LOOP
Empowering teachers

The national

research report on

the state-of-the-art

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National report – (Greece)

Introduction

The national report for Greece aims at:

- Describing the national context related to practices of integration and support of the capacity building of newly appointed teachers in the school setting, at policy and operational levels;

- Identifying needs of and collect ideas from school principals, newly appointed and experienced teachers related to the structure, learning outcomes, contents and initiatives with the purpose of integrating them into the induction and mentoring programs that would be developed and tested in the LOOP project.

Apart from the executive summary, the report consists of three section. The first section covers the following issues:

- Policy, context and practices shaping teachers' career trajectories in Greece;

- Characterization of main actors and stakeholders involved (general overview of the system);

- Characterization/Description of the initial training of teachers: policy, framework and status related to the initial professional development of teachers (e.g. organizational structure, providers, supply of programs, the process of updating, how to potentiate the recognition of LOOP resources for it);

- Characterization/Description of the continuous training of teachers (focused on any forms of induction and mentoring as an opportunity for career diversification. Note here that we do not aim to characterize the overall teachers' continuous education opportunities): policy, framework and status related to the continuous professional development of teachers (e.g. organizational structure, providers, supply of programs, the process of updating, how to potentiate the recognition of LOOP resources for it);

- Policy and legislation regarding induction programs (or any other non-formal initiatives) fostering the integration and guidance of newly appointed teachers (understand whether or not there are induction programs enforced by law and if they work in practice);

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- Policy and legislation regarding mentoring programs (or any other non-formal initiatives) (i.e. understand whether or not there are induction programs enforced by law and if they work in practice);

- Policy and legislation that may need to be reformed for adopting formal induction and mentoring programs for teachers, and the most effective way to implement them.

The structure of the report is the following: the first section draws upon a wide variety of sources including national legislation, policy reports (e.g. Eurydice reports, annual reports of the Center for Educational Policy Development/KANEP), personal communications with high-ranking education officials (e.g. regional directors, Ministry of Education officials, advisors of the Institute of Education Policy) as well as an extensive literature review of published papers and PhD and Master theses.

The second section presents the findings of the surveys related to the needs of the three target groups; namely, teachers initiating their careers, experienced teachers and school leaders. The relevant statistical analyses have been conducted using SPSS v.21.

The third section presents the findings from the interviews and one focus group conducted with the aim of revealing the main features of formal induction and mentoring programmes as experienced by the interviewed new and experienced teachers. All the interviews were video recorded after permission of the interviewees, and analysed using the methodology of thematic analysis.

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Executive Summary (Greece)

Introduction

The Greek National Report provides an overview of the main findings, with the aim to:

• Describe the national context related to practices of integration and support of the capacity building of newly appointed teachers in the school setting, at policy and operational levels;

• Identify needs of and collect ideas from school principals, newly appointed and experienced teachers related to the structure, learning outcomes, contents and initiatives to be integrated into the induction and mentoring programs to be developed and tested in the LOOP project.

The findings of the study are based on:

- Extensive desk research and fieldwork

- An in-depth analysis of thirty bibliographical sources including national legislation, policy reports (e.g. Eurydice reports, annual reports of the Center for Educational Policy Development/KANEP), as well published papers and relevant PhD and Master theses.

- Surveys (in total 56 school leaders, 89 experienced teachers and 54 new teachers were surveyed)

- Interviews (8 interviewees)

- Focus group (13 participants)

[Induction Programme]

The most widely accepted definition reflecting the way Greek teachers perceive the term "induction" is the following: "Allows teachers, at all stages of their careers, 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" and "Induction is a professional development programme that incorporates mentoring and is designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching job."

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Irrespectively from the way they define "induction", the vast majority of teachers across all target groups strongly believes in the value of induction programs mainly as a tool for the reinforcement of job competences, but also for motivating new teachers in the beginning of their careers.

Furthermore, the vast majority of the participants reported that they did not have the chance to attend a formal induction programme during the initial years of their teaching careers. As a result, they were mainly based on informal support from experienced teachers in the schools they served during the initial stage of their careers. It is possibly due to these experiences that most of the surveyed teachers reported that they would have appreciated the opportunity of having participated in a formal induction programme, while recognizing at the same time that participating in such an induction programme (with mentor support) would have improved their professional performance and social/cultural inclusion in school. The fact that the practice of organizing induction programs based on mentoring activities to support the professional development of new teachers is very rare at the school level is verified by the fact that only 14% of the surveyed school leaders stated that they currently organize or had organized such programs in the past in the schools they represent. The areas of the school function that according to the participating school leaders would benefit the most from the organization of relevant programs are those of: "building/reinforcing the vision of the school as a learning organization", "increasing the quality of the education and learning provided by the school", and "promoting the knowledge about the activities taking place in the school and their impact on the school's results". Besides these main benefits, nearly all school leaders see additional benefits for their schools as a result of organizing mentoring based induction programs for new teachers.

There seems to be a consensus among school directors and experienced teachers that new teachers (usually substitutes) need to be supported when first placed in a school.

The majority of the participants expressed the view that their initial teacher training at the university did not prepare them adequately for the bureaucratic / administrative issues they would later faced as teachers (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc.). This trend is more prominent for the school leaders and the more experienced teachers, compared to the new teachers. All participants express less concerns about their preparation with regards to the social/cultural challenges they face at schools (e. g. relationship with colleagues, rules of conduct, etc.) and even less concerns for their level of preparation with regards to the corresponding emotional challenges (e.g. self-esteem, self-

confidence, etc.). It is characteristic though that the new teachers express higher levels of preparation concerning this kind of challenges compared to school leaders and their more experienced colleagues. This might be an indication that nowadays teachers are better prepared during their initial university training to cope with the socio-emotional challenges met in real school environments. On the other hand, most of the participants feel that their initial teacher training at university prepared them adequately for coping with the challenges of their teaching profession in terms of pedagogy-didactics as well as of the in-depth knowledge of the content of the school subjects they would teach. However, it is somehow alarming that the new teachers feel less prepared after their university study in terms of knowing in depth the content of the subjects they teach than their more experienced colleagues (experienced teachers and school directors).

While most of the school leaders and the experienced teachers believe that the duration of such programmes should be one school year, the majority of the new teachers believe that their duration should be two school years. Nevertheless, the answers among the three target groups converge when it comes to the number of hours that a teacher initiating his/her career can devote to induction activities on a weekly basis. Specifically, the majority of participants believe that a beginning teacher could devote 3-4 hours per week for induction activities.

Among the multiple types of practices and activities proposed in the questionnaire, all were found as relevant and useful by the vast majority of the participants. The only practice that gathered some concern is that of "assisting classes of experienced teachers in another subject(s)". During the focus group session though, participants had the chance to express more explicitly their views about the most appropriate activities or practices that should be followed in a new teachers' induction programme. According to these views the most widely preferred activities/practices are those of: a) attending regular group meetings with teachers initiating their careers to exchange experiences and practices (for all areas), b) attending regular 1:1 meetings with a mentor to discuss observed classes (especially for the didactical-pedagogical area and the subjects area) and c) make observational visits to other schools (especially for the didactical-pedagogical area and the subjects area).

