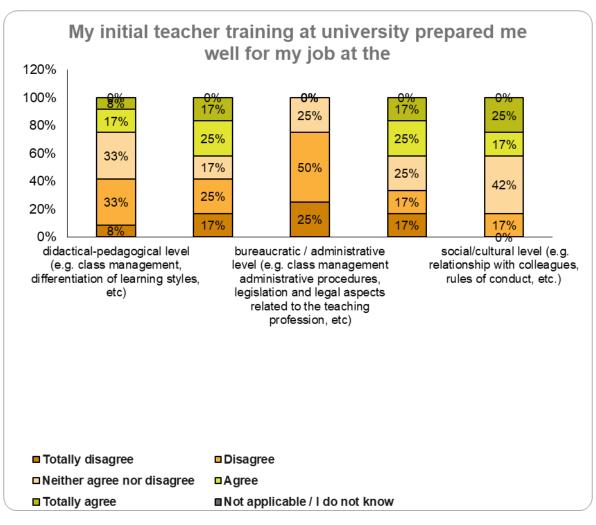


Chart 1: My initial teacher training at the university prepared me well for my job





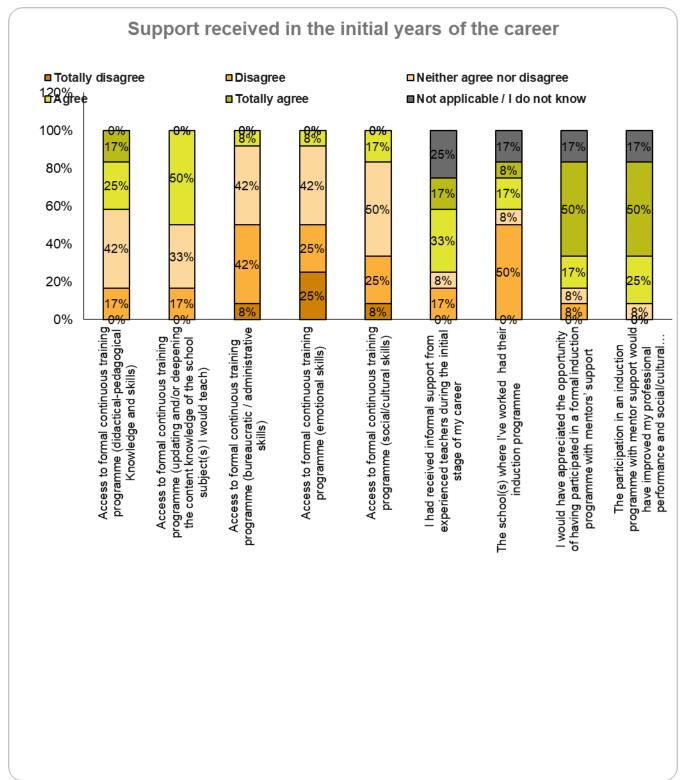


Chart 2: Support receive in the initial years of the career





1.2. Induction Programmes

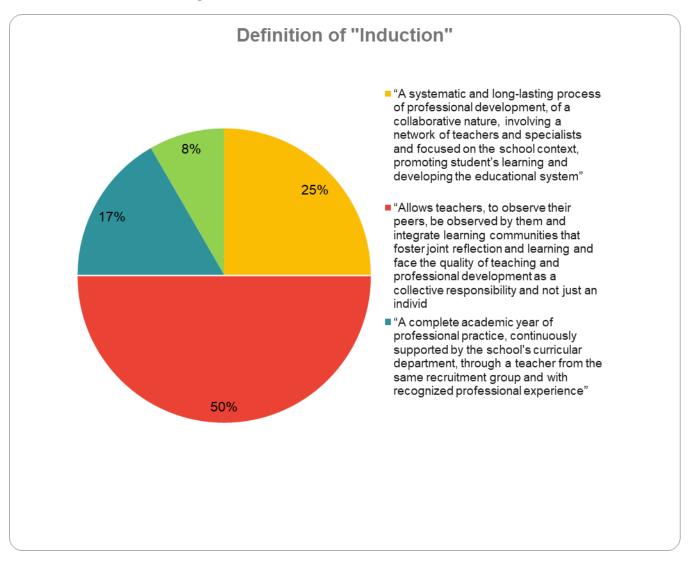


Chart 3: Definition of "Induction"





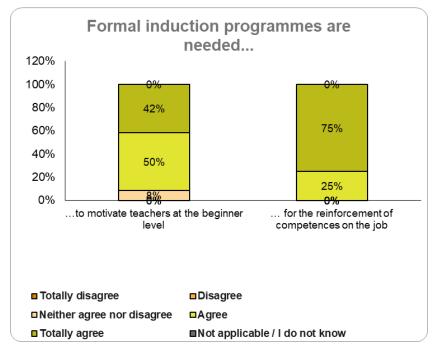


Chart 4: Formal induction programmes are needed

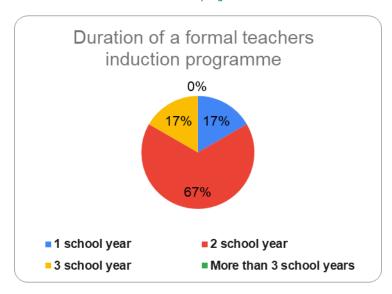


Chart 5: Duration of a formal teachers induction programme





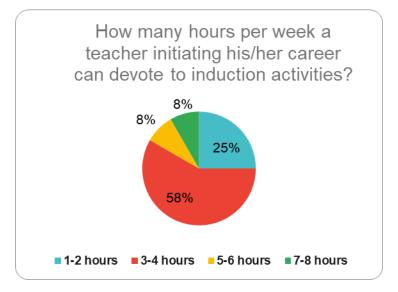


Chart 6: How many hours per week a teacher initiating his/her career can devote to induction activities

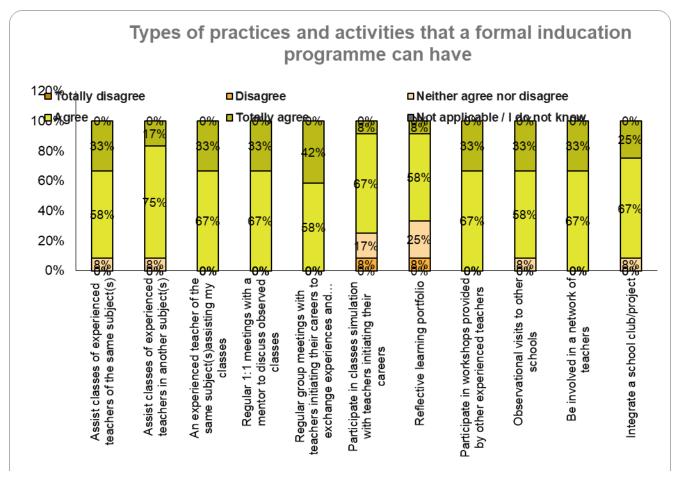


Chart 7: Types of practices and activities that a formal induction programme can have