With regards to the content of an induction programme, the participants identified the following topics per domain as the most useful:

Didactical-pedagogical: strategies to engage less participative students, dealing with students with special learning needs and/or disabilities, adapting classes and evaluation to students of different learning styles, preparing appealing educational resources, exercises, and other support materials and dealing with students with diverse

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cultural background. Overall, it seems that the participants mainly consider as the most useful didactical-pedagogical topics those related to student inclusion. Additionally, several new teachers consider as very important the topics of "dealing with student behavior problems" and "managing group/collaborative work in the classroom".

Subject matter to be taught: "adapting the content of the school subject(s) they teach to the readiness of their students", and "updating their knowledge with the most recent advances with regards to the content of the school subject(s) they teach". The new teachers seem to consider as very useful the topic of "integrating the school strategies during the curriculum implementation", too.

Bureaucratic and administrative: "legal duties and rights" and "class management administrative procedures".

Emotional: "dealing with fear to deal with families (parents and guardians)" and "dealing with fears and insecurities related with working with peers and school leaders". However, both new and more experienced teachers also put high in their preferences the topic of "dealing with fears and insecurities related with student behavior problems".

Social and cultural: "interacting with students", "interacting with parents" and "dealing with students with diverse cultural background".

[Mentoring Programme]

Mentoring is defined by almost half of the participants in all three groups as "a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth." The second most popular definition was the one defining mentoring 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". The other two definitions were selected by relatively smaller percentages. However, it must be noted that the second most popular definition among school leaders define mentoring as "a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school". It can be assumed that while new and experienced teachers perceive mentoring as a one to one professional relationship, school leaders tend to see mentoring as a

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more general means for strengthening the professional and social bonds among colleagues within the same school unit.

There are no formal mentoring practices in Greece. Only recently, i.e. July 2021, the government passed a new law (law no. 4823/21) which reintroduces the role of mentor in the Greek system. Specifically, according to article 93 of the aforementioned law, in each school unit the principal has the responsibility of allocating the role of mentor to experienced teachers so as to guide and support during their induction period all the newly hired and the newly appointed permanent, substitute and hourly paid teachers with teaching experience up to five years. The role of mentors can be attributed only to experienced teachers which will be ranked as "excellent" or "very good" according to the newly introduced scheme of teacher evaluation. The time of service of a teacher as mentor is an additional qualification that according to law is taken into consideration in the process of selecting teachers for acquiring posts in the hierarchy of education administration. Furthermore, a ministerial decree is expected that will specify all the necessary operational details for applying this new mentoring scheme in practice.

Moreover, the vast majority of participants, ranging from 76% to 87% across the three groups, believes that "a formal induction programme shall rely on peer-mentor activities with experienced teachers" while over 90% of the participants agrees with the opinion that "the teaching career should provide experienced teachers the opportunity to become mentors of their peers initiating their careers". Thus all participants have a very positive attitude towards mentoring as a tool for enculturating new teachers into the profession.

Moreover, the vast majority of them believe that schools would or, at least, might benefit from organizing mentoring programmes. The areas of the school function that according to the participating school leaders would benefit the most from mentoring programs are those of: "building/reinforcing the vision of the school as a learning organization", "increasing the quality of the education and learning provided by the school", and "promoting the knowledge about the activities taking place in the school and their impact on school results". Besides these main benefits, nearly all school leaders foresee additional benefits as a result of organizing mentoring based induction programs for new teachers).

Among the various characteristics of a mentor the most desired ones are those of: a) his/her ability to work in a team and embrace collaborative cooperation, b) his/her ability to create a friendly and encouraging environment, c) his/her ability to share experience and expertise, d) his/her ability to respect different perspectives and positioning, e) his/her ability to establish a trustful and friendly relationship with the mentees and f) high interest

in being mentor and supporting mentees (over 60% totally agree with these desired characteristics). Moreover, the experienced teachers consider important the characteristics of a mentor being able to: "actively listen and communicate effectively" and having "professional experience in teaching and learning fields". Finally, the new teachers, apart from the aforementioned characteristics, seem to additionally consider as very crucial the characteristics of "knowledge of didactical-pedagogical strategies and practices", "willingness to invest the necessary time to support mentees", "ability to provide concrete and constructive feedback" and "ability to share experience and expertise". Therefore, all participants pay particular importance in the communication and interpersonal skills that an ideal mentor should have, also considering his/her motivation to become a mentor as a very crucial characteristic. The new teachers, rather reasonably, seem also highly interested in skills related to a mentor's technical and professional capacity to communicate his/her expertise and experiences.

The aforementioned results were further validated when participants were asked to identify the six most important competences of a mentor, again highlighting competences related to communication and interpersonal skills as well as to his/her technical/professional capacity as a knowledgeable and reflexive teacher.

The vast majority of the participants in all three groups do not consider mentoring as a full time duty for experienced teachers. Most participants believe that striking a balance between teaching and mentoring should be achieved, with the mentor ideally dedicating around 25%-50% of his/her time to mentoring activities. About 80% of school leaders and experienced teachers and 58% of new teachers also believe that the mentor should be an experienced teacher of the same school or school cluster with the ones the mentees serve. It can be concluded that new teachers, in general being more familiarized with distance learning ICT, see as similarly viable the solution of distance mentoring provided by peers not necessarily serving at the same school with them. During the interviews the school directors were of the opinion that 1-2 hours of an induction programme based on mentoring per week are adequate.

[Conclusions]

There seems to be a consensus among school directors and experienced teachers that new teachers (usually substitute teachers) need to be supported when first placed in a school. This support should take the form of a school-based induction programme addressing their needs.

While most of the school leaders and the experienced teachers believe that the duration of an induction programme should be one school year, the majority of the new teachers believe that their duration should be two

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school years. The answers though of the three target groups converge when it comes to the number of hours that a new teacher should devote to induction activities on a weekly basis. Specifically, the majority of the participants believe that a beginning teacher should devote 3-4 hours per week for various induction activities.

With regards to the desired content of an induction programme, the participants identified the following topics (categorized per domain) as the most useful:

Didactical-pedagogical: it seems that the participants mainly consider as the most useful didactical-pedagogical topics those related to educational inclusion (i.e. allowing students of different background to learn and grow side by side in a way that benefits all). The new teachers also seem very concerned with topics such as "dealing with problematic behavior students" and "managing group/collaborative work in the classroom".

Subject matter to be taught: "adapting the content of the school subject(s) they teach to the readiness of their students", and "updating their knowledge with the most recent advances with regards to the content of the school subject(s) they teach". The new teachers seem to consider as also very useful the topic of "integrating the school strategies during the curriculum implementation".

Bureaucratic and administrative: "legal duties and rights" and "class management administrative procedures".

Emotional: "dealing with fear to deal with families (parents and guardians)" and "dealing with fears and insecurities related with working with peers and school leaders". However, both new and more experienced teachers also put high in their preferences the topic of "dealing with fears and insecurities related with student's misbehavior".

Social and cultural : "interacting with students", "interacting with parents" and "dealing with students with diverse cultural background".

All participants have a very positive attitude towards mentoring as a tool for enculturating new teachers into the profession. Furthermore, all participants pay particular importance in the communication and interpersonal skills that an ideal mentor should have, also considering his/her motivation to become a mentor as a very crucial characteristic but the new teachers, as reasonably expected, seem also highly interested in skills related to a mentor's technical and professional capacity to communicate his/her expertise and experiences to them.

The aforementioned results were further validated when participants were asked to identify the six most important competences for a mentor . Again the most frequently mentioned competences were related to

communication and interpersonal skills as well as to his/her technical/professional capacity as a knowledgeable and reflexive teacher.

The vast majority of the participants in all three groups do not consider mentoring as a full time duty. Most participants believe that finding a balance between teaching and mentoring time should be achieved, with the dedicating around 25%-50% of his/her time to mentoring activities. About 80% of the total number of school leaders and experienced teachers also believe that the mentor should be an experienced teacher of the same school or school cluster with the ones the mentees serve. New teachers share the same opinion but at a lower frequency (58%). It can be concluded that new teachers, being more familiarized with distance learning ICTs, accept as similarly viable the solution of distance mentoring from peers not necessarily serving at the same school with them. During the interviews the school directors were of the opinion that 1-2 hours of mentoring in the context of an induction programme is an adequate amount of time. However, to design an effective mentoring programme, all interviewees agreed that the following factors are important: (a) financial incentives, (b) good working conditions that would urge teachers to leave their established routines, (c) an appropriate selection process, d) mentoring to count for promotion and d) a lighter teaching schedule. During the interviews many interviewees pointed out that it is very important that the induction programs based on mentoring to take place within the existing working hours. Yet, at the same time, the find such arrangement as difficult to materialize given the inflexibility of their everyday working schedule.

Most participants would prefer the relevant training for mentors to be organized at either local or regional level.

The content of a mentors' training programme was also discussed in the focus group session. According to the participants' responses the modules that should definitely be included in such a programme are:

- Strengthening of emotional intelligence
- Techniques for assessing new teachers' needs
- Techniques and tools for classroom observation
- Principles of group work and consulting
- Legislation and legal aspects related to the teaching profession
- Sources of expertise appropriate for new teachers

These modules are fully aligned with the identified competences that an ideal mentor should have.

The aforementioned conclusions point to specific policy suggestions for implementing induction programs in the school context.

These suggestions could be summarized in the following proposals:

- Definition of a clear set of duties of prospect mentors related only to professional, pedagogic, social and psychological support of new teachers, fully disconnecting the role of mentors from teachers' evaluation.
- Legislation of certain incentives for those who would like to play the role of mentor (career incentives, relief from some school duties, a small allowance, etc).
- An open, transparent and meritocratic selection process emphasizing on criteria related to teaching experience, emotional intelligence, innovative professional record and increased qualifications.
- Training of the prospect mentors in basic principles of mentoring including adult education principles, emotional intelligence, reflexive and transformative learning, etc.
- Establishment of a regional list of accredited mentors among which new teachers can freely choose provided that he/she serves at his/her school. In cases of small schools in remoted rural areas or in cases that there is no accredited mentor of the same specialization with the mentee in a specific school, e-mentoring could be applied.
- Provision of specific arrangements in terms of organizing the school schedule so as to allow the induction programs to be adequately implemented in every school.
- Induction of new teachers and the way mentoring is applied in each school should become integral part of both its self-evaluation and its external evaluation process.

1. National context in Greece

1.1. The teachers' career in Greece: An overview

In Greece, to qualify as a teacher, one must meet the following requirements:

a) hold a university first cycle degree and,

b) hold a specific certificate of pedagogical and teaching proficiency (only for secondary teachers).

Specifically, according to Eurydice[1] in relation to criterion (a) teachers working in secondary education have to hold a university degree relevant to their specialization, whereas teachers working in pre-primary (ISCED0) and primary school levels (ISCED1) have to hold a degree from an early childhood education department or from a primary education department, respectively. Teachers of Foreign Languages, Music, Arts, ICT and Physical Education, who receive initial training in University departments which provide education related to the subjects they teach can be appointed in both primary and secondary level.

With regards to criterion (b) as defined in the 3848/2010 law, in order for university graduates to be appointed as educators they should possess a certificate of attendance of a special programme of studies of at least six months of length (which is provided by one or more cooperating faculties to graduates who possess the qualification for appointment in the primary or/and secondary education). These programmes of studies are evaluated in terms of ensuring pedagogical and didactic adequacy and they are approved by the Ministry of Education following advice of the Institute of Educational Policy. The equivalent substitute for this certificate could be a degree from a pedagogical faculty of a University, or a Master's degree or a PhD in Educational Studies, or a degree of educator from the Pedagogical Technical School (ΠΑ.ΤΕ.Σ.) or from the Higher School of Educators of Engineering Technology (Α.Σ.Ε.ΤΕ.Μ.) of the former School for Vocational and Technical Education (Σ.Ε.Λ.Ε.Τ.Ε.) or from the School of Pedagogical and Technological Education (Α.Σ.ΠΑΙ.Τ.Ε.).

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[1] https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-32_en (accessed on 6/5/2021)

The Supreme Council for Civil Personnel Selection (ASEP), at the request of the Ministry of Education based on the recorded educational needs, announces and conducts, every (2) two school years, a procedure for the preparation of a ranking list of teachers, Special Education Staff and Special Education Support/Assistant Staff, in a priority order by branch and specialisation, so that they can be appointed as permanent teachers or employed as substitute teachers in primary and secondary schools.

In particular, teachers' appointment/employment is based exclusively on rating tables, including the names of those who have the qualifications. Pedagogical and teaching proficiency, academic qualifications, social criteria and actual prior teaching service are taken into consideration for the ranking. The ranking lists of candidates are valid until the end of the second school year, following the end of the school year in which they were published in the Government Gazette. The classification lists are in descending order, as a result of the cumulative scoring of these criteria. The modification of data, in the interim period, is not permitted.

Over the last decade due to the deep financial crisis that hit the country, there has been a 'freeze' in the recruitment of permanent teaching staff. Indeed, even though teaching needs were increasing over the last years due to the massive retirement of older cohort of teachers (it is estimated that 4.000-6.000 teachers were retired each year over the last decade), the Ministry of Education did not appoint permanent teachers but instead covered the vacancies by employing provisional staff (substitute or hourly paid teachers). Only this year, after many years of no permanent appointment of teachers, the government has proceeded in the appointment of 4.500 special educators, while 7.500 more appointments of both primary and secondary teachers have been announced for the next school year (2021-22).