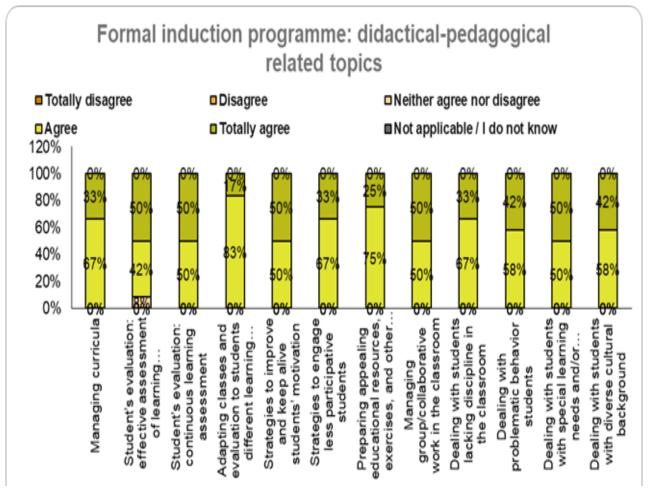


Chart 8: Formal induction programmes: didactical-pedagogical related topics





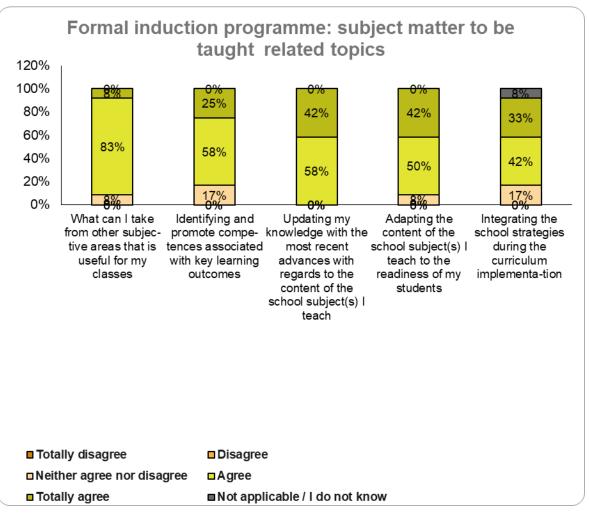


Chart 9: Formal induction programme: subject matter to be taught related topics





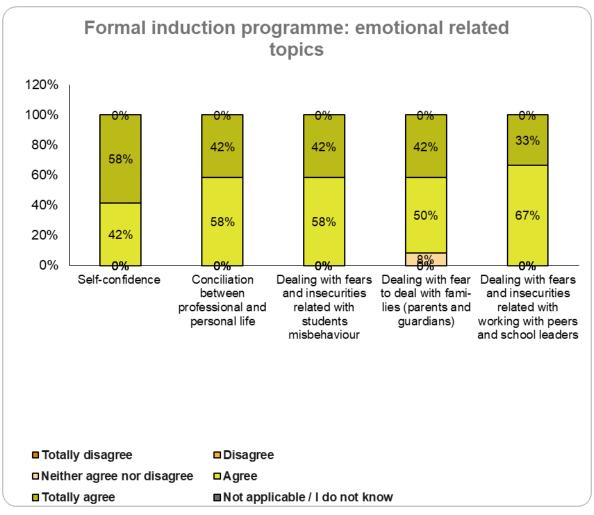


Chart 10: Formal induction programme: emotional related topics





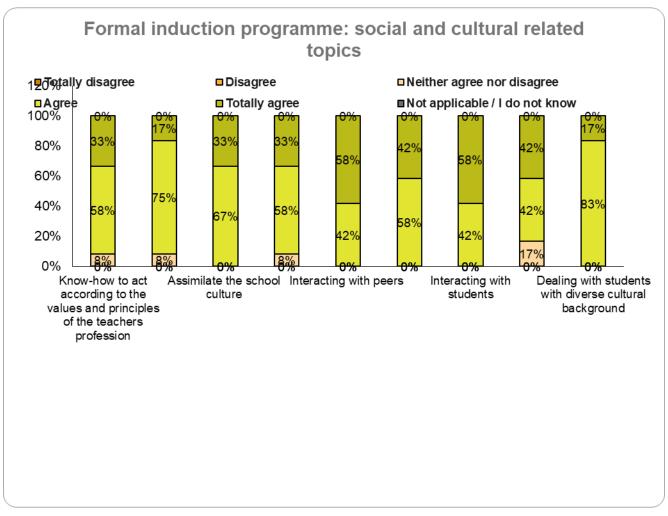


Chart 11: Formal induction programme: social and cultural related topics





1.3. Mentoring

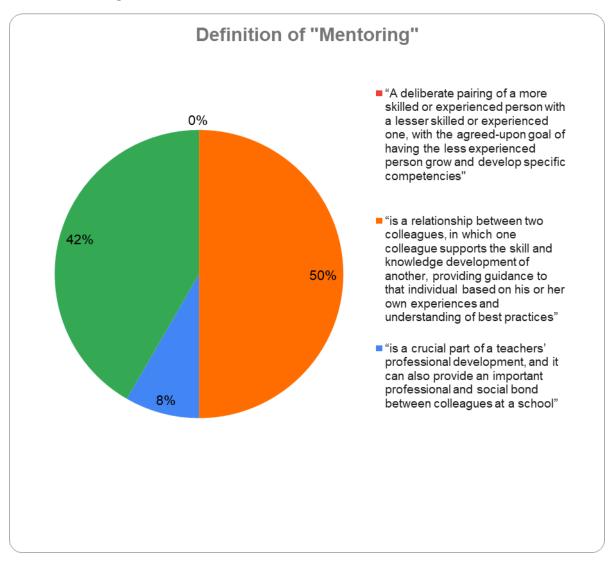


Chart 12: Definition of "Mentoring"





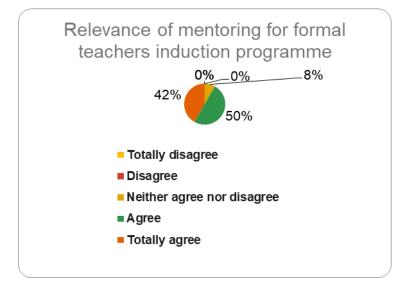


Chart 13: Relevance of mentoring for formal teachers' induction programmes

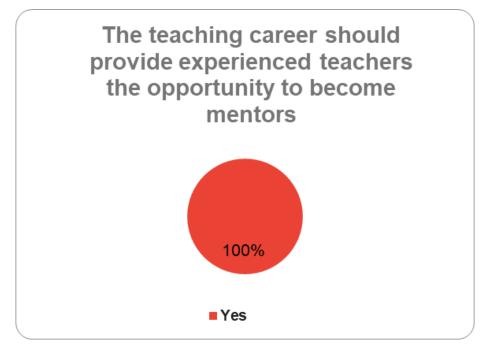


Chart 14: The teaching career should provide experienced teachers the opportunity to become mentors





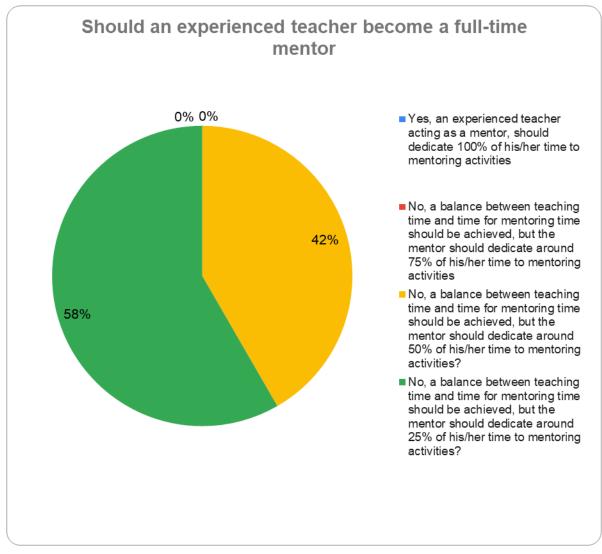


Chart 15: Should an experienced teacher become a full-time mentor?





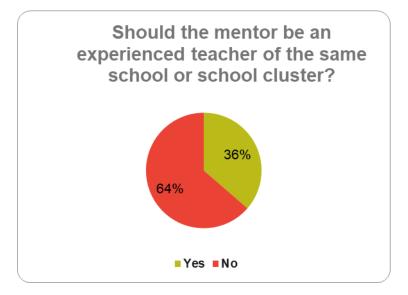


Chart 16: Should the mentor be an experienced teacher of the same school or school cluster?