This situation has led to two consequences. First, a significant part of the teaching needs is covered by substitute teachers. Specifically, according to the latest annual report of the Center for Education Policy- almost 28% of the teaching posts is covered by substitute teachers (Center for Education Policy-KANEP, 2016). Secondly, the country is faced with an ageing teacher population. Specifically, according to the Education GPS service of OECD[2]:

a) The percentage of primary to upper secondary teachers younger than 30 is especially low (4.5 %, rank 33/36, 2018)

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b) The percentage of primary teachers older than 50 is especially high (42.1 %, rank 6/37, 2018)

c) The percentage of lower secondary teachers older than 50 is especially high (53.9%, rank 3/34, 2018).

As a result, the average age of the teaching personnel in Greece is 48 years old (while 52.6% of teachers are above 50 years old, while only 1.14% are below 30 years old) (TALIS, 2018 and OECD, Education at a Glance 2020).

Coming back to the employment conditions, permanent teachers enjoy Permanent Civil Servants status. With the exception of cases of retirement due to reaching the statutory retirement age limit (67 years old), or due to dismissal by a court decision, permanent teachers cannot be transferred without prior opinion, demoted or dismissed without the competent service council's prior decision.

Newly appointed teachers do not acquire a permanent status immediately after appointment. They serve for two years as probationary teachers. At the end of the second year they are evaluated in order to become permanent. The procedure and the criteria for judging the suitability of the newly appointed teacher are determined by a Ministerial Decision according to which the school head prepares a report on the teacher's performance of duties during the two years' probationary period and submits it to the relevant Regional Service Council. Following the Council's proposal the new teacher acquires the status of a permanent teacher with an Act issued by the relevant regional Director of the Directorate of Primary or Secondary Education. In practice this procedure is a mere formality since in reality it has never led to the loss of the status of a permanent teacher until now.

Newly appointed teachers are temporarily placed in a vacant position of a school unit in the area of their preference following a decision of the relevant Director of Education. In addition, they are obliged to remain in their area of appointment for a period of at least two (2) school years. Any change of service, such as secondment or transfer, during the above-mentioned period, is not allowed. In case of appointment to Special Education and Training schools (EAE), the newly appointed teacher is obliged to serve in the EAE for a period of at least five (5) years.

As regards substitute teachers, they are employed under a fixed-term contract governed by private law, while according to current provisions, the employment agency (the relevant Minister) is not granted the discretion to employ substitute teachers for a period shorter than the school year.

Greece has a flat career structure where teachers cannot move to higher levels, other than that of a school principal, an educational advisor (corresponding to only a few hundred posts) or a local/regional director (corresponding to about one hundred posts in total).

Prerequisites for the selection of teachers in a position of responsibility are at least 10 yrs of work experience and the certified knowledge of Information and Communication Technologies (ICT).

The general selection criteria for these posts are:

- academic background,

- administrative and teaching experience,

- personality and general background.

For the selection and placement of education officers (Regional Directors of Education, the Directors of Primary and Secondary Education, the principals of all types and levels of school units, the Coordinators of Education Work), evaluation tables are compiled and candidates are classified according to the total sum of points gathered when processing the criteria.

As a consequence of a flat career structure, teachers' salaries are essentially linked only to their years at service. Indicatively, according to Eurydice, a teacher being in service from 0 to 2 years (Pay Scale 1) gets 1,092 euros (gross earnings), while a teacher serving for 36-38 years (Pay Scale 19), gets 2,154 (gross earnings). Therefore the differentiation of the salary of a newly appointed teacher compared to the salary of a teacher at the final stages of his/her career is less than what is the case in most other OECD countries (Education at a Glance, 2020). Despite their relatively low salaries numerous studies have shown that Greek teachers are very satisfied from their job itself (the nature of the work itself, the ability to work with and help their students) and less satisfied with their working conditions (Anastasiou & Papakonstantinou, 2014; Koutrouba & Michala, 2017; Anastasiou & Belios, 2020).

The weekly compulsory teaching time of Greek teachers ranges from 18hrs to 25hrs depending on the education level they work and their years of service (i.e. the more experienced teachers teach less hours). Teachers serving in one-teacher, two-teacher or three-teacher pre-primary and primary schools, independently of their grade or

years of service, teach for 25hrs per week. School principals have teaching load ranging from 5hrs up to 18hrs per week depending on the school size (the larger the school the less the teaching load of the principal).

Teachers' professional autonomy is severely restricted due to the centralized nature of the Greek education system. The aforementioned centralization is accompanied by a complete lack of a system for evaluating schools and teachers despite the fact that over the last decade, quality assurance in education has become the focus of educational policy of successive governments. This is mainly due to the fierce opposition of teachers' unions against all the relevant policy initiatives. Only recently two laws have passed that establish the internal (self-evaluation) and external evaluation for both Primary (Kindergartens / students aged 4-6 and Primary Schools) and Secondary Education schools (Gymnasiums, General and Vocational Lyceums) as well as the evaluation of individual teachers. The purpose of the internal and external evaluation processes is the continuous improvement of schools while the purpose of individual teachers' evaluation is the identification of their weaknesses leading to subsequent in-service training. However, the relevant laws have not been yet implemented, as the teachers' unions have called their members to abstain from the self-evaluation processes which precede the external evaluation processes.

1.2. The main actors

The Greek education system remains one of the most centralised systems in OECD countries. Responsibility for key decisions such as: a) definition of curricula content, b) student textbooks authorship and distribution, c) allocation of teaching time, d) teacher education and initial teacher training, e) allocation of teachers and other school staff and f) teacher salaries lie at the level of Ministry of Education. The Institute of Educational Policy (IEP) (a partner of the LOOP consortium) is a scientific agency that provides technical support to the Minister of Education on issues regarding primary and secondary education, post-secondary education, transition from secondary to higher education, teacher training, student dropout and early school leaving. Its role is mostly advisory, in response to relevant queries submitted by the Minister of Education, mainly in relation to the following:

a) educational policy formulation, modernisation and implementation in all types of school units,

b) primary and secondary education programmes of studies/curricula, school books and teaching material,

c) teacher initial and in-service training, teaching staff selection,

d) education of expatriated Greeks, immigrants and refugees as well as intercultural education.

At the regional level, the regional education directorates exercise administrative control. They refer directly to the Minister of Education and they are responsible for the administration and the scientific and pedagogical guidance provided to all primary and secondary school units of their region. They also supervise the implementation of the national education policy, adapting it to the specific local and regional needs. They also link the regional educational services with the central education authorities.

The pedagogical guidance at this level is conducted by the **Regional Councils of Educational Advisors acting as regional supervisors of school quality assurance** which constitute structures falling within each regional directorate. These regional councils are the competent bodies for educational planning, monitoring, and the coordination and support of the educational work of all school units. The mission of these councils is to support teachers serving in the region both scientifically and pedagogically. This is mainly done by organizing teachers' training, including initial training, and by supporting the planning and assessment of the educational work at the regional level. Each regional council consists of a certain number of educational advisors who are teachers with increased experience and academic qualifications, selected through a very competitive open call for a four-year term. Each educational advisor has the scientific responsibility for all the subjects concerning his/her specialisation as well as for the school units in the area of his/her responsibility, also supporting pedagogically the teachers of these school units.

At the local level (usually close to the level of individual municipalities)**,** the educational policy is implemented and specified by the Directorates of primary and secondary education under the competence of the regional directorate of education. In essence, these local directorates have only limited administrative supervising duties over the school units. The pedagogic supervision at the local level is accomplished by a certain number of educational administrators serving in each local directorate. Upon decision of the Local Director of Education, it is assigned to each one of these educational advisors the pedagogical responsibility for a group of school units.

As it becomes obvious from the aforementioned description, the regional and the local directorates do not have much autonomy and their main function is to ensure the compliance of subordinate units with the centrally defined directives issued by the Ministry of Education.

At the **school level** the main administrative bodies are: a) the school principal, b) the deputy school principal and c) the school teachers' board.

Table 1 summarizes the main duties allocated to school principals according to Greek legislation.

A school principal's duties are to:

- collaborate with the state authorities, the educational advisors, the teachers, the students and their parents to achieve the goals of the education system;
- represent the school unit to third parties;
- allocate students to classes without social or other restrictions (e.g. streaming is prohibited);
- implement the laws and all the regulations of all the supervising authorities as well as the decisions of the teachers' board;
- promote educational innovations and be responsible for their implementation;
- evaluate the teaching and administrative staff (still non applicable in reality);
- cultivate a positive school climate;
- **inform the newly appointed teachers about their legal rights and obligations and coach them during their first steps**;
- allocate duties and responsibilities to the deputy principals of the school;
- keep record of all official correspondence of the school and issue and sign all the official documentation of the school;
- keep files of students and teachers;
- **provide instructions and guidelines to the teaching staff**;
- resolve problems with the teaching staff in a collegial spirit of mutual respect and report these problems to higher levels only if his/her efforts to resolve them are proved unsuccessful;
- communicate with the supervising authorities asking for help to overcome staff shortages or for reporting other serious problems;

Furthermore, a primary school principal in cooperation with and with the approval of the teachers' board:

- calls the teachers' board meetings;
- assigns specific administrative and extra-curricular duties to individual members of the teaching staff;
- proposes the time schedule of the lessons and makes all possible arrangements so that all teachers cover their workload;

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- makes the necessary provisions about the maintenance of school facilities and the supply of essential instructional materials;

- ensures the orderliness of the school environment and the conditions of students' safety;

- cultivates a democratic climate and prevents or tackles disciplinary problems;

- proposes the replacement of absent teachers;

- distributes the state approved textbooks to all students;

- cooperates with the educational advisors for organizing school based teachers' in service training programmes, and school visits to sites of educational interest.

Source: Dimopoulos, K., Dalkavouki, K., & Koulaidis, V. (2015). Job realities of primary school principals in Greece: similarities and variations in a highly centralized system. *International Journal of Leadership in Education*, *18*(2), 197-224.

The aforementioned presentation leads to the conclusion that the role a primary school principal in Greece is prescribed is closer to the bureaucratic model. Since the autonomy of the school units is very restricted there is little room for decisions at the school level or, to put it differently, for formulating education policy at the school level. This situation is clearly reflected in OECD data on the level of school autonomy in Greece (OECD, 2011). According to this data, 80% of the decisions relating to public sector education are taken at the ministerial level, whereas little room is left for school-level decisions. Specifically, less than 16% of the decisions on course offer and course content (curricular decisions) reside within school units and teachers' decisions, while similarly low or even lower percentages apply for other domains like financial resources management, personnel-related issues, students' admission, selection of textbooks and students' assessment. It is characteristic of the overall culture dominating the system that there is only one mandatory textbook for each school subject.

Therefore, in reality, the school principal has only a coordinating role. Most of the important decisions for the everyday running of a school unit are taken by teachers' board. While, this decision-making practice is in principle democratic participative, in reality, it constitutes a mere formality since there is little room left for substantial decision-making in important matters such as curriculum planning, teachers' professional development and so on. On the other hand, the democratic participative model existing in Greek schools is the main cause for the strong social bonding and the intimate relationships existing nowadays in most schools. This characteristic was dominant in many self-evaluation reports of school units in Greece (Ministry of Education and Institute of Education Policy,

2013). Specifically, 94% of the school units reported a very positive climate among the members of the teaching staff.

According to a relatively recent study by Dalkavouki, Dimopoulos & Koulaidis (2015), school administration, school organization and internal relationships are the most important areas of principals' activities. The educational-pedagogic issues constitute only a marginal area of principals' activities, possibly due to the centralized nature of the system. Furthermore, principals' everyday activities do not seem to be seriously affected by contextual factors, such as the socioeconomic environment of the school or school size, which, in other more decentralized systems, have been proved to influence principals' leadership styles.

Despite the dominance of the bureaucratic model in school administration in Greece, over the last years some policy initiatives have been undertaken with the aim to provide the school unit with some opportunities of planning and evaluating its outcomes. The most important of these initiatives is the recent introduction of self-evaluation. However, for their effective implementation they should be complemented with additional measures that will broaden schools' autonomy in a decisive way. The relevant discussions have been already opened up in the public sphere. The basic argument of those in favour of increased school autonomy is that Greece should follow the rest of the European countries in terms of this policy trend (see Fig.1 below). On the contrary those against increased school autonomy argue that this autonomy will result into increasing social inequalities between schools by disrupting the imposed uniformity of the system which is regarded as a legitimate means of ensuring social equity in educational opportunities. This July the government has passed a new law (law no.4823/2021) which devolves some additional powers to school units, such as selecting the textbooks it prefers from a list of nationally approved textbooks, organizing extracurricular activities with third parties, etc.
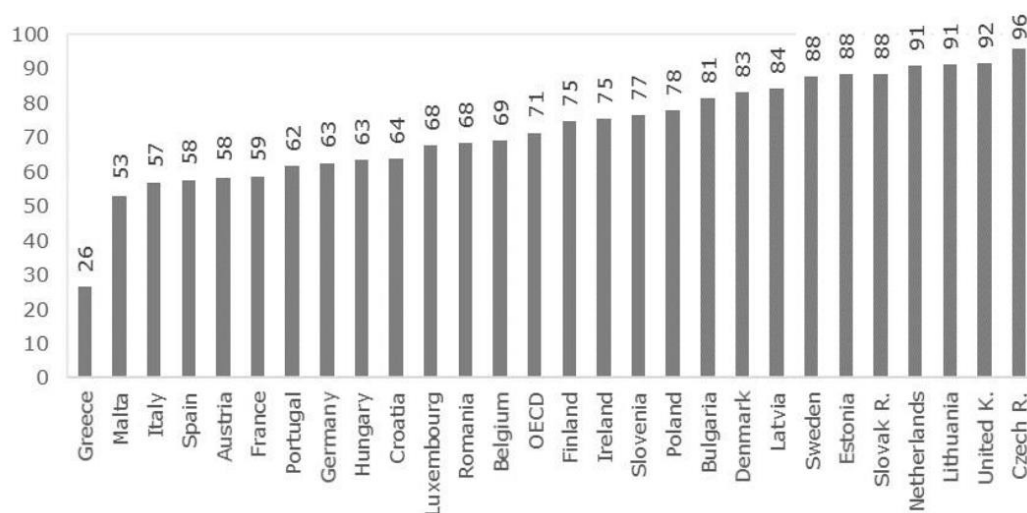
Figure 1: Index of school autonomy in EU countries according to PISA (2015) results

1.3. Initial Teacher Training

As it has already been said, the prospective teachers of Early Childhood and Primary Education, which includes Pre-primary school (*Nipiagogeio*) and Primary school (*Dimotiko*), are graduates of Pedagogical Departments of Pre-primary and Primary Education respectively, operating at universities across the country.