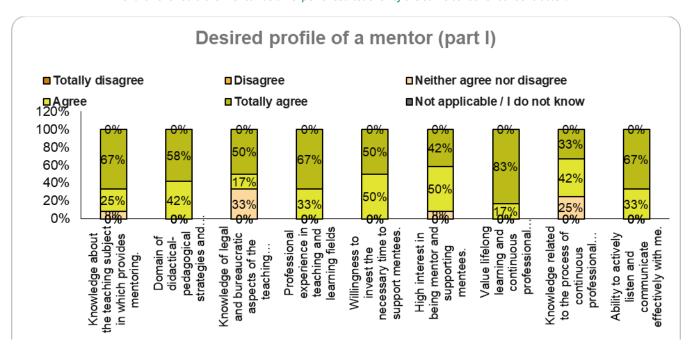


Chart 17: Desired profile of a mentor (part I)





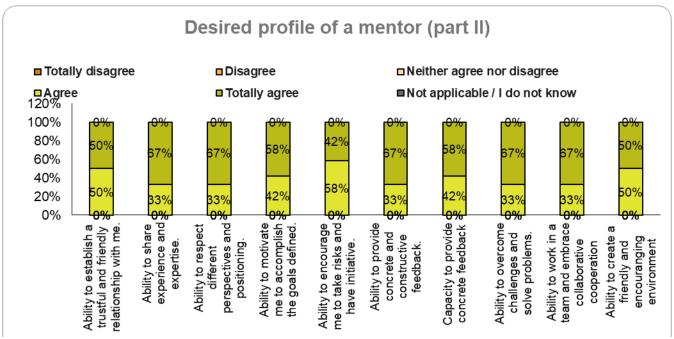


Chart 18: Desired profile of a mentor (part II)





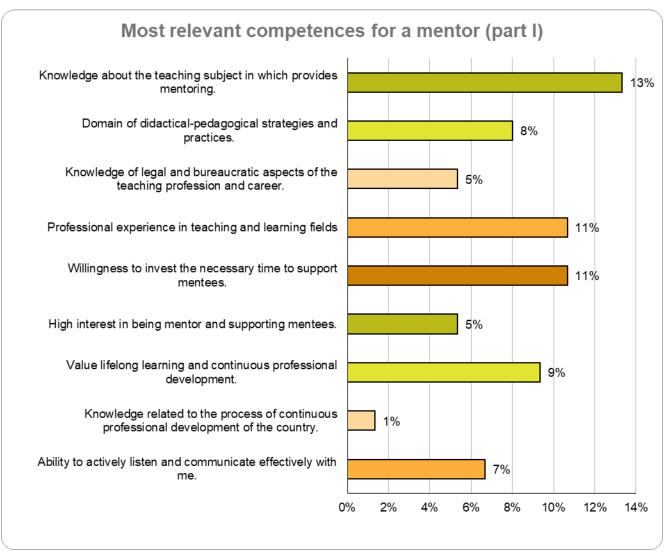


Chart 19: Most relevant competences of a mentor (part I)





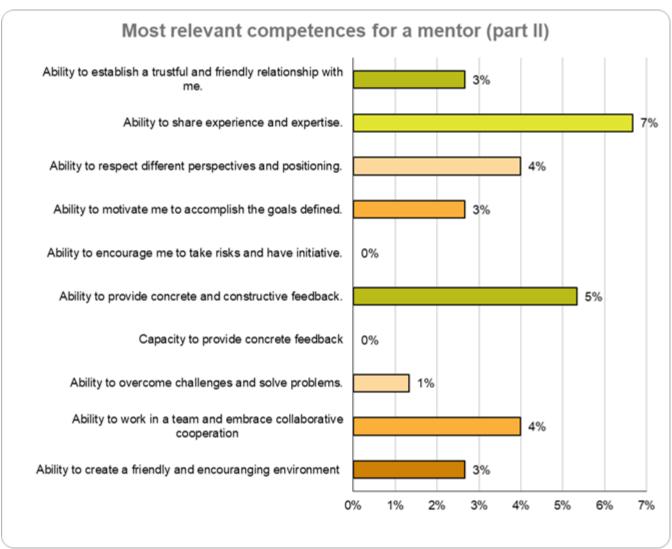


Chart 20: Most relevant competences of a mentor (part II)





1.4. Induction Programmes at the School

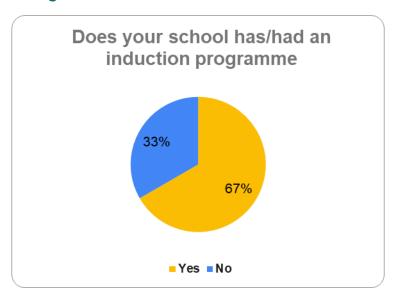


Chart 21: Does you school has/had an induction programme?

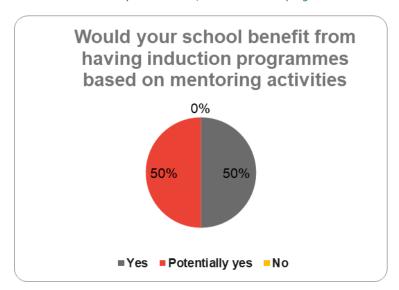


Chart 22: Would your school benefit from having induction programmes based on mentoring activities?





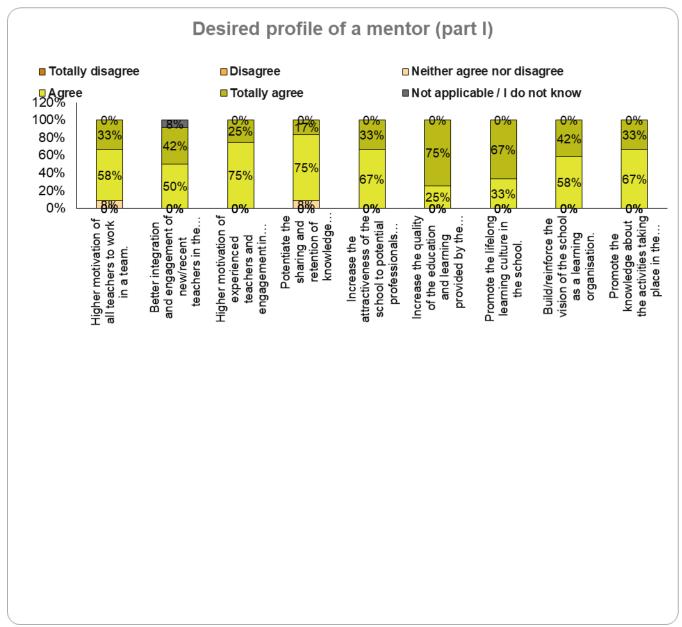


Chart 23: Desired profile of a mentor





2. Survey to experienced teachers

2.1. Perception, Satisfaction & Motivation

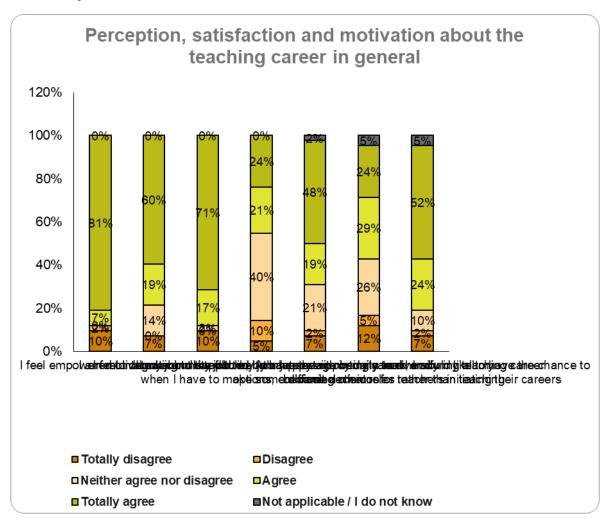


Chart 24: Perception, satisfaction and motivation about the teaching career in general





2.2. Initial Teacher Training

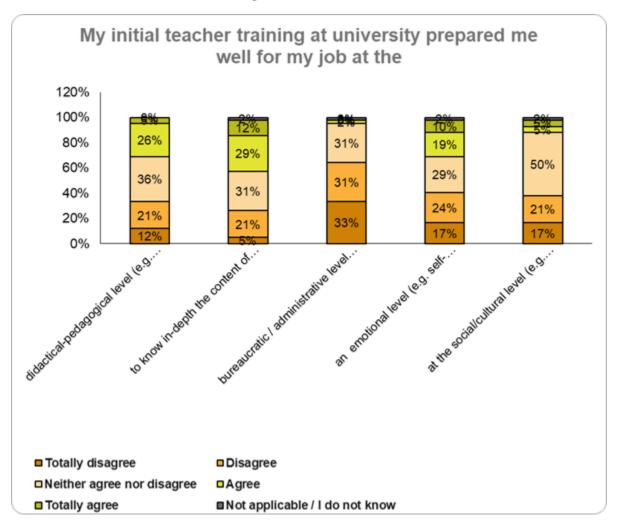


Chart 25: My initial teacher training at the university prepared me well for my job