The initial training provided to prospective pre-primary and Primary Education teachers includes courses related to: a) basic subjects taught in primary education such as modern Greek, mathematics, science and history, b) pedagogy and psychology, c) didactics of school subjects, d) practical skills such as digital and communication skills, and e) practical aspects of teaching (lesson plans, microteaching simulations, teaching in real classroom environments and so on). According to Sarakinioti & Tsatsaroni (2015) there has been a long-lasting debate about whether prospective pre-primary and primary teachers should be taught specialised scientific knowledge (sociology, psychology, etc) or educated in how to discipline pupils and transmit knowledge in the classroom (i.e. practical aspects of teaching). This debate still remains unresolved so the curricula of the relevant university departments balance between these two poles.

Regarding the teaching staff in both compulsory and non-compulsory Secondary Education, prospective teachers receive their initial training at the University Departments of the country, which provide studies relevant to the subjects included in Secondary Education curricula. The majority belongs to the so-called Teacher Education Faculties. Most of them, either on their own or in collaboration with other faculties, offer to their students the chance to obtain the certificate of pedagogical and teaching proficiency, as an integral part of their regular studies. Specifically the acquisition of this centificate, which is a necessary prerequisite for entering the teaching profession, follows the successful completion of a group of courses corresponding to about 40-60 ECTS. The relevant courses fall under the following three categories: a) Pedagogy and Education, b) Teaching and Learning and c) Didactics and Teaching Practicum.

VET teachers working in vocational upper secondary school are graduates of the School of Pedagogical & Technological Education (ASPETE). ASPETE provides concurrent technological and pedagogical education and training at tertiary level. Its mission includes the promotion of applied research in educational technology and pedagogy, as well as the provision of training, further training or specialization for in-service or prospective secondary teachers.

Finally, teachers appointed as special educators fall into one of the following categories:

- are graduates of the Pedagogical Department of Special Education at the University of Thessaly with an orientation degree as a teacher or nursery assistant or graduates of the Department of Educational & Social Policy at the University of Macedonia with an orientation degree in education for people with special needs;
- have a degree in Special Education;
- have a postgraduate qualification or PhD in Special Education or School Psychology;
- have a two-year postgraduate teacher training in Special Education, offered by a national teacher-training institute;
- have an attendance certificate from an annual training-specialization seminar in Special Education (of 400 hours duration in order to be included in the waiting appointment/employment list). The certificate and seminar should be offered by a HEI or another public sector body, which is supervised from the Ministry of Education;

- have at least one year of teaching experience (10 months) in the field of special education (in order to be included in the waiting appointment list);
- are educators and parents of children with a disability rate of over 67% (in order to be included in the waiting appointment list).

Over the last years, more and more prospective teachers proceed to postgraduate or even doctorate studies so as to maximize their chances of being hired, since these additional academic qualifications provide them with extra points which bring them at higher positions in the ranking lists of candidates for recruitment either for posts of permanent or of substitute teaching staff. Table 2 provides data on the percentage of teachers with postgraduate or doctorate studies per educational level for 2016.

Table 2: Percentage of teachers with postgraduate or doctorate studies in Greece by education level

Level	Postgraduate studies (%)	Doctorate studies (%)
Pre-primary	6,5	0,5
Primary	7,7	0,9
Lower secondary	14,3	2,9
Upper secondary (academic)	16,4	4,0
Upper secondary (vocational)	10,8	1,5

Source: Adapted from KANEP, (2016)

Finally, an increasing number of prospective teachers attend short training courses of 300-400 hrs provided on a fee basis (usually around the cost of 300-500 euros) by the Centers of Training and Lifelong Learning (organized by several state universities) so as to get the extra points for their recruitment that the law awards them as an incentive. The most popular of these courses are those related to Special Education, Multicultural Education and School Psychology. This popularity can be explained by the fact that a significant number of new posts for mainly substitute teachers have been opened up in special education school units or, in school units for immigrants (Greece faced a constant and very intense flow of immigrants mainly from Syria over the last years).

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

On a national scale, currently, there is lack of mandatory continuous teachers training courses. There are, though, some courses provided at a national scale, on an ad hoc basis, but usually the access to these courses, even in the case of the most massive ones, is guaranteed only for few thousands teachers. These courses are short in duration (lower than 100hrs) and usually are designed to address teachers' needs according to the priorities of the concurrent national education policy.

Some examples of this category of training courses, usually offered by the Institute of Education Policy, are the following:

- Teachers' training on utilization and implementation of Information and Computer Technologies (ICT) in the teaching process.

- Fast training of teachers in distance education during the recent period of school closure due to Covid-19 pandemic.

- Training on specialized educational support for the integration of students with disabilities and / or special educational needs.

- Training in the New Curricula for Foreign Languages - Unified Curriculum of Foreign Languages (EPS-XG) and English Learning Programmes in Early Childhood (PEAP).

- Training in the New Curricula for the subject of Religious Education.

- Training Actions to support the education of refugee children.

- Training of Teachers / Instructors in Apprenticeship issues etc.

Moreover, the National School of Public Administration offers to teachers serving in the public sector, a wide range of courses mainly aiming at promoting public servants' managerial and digital skills. These courses are provided free of charge on a volunteer basis.

Finally, it is worth mentioning the ERASMUS + EU funded programme for education, training, youth and sport. An example of the actions implemented in the context of the Erasmus+ programme, relevant to teachers' training,

is the Key Action "mobility project for school education staff". This programme offers to teachers the opportunity of a learning experience in another country. According to statistical data[3], about 1.100 Greek teachers benefited from this action in 2019.

This mobility project includes one or more of the following activities:

- Teaching assignments: teachers can receive grants to teach in a partner country school.

- Structured learning courses or training activities abroad: teachers can receive grants to attend training programs.

- Job shadowing: school teaching staff have the opportunity to spend some time abroad in a partner school or other Educational Institution.

In the context of this programme, participants are given the opportunity to improve their professional and linguistic skills and abilities, expose themselves to diverse cultures and develop a sense of European identity.

An additional possibility for in-service teachers' training is offered by the eTwinning initiative. Specifically, the National eTwinning Support Service in Greece organizes semi-annual distance learning e-seminars, in collaboration with other competent bodies, with the aim of training teachers on Web 2.0 tools, educational Robotics and promote innovation in the implementation of eTwinning projects.