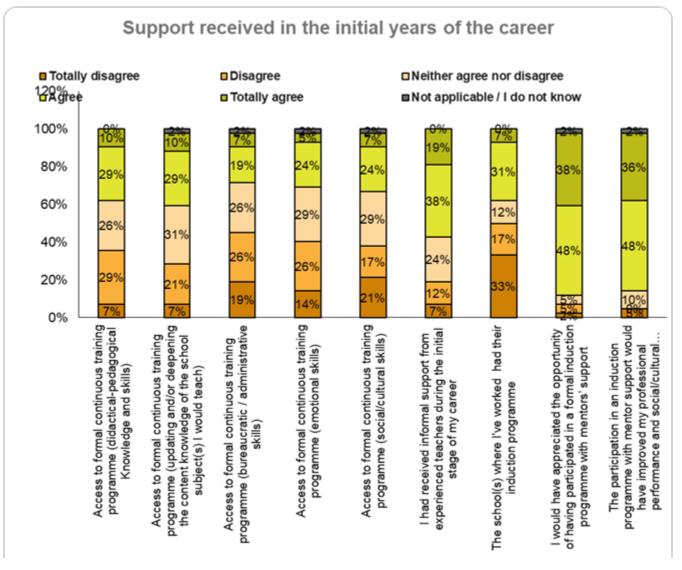


Chart 26: Support receive in the initial years of the career





2.3. Induction Programmes

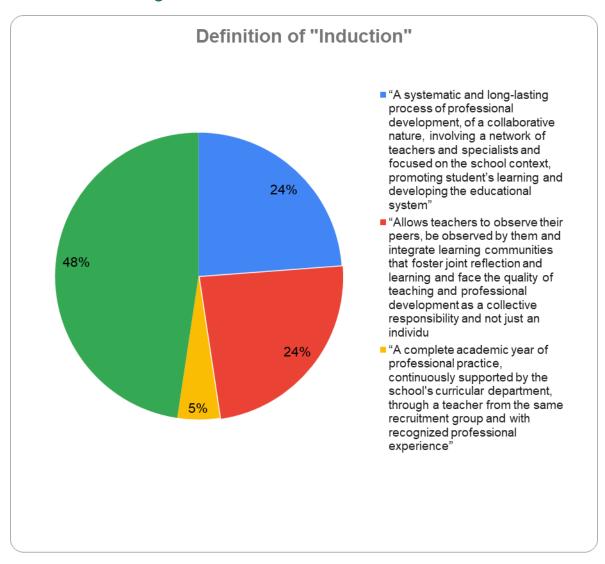


Chart 27: Definition of "Induction"





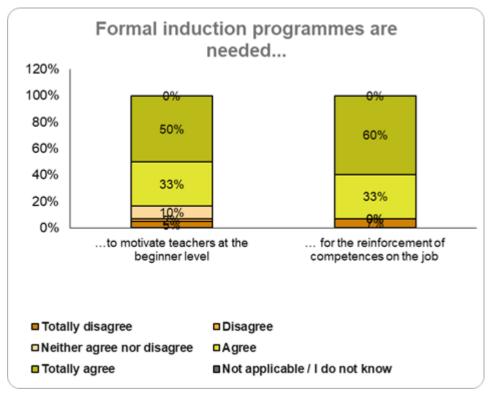


Chart 28: Formal induction programmes are needed

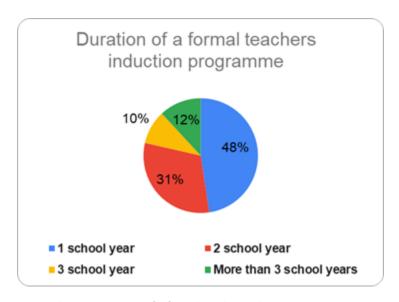


Chart 29: Duration of a formal teachers induction programme





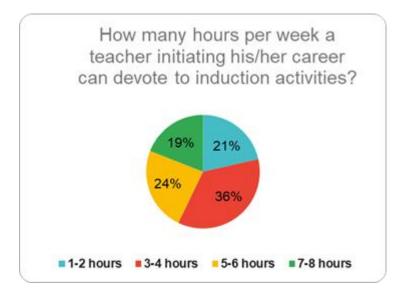


Chart 30: How many hours per week a teacher initiating his/her career can devote to induction activities





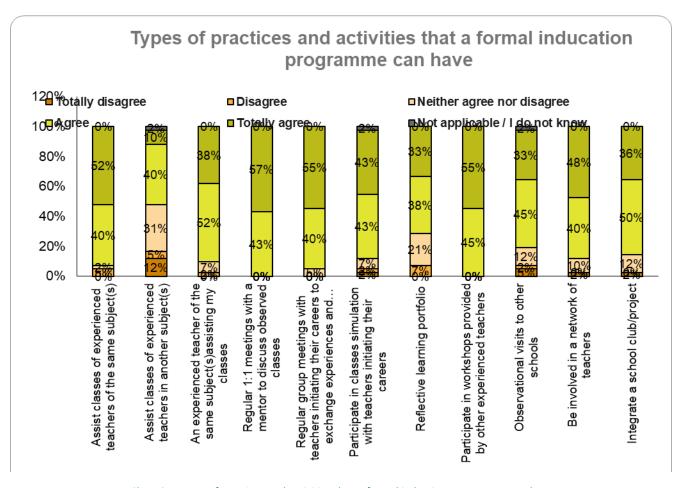


Chart 31: Types of practices and activities that a formal induction programme can have