Furthermore, in the case where a teacher wishes to take a post in educational administration (for example as an educational advisor, school head. etc.) the current legislation stipulates that the candidate must have certified training on ICT. Among the criteria for appointment is certified training in ICT, one year certified training in a Higher Education Institution or certified attendance of training programs provided by the Ministry of Education.

The credits awarded in case teachers wish to take a post in educational administration is the main incentive for attending courses offered by the Centers for Lifelong Learning. These courses are usually provided on a fee basis (ranging from 300 to 600 euros per course). The fees are paid individually by each student without any state support.

Finally, provision of sabbatical unpaid leaves for one school year is granted to Primary and Secondary Education

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[3] (https://ec.europa.eu/assets/eac/factsheets/factsheet-el-2019_en.html)

teachers, in order to complete postgraduate studies. However, the grant or renewal of paid educational leaves is permitted only to scholars of State Scholarships Foundation (SSF).

On the school level the CPD opportunities for teachers are very restricted and up to a large extent undocumented. Specifically, the only opportunities for INSET of teachers are some ad hoc training seminars organized by educational advisors for the teaching staff of the schools they supervise. These seminars are usually one or two-days long and take place either before the beginning of the school lessons each September or after the end of these lessons each June. The participation of teachers in these seminars is optional. Moreover, despite the fact that teachers' professional development is among the statutory duties of school principals, the latter being overwhelmed by other heavy and more immediate administrative duties, seem to rather neglect this aspect.

According to Papadopoulou & Bagakis (2015), this situation has led to a gradual withdrawal of the central state from the field of INSET, leaving essentially a vacuum. This vacuum has been gradually covered by multiple other stakeholders (the universities being the most important one), thus resulting in an increasing fragmentation of the relevant efforts. On that basis, it is likely that teacher training will "turn to private sector training providers, shrinking participation of the public sector, making the system function on a competitive basis" (Karalis & Vergidis, 2003, p. 408). It is characteristic of this situation that in the study of Papadopoulou & Bagakis (2015) which analyzed 526 emails sent to a specific lower secondary school from the beginning of the school year (September 2012 to February 2013) concerning programs of INSET, it was found that training can be provided by individuals (e.g., teachers, teacher advisers, university professors) institutions (e.g., federations, schools, science unions), public sector organisations (e.g., ministries, administrations, etc), private organisations (e.g., foundations, private companies, publishers), national providers as well as European or global ones, institutionalised providers (e.g., Regional Training Centres, Institutes of Higher Education, teacher advisers) and non-institutionalised ones (e.g., foundations, associations etc.), providers of formal, non-formal and informal learning. The provision of activities by the public sector is more time limited in comparison with the private sector, which has recently recorded an increase in the supply of such activities. Therefore, there is a distinct fragmentation and decentralisation of the providers involved, resulting in a gradual shift from centrally controlled learning programs to more independent and autonomous ones. In the same study, a number of obstacles for attending INSET courses were also reported. The most important is the financial burden incurred by teachers for participating in training activities which takes either the form of fees (20%) or the form of expenses such as transport and accommodation (38%).

1.5. Formal and non-formal induction programmes and practices

According to Greek legislation a newly appointed teacher in both Primary and Secondary Education serves two years as a trainee. During these years the trainee teacher has to complete a mandatory training of 100hrs which is the only existing formal induction programme for new teachers and a prerequisite for the completion of the probationary period (as postulated in law 4589/2019). However, since 2012-13 there has been a halt in the appointment of new permanent teachers due to the financial crisis resulting in the discontinuation of this induction programme. Since then the needs for new teaching staff replacing retired teachers has been covered by substitute teachers who are appointed to schools without attending any formal induction programme. It should be noted though that even when this induction programme was offered it did not produce the expected outcomes since as it mostly failed to bring about either conceptual change or change of teachers' actual classroom practices (Kourkouli, 2015).

According to recent governmental declarations, the aforementioned induction programme will be reinitiated within the forthcoming school year so as to train 11.500 new teachers, the first to be appointed to permanent posts after almost ten years. The new induction programme will be provided by the Institute of Education Policy (IEP). It will be delivered through distance learning mode with a total duration of 96 hours (24 hrs synchronous and 72 hrs asynchronous mode). The programme, consists of general pedagogy modules, aiming at providing teachers with a common theoretical background, and more praxis-oriented modules dedicated to novel teaching practices such as case studies of teaching scenarios, flipped classroom techniques, inquiry-based learning, cooperative problem solving and project-based learning techniques within a learning community framework.

Apart from the lack of a substantial formal induction programme, newly appointed teachers are faced with more obstacles that make their induction to the profession even more difficult. First according to current legislation newly qualified teachers are not given any reductions in their teaching hours, but on the contrary their compulsory weekly teaching schedule is longer by one, two, or even three hours compared to that of their more experienced colleagues. Moreover, the common culture existing in most of the Greek schools treats new teachers as the ones that should undertake the most demanding and labour intensive school tasks that the more experienced teachers typically avoid. These tasks, for example, include the organization of extra-curricular activities (e.g. school excursions), the preparation of various school ceremonies, various boring bureaucratic works or updating the

school site with relevant information. It is characteristic of the non-differentiated treatment of new teachers that in case that the latter serve in small schools of remoted rural areas they may also undertake administrative duties.

In a recent study (Kokkaliari, 2017), investigating the conditions of service of new teachers with experience between 1 and 4 yrs in the Greek primary schools, it was found that:

- The majority of them holds a master's degree (54%) or a second bachelor's degree (5%)

- Personal factors (low self-efficacy, professional stress), school factors (school climate, lack of collaboration and understanding by colleagues) and teaching challenges (implementation of consequences, addressing the needs of students with learning difficulties) are factors that prevent the smooth integration and inclusion into the profession.

- The overwhelming majority of the new teachers turn to more experienced teachers for support (70%), to other new teachers (65.1%), to their school principal (47.7%) and far less to the educational advisor (11.6%). This support took mostly the form of friendly professional advices (84.9%) and far less the form of observing lessons of other colleagues (17.4%). It is also characteristic that in many cases the new teachers reported various out of school sources of emotional or professional support such as internet search (73.3%), search in the relevant bibliography (51.2%), advices from their friends (48.8%) or attending in-service training courses (45.3%).

- The most important incentive for motivating new teachers to participate in more organized induction programmes would be a reduced compulsory weekly teaching schedule.

The aforementioned studies show that in general there does not seem to exist any structured procedure for the induction of new teachers. Thus when new teachers come to a school for the first time their experience often resembles a "lost-at-sea" or "sink-or-swim" situation (Ingersoll and Strong, 2011). So as to address these increased challenges, their only resources informal advices from more experienced and trustful colleagues and external sources that they identify on their own or with the help of their social environment.