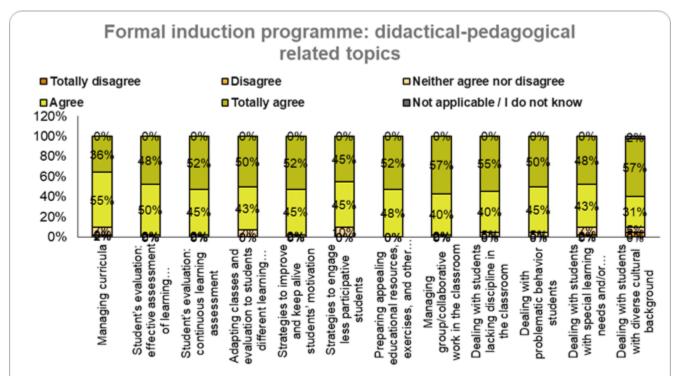


Chart 32: Formal induction programmes: didactical-pedagogical related topics





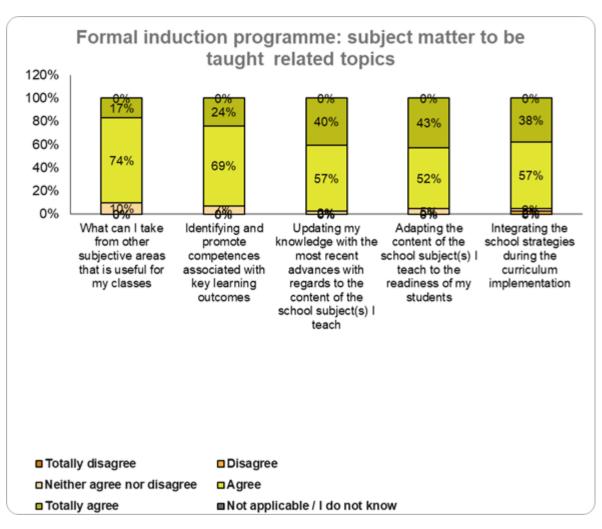


Chart 33: Formal induction programme: subject matter to be taught related topics





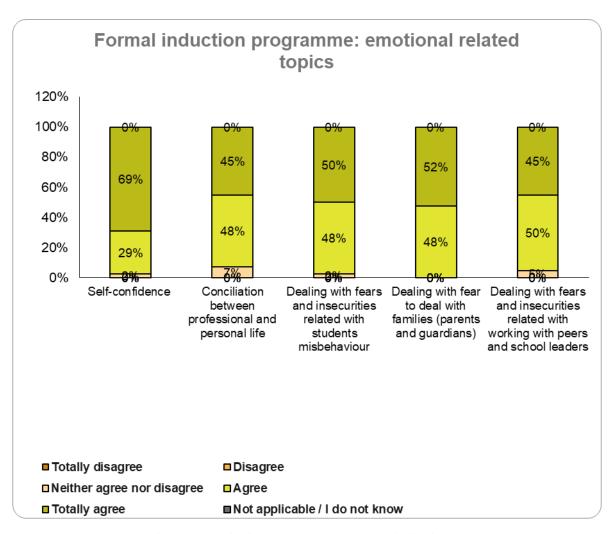


Chart 34: Formal induction programme: emotional related topics





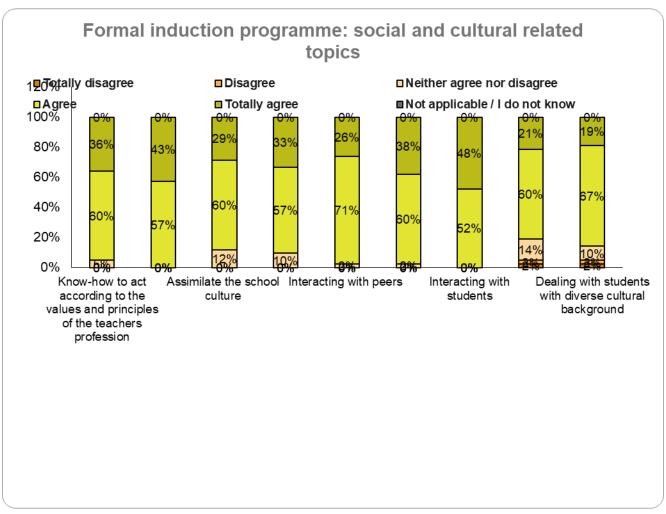


Chart 35: Formal induction programme: social and cultural related topics





2.4. Mentoring

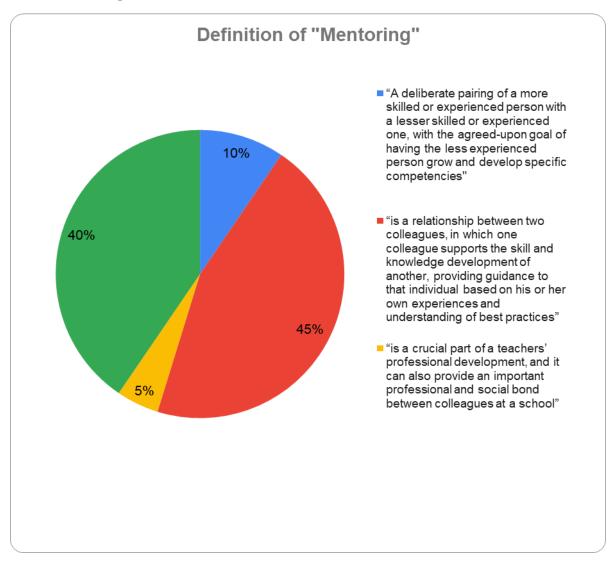


Chart 36: Definition of "Mentoring"





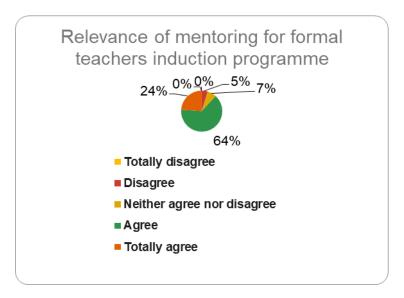


Chart 37: Relevance of mentoring for formal teachers' induction programmes



Chart 38: The teaching career should provide experienced teachers the opportunity to become mentors





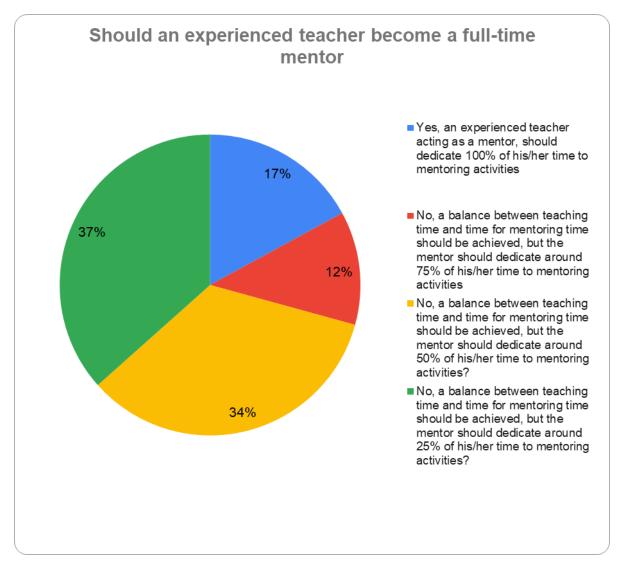


Chart 39: Should an experienced teacher become a full-time mentor?





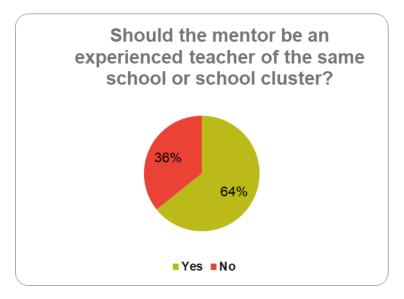


Chart 40: Should the mentor be an experienced teacher of the same school or school cluster?

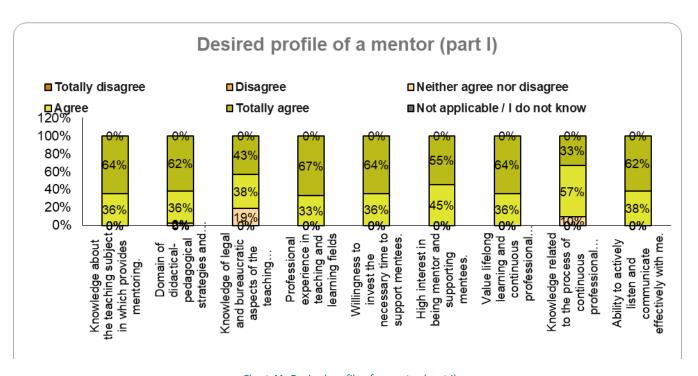


Chart 41: Desired profile of a mentor (part I)





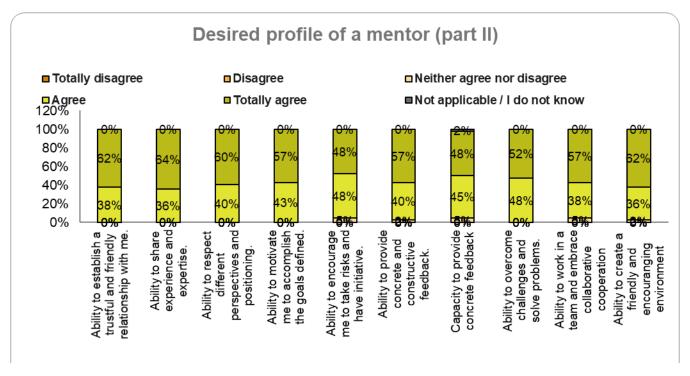


Chart 42: Desired profile of a mentor (part II)





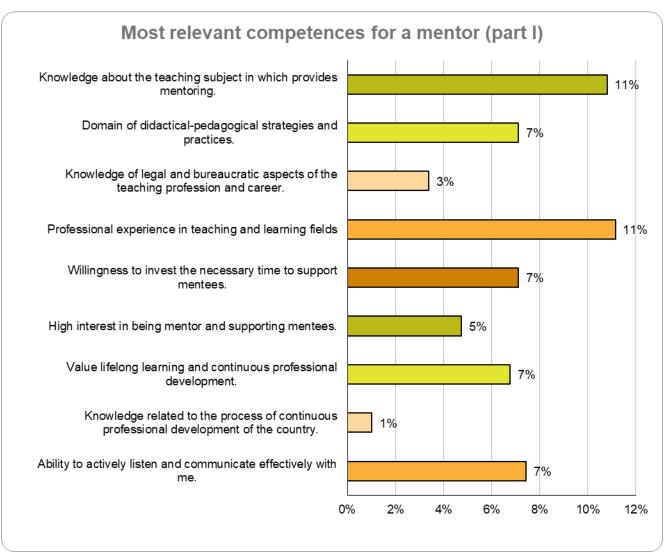


Chart 43: Most relevant competences of a mentor (part I)





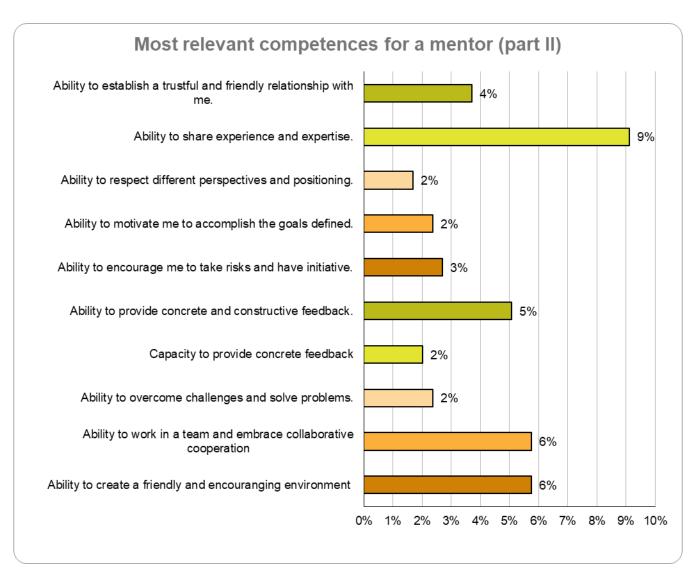


Chart 44: Most relevant competences of a mentor (part II)





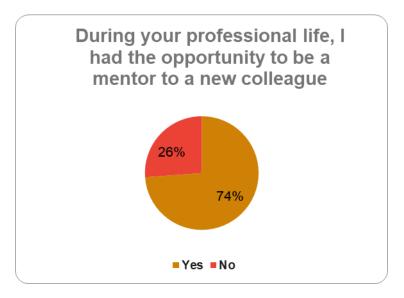


Chart 45: During my professional life, I had the opportunity to be a mentor to a new colleague

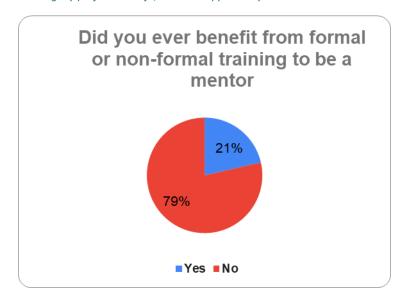


Chart 46: Did you ever benefit from formal or non-formal training to be a mentor?





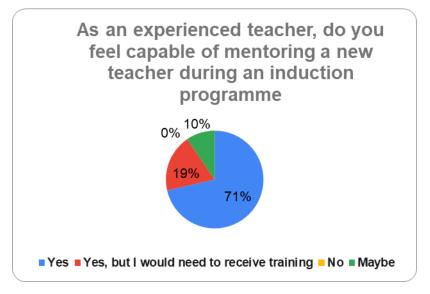


Chart 2447: As an experienced teacher, do you feel capable of mentoring a new teacher during an induction programme

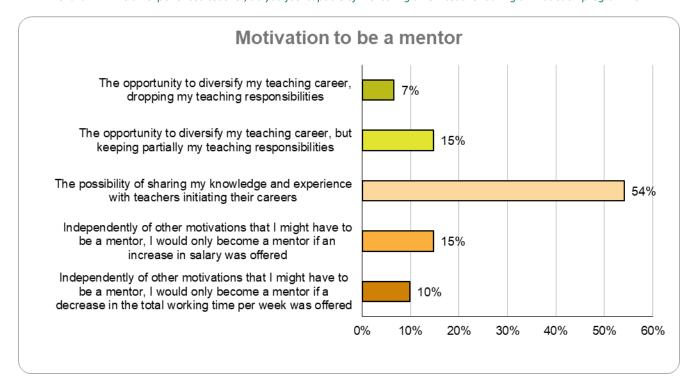


Chart 2548: Motivation to be a mentor





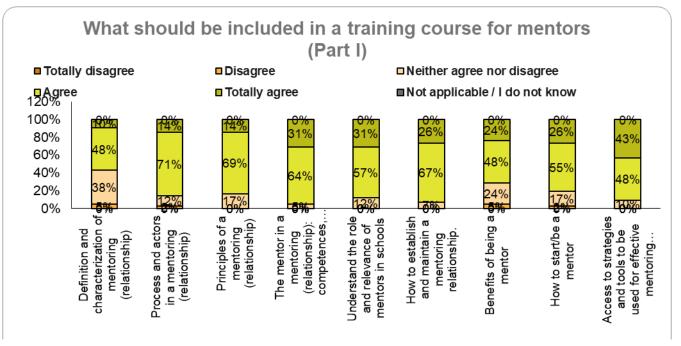


Chart 2649: What should be included in a training course for mentors (Part I)

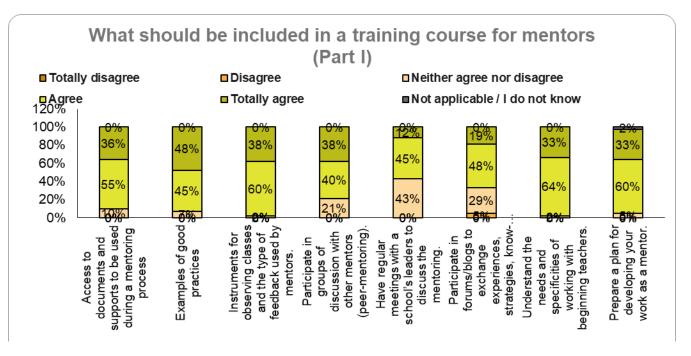


Chart 2750: What should be included in a training course for mentors (Part II)





3. Survey to new teachers

3.1 Perception, Satisfaction & Motivation

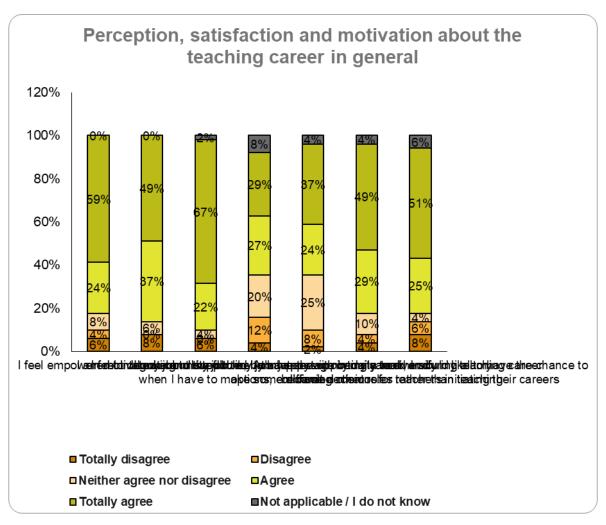


Chart 51: Perception, satisfaction and motivation about the teaching career in general





3.2 Initial Teacher Training

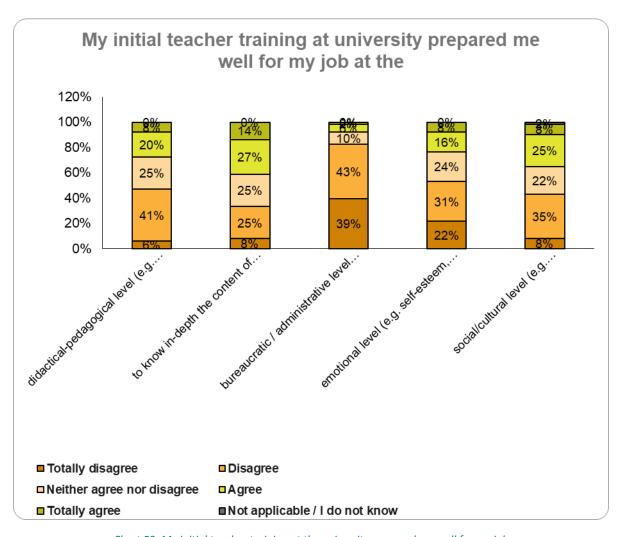


Chart 52: My initial teacher training at the university prepared me well for my job





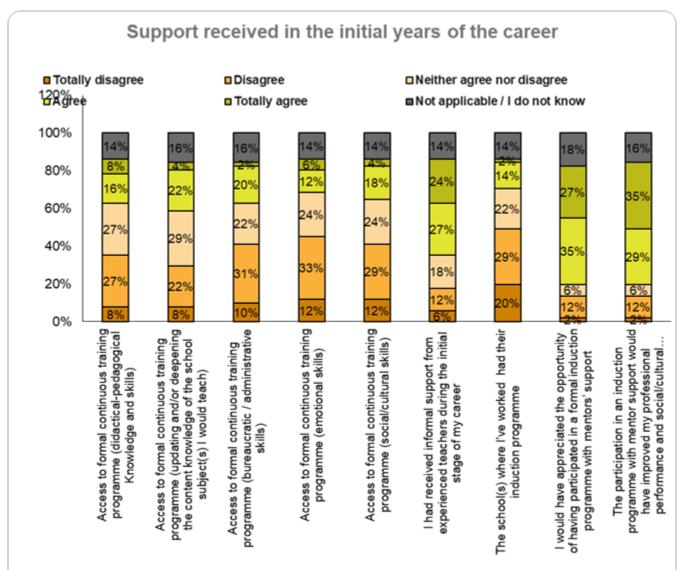


Chart 53: Support receive in the initial years of the career





3.3 Induction Programmes

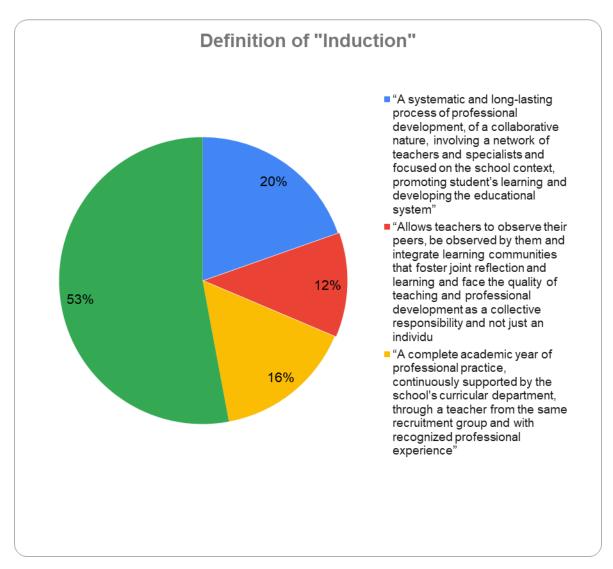


Chart 54: Definition of "Induction"





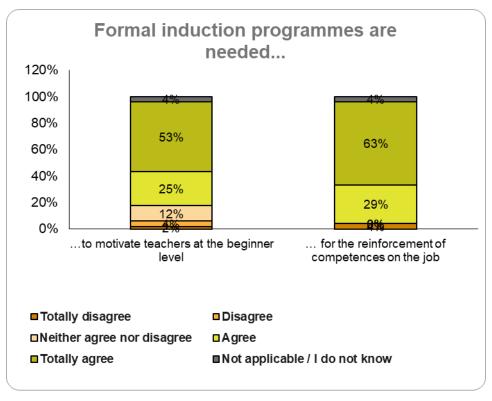


Chart 55: Formal induction programmes are needed

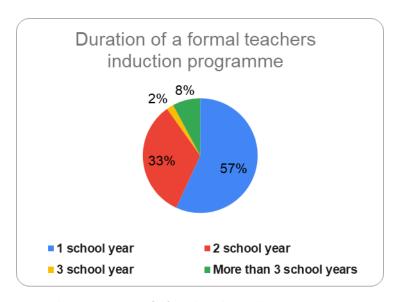


Chart 56: Duration of a formal teachers induction programme





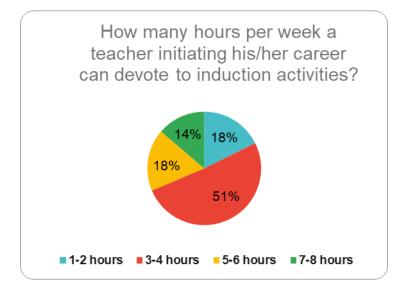


Chart 57: How many hours per week a teacher initiating his/her career can devote to induction activities





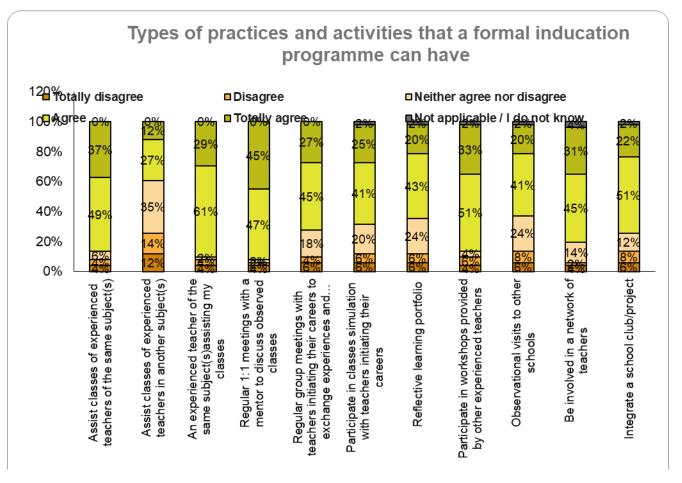


Chart 58: Types of practices and activities that a formal induction programme can have





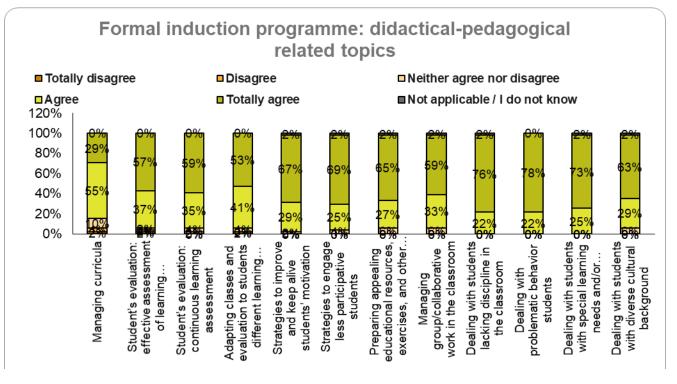


Chart 59: Formal induction programmes: didactical-pedagogical related topics





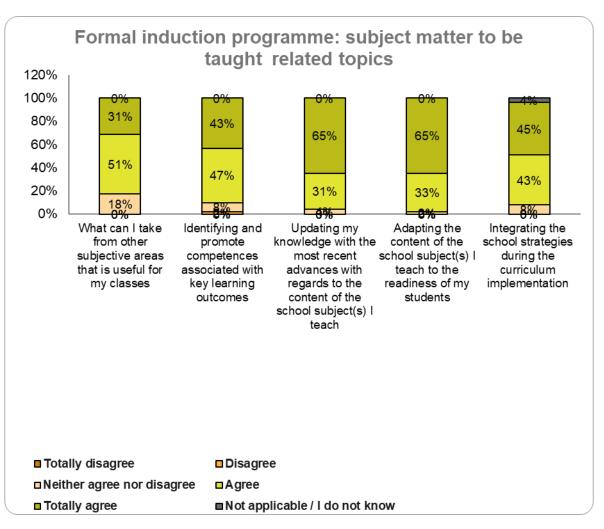


Chart 60: Formal induction programme: subject matter to be taught related topics





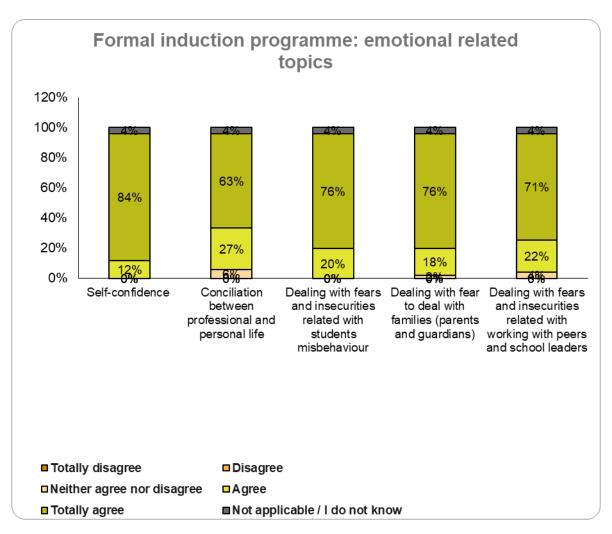


Chart 61: Formal induction programme: emotional related topics





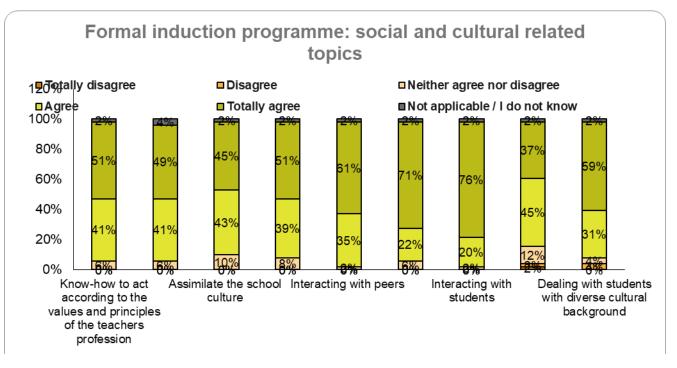


Chart 62: Formal induction programme: social and cultural related topics





3.4 Mentoring

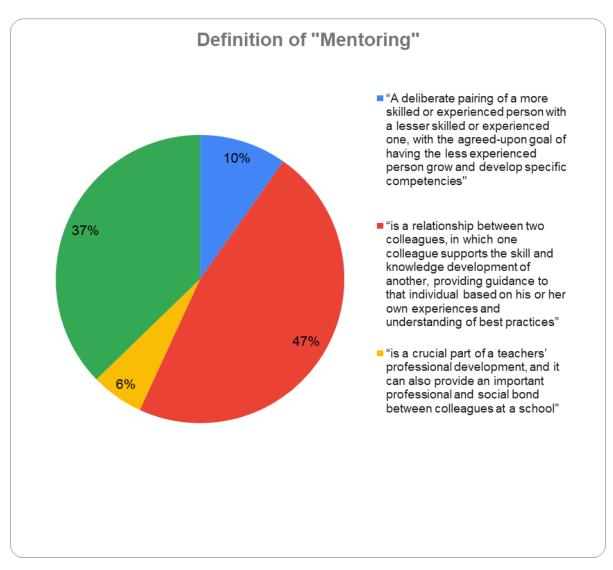


Chart 63: Definition of "Mentoring"





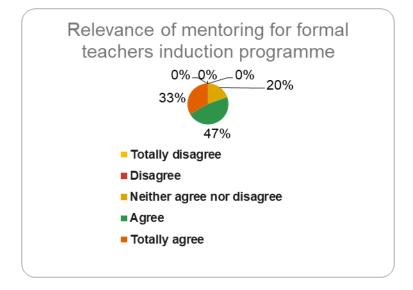


Chart 64: Relevance of mentoring for formal teachers' induction programmes



Chart 65: The teaching career should provide experienced teachers the opportunity to become mentors





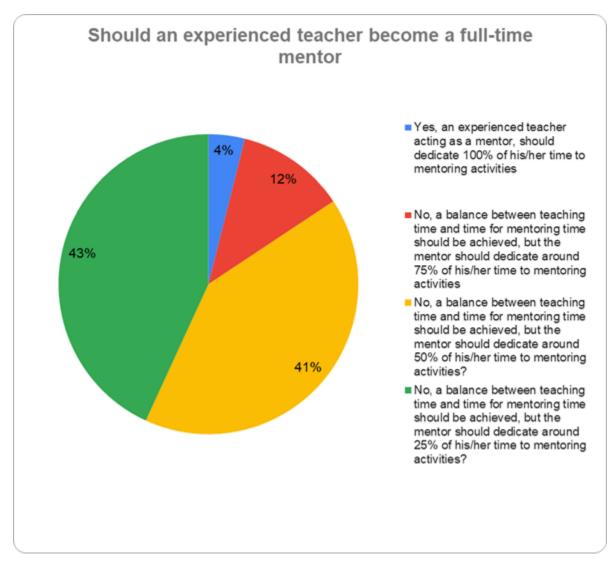


Chart 66: Should an experienced teacher become a full-time mentor?





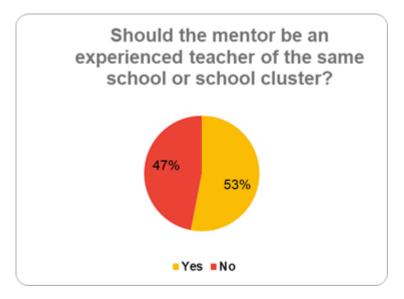


Chart 67: Should the mentor be an experienced teacher of the same school or school cluster?

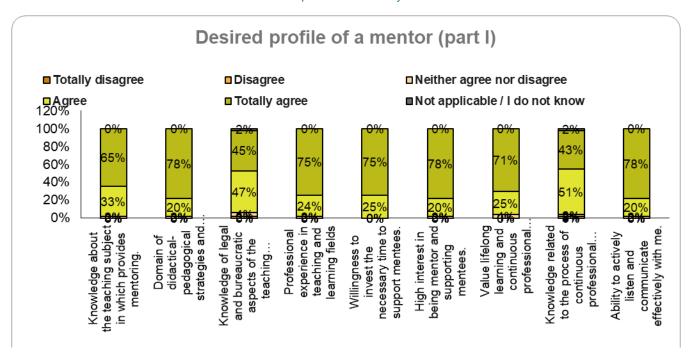


Chart 68: Desired profile of a mentor (part I)





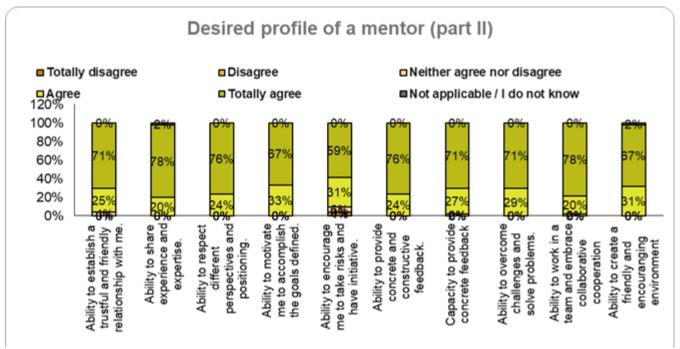


Chart 69: Desired profile of a mentor (part II)





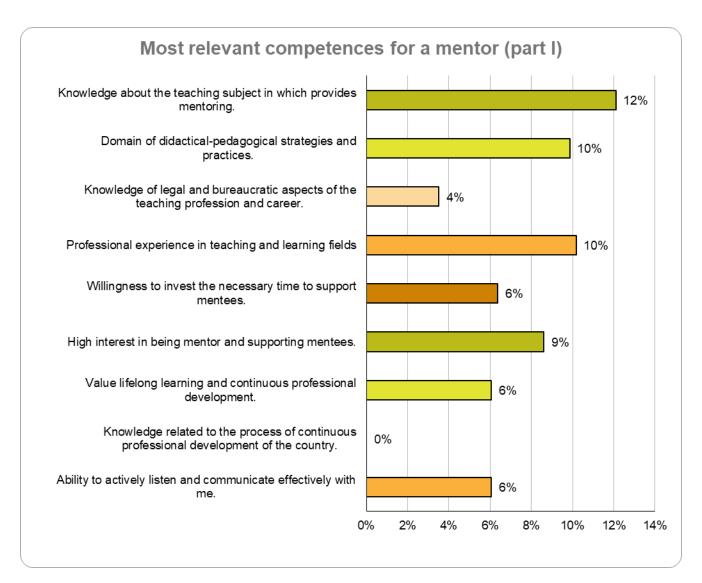


Chart 70: Most relevant competences of a mentor (part I)





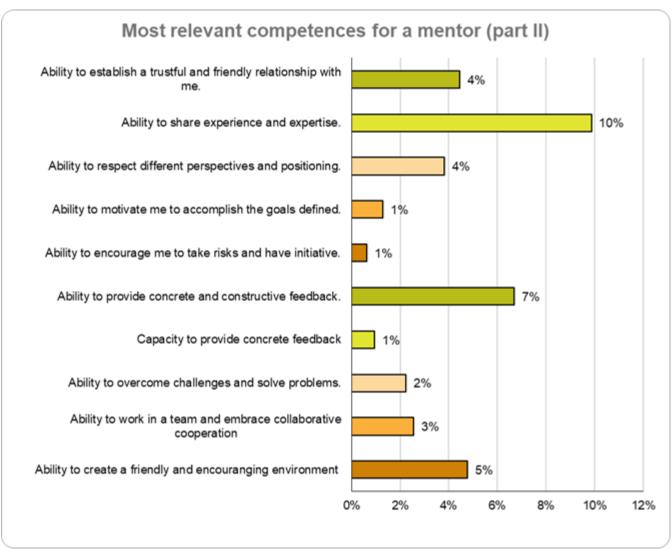


Chart 71: Most relevant competences of a mentor (part II)





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