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1.6. Formal and non-formal mentoring programs and practices for teachers' peer-support

The origins of the word "mentor" are rooted in the Greek mythology, namely in Homer's epic Odyssey, written in 800 BC. As the myth goes, Mentor was a wise and gentle elder –actually, Athena, the goddess of wisdom, in disguise– whom Ulysses entrusted with the care, guidance and education of his son, Telemachus, while he was away at the Trojan Wars and struggling against the odds to return to his home in Ithaca. Despite the fact that the term "mentor" is of Greek origin, and rather ironically, there are no formal mentoring programs and practices while the corresponding informal ones are extremely scarce in the Greek education system.

The only initiative for introducing mentoring in the Greek legislation until recently was undertaken in 2010. Specifically, in article 4 paragraph 6 of the 3848/2010 law, the role of the mentor is established in the Greek educational system; namely, that of a teacher with considerable educational and teaching experience valuable for the guidance and support of a newly appointed teacher. According to paragraph 7 of the same article the institution of the mentor was planned to be defined and described in laws published in following government gazettes. For this purpose, the Ministry of Education conducted public consultation which was open to the public from 29/11/2010 to 14/12/2010.

The public consultation document[4] provided a full description of the proposed role of mentors, their required qualifications and the relevant selection process, their duties as well as the proposed duration and structure of the relationship between mentors and mentees.

The role of mentors is defined as follows:

- Smooth induction of newly appointed teachers in the context of each school unit
- The new teachers' continuous pedagogic and teaching guidance and
- The new teachers' emotional support.

One mentor could provide guidance and support up to five newly appointed teachers.

Mentors should also have increased qualifications related to:

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[4] http://www.opengov.gr/ypepth/?p=365 (last accessed on 25/5/2021)

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- Teaching/pedagogic competence

- Competence in the use of ICTs for teaching purposes

- Experience in implementing novel school based projects and programs.

In addition to the above, prospect mentors should have at least five years of teaching experience prior to their selection. The teachers who would become mentors should be selected by the educational advisor in cooperation with the school principal and they should preferably serve at the same school unit with the newly appointed teachers. Only in cases of new teachers serving at remote rural schools e-mentoring could be applied. After their selection, all the prospect mentors would be trained by attending a centrally organized course including the following modules: a) the role of mentor and the nature of the mentoring relationship, b) basic principles of adult education, c) classroom management and management of school based problems, d) teaching methodologies, e) self-evaluation as a tool of self-reflection, f) variability of the students' populations and personalized teaching and g) ICT in education and e-mentoring.

All the selected and trained mentors would be included in a relevant regional list of accredited mentors from which the future mentors would be drawn for covering the existing needs for supporting new teachers. All mentors depending on the number of the mentees they would supervise could ask for a reduced weekly teaching schedule.

The mentoring process would last for two years. During the first year special emphasis would be given to the development of professional skills of the new teachers and especially their teaching skills as well as their classroom management skills. So as to accomplish this goal a series of classroom observations could be organized in some of which the mentee could observe his/her mentor teaching, in some others the mentor would observe the mentee teaching and in the rest they could teach cooperatively. During the second year the emphasis shifted towards more advanced skills like using ICT in teaching, planning novel teaching approaches, etc. Each mentor and his/her mentees should arrange at least ten meetings during the second school year.

According to Vlachou (2016) the public consultation document collected 354 comments in the form of discrete answers to the six questions that were posed. The participants were asked to comment on the reasons a mentor constitutes a necessity and the qualifications, preconditions, duties, duration and generally the context of a mentoring relationship. Moreover, they were asked to present the objectives that the mentoring programme should aim at, the most important motives that an educator should have in order to participate in such a

programme and to make further suggestions concerning the development of the scheme of mentoring. The results of the consultation were to be taken into consideration for the final formation of the mentoring programme. However, despite this legislative initiative, mentoring has never been activated in practice. This is mainly due to the fact that the teachers' unions opposed the mentoring scheme as it was construed as a governmental initiative to bring new teachers' evaluation from the back door. The reality is that in the relevant articles of the law mentors were not attributed any evaluative role.

Apart from the aforementioned failed attempt to introduce the scheme of mentoring in schools, the only other formal reference to the institution of mentoring in the Greek educational system can be found in article 9 of the 1340/2002 government gazette, where the duties and responsibilities of the educational advisors are described. According to this article, educational advisors act as mentors supporting teachers who implement pilot and innovative programs in their schools.

In July 2021 the government has passed a new law (law no. 4823/21) which reintroduces the role of mentor in the Greek system. Specifically, according to article 93 of the aforementioned law in each school unit the principal has the responsibility of allocating the role of mentor to experienced teachers so as to guide and support all the newly hired and the newly appointed permanent, substitute and hourly paid teachers with teaching experience up to five years during their induction period. The role of mentors can be attributed only to experienced teachers, which will be ranked as "excellent" or "very good" according to newly introduced scheme of individual teacher evaluation. The time of service of a teacher as mentor is an additional qualification that according to the law is taken into consideration in the process of selecting teachers for acquiring posts in the hierarchy of education administration. It is soon expected a ministerial decree which will specify all the details according to which the new mentoring scheme will be applied in practice.

According to Theodorou & Petridou (2014), despite the lack of any formal mentoring programme, the concept of mentoring is applied unofficially in some schools of the country from some individuals. There are also studies analyzing teachers' perceptions and beliefs about mentoring as well as their preferences on how this process should be applied in schools. Not coincidentally, most of these studies were conducted close to 2010 when the aforementioned formal initiative took place. In general, these studies find that the Greek teachers are positive in the prospect of introducing the scheme of mentoring in the schools they serve, while at the same time they

express some doubts about the transparency of the whole process and are negative towards the prospect mentors acting as evaluators of new teachers.

Below we present the most important of these studies grouping them according to the education level they refer to.

Studies on primary school teachers

Phillips & Fragoulis (2010) examined the impact of mentoring on primary education. Their research was based on a sample of primary education teachers working in schools of the Achaia Region, (Greece) and analysed their beliefs and attitudes towards the implementation of mentoring and the relation of these attitudes with teachers' characteristics. The research sample consisted of 120 teachers of various specializations (teachers specialized in general primary school tuition, English language teachers, French language teachers, Physical education teachers, Music teachers, etc.). The findings show that a high percentage of teachers believe that the mentoring process is beneficial. More specifically, they express the view that through mentoring they are provided with learning opportunities in a non-threatening environment, develop their self-confidence in relation to their teaching practices and obtain important experiences and expertise. Additionally, their problem solving skills are empowered; they develop professional networking and teamwork skills and adopt a coaching method with the help of experienced training staff. Interestingly, these beliefs are highly correlated with certain demographic characteristics. In general, women with less years of teaching experience and teachers with more training have more positive attitudes towards mentoring. The sampled teachers also believe that mentors themselves greatly benefit from participation in the mentoring process. They express the opinion that mentors develop communication and teamwork skills as well as supportive skills towards their colleagues. At the same time, their job satisfaction increases, while they feel that they are highly contributing to their schools as well as develop critical reflection skills.

Moreover, Pappa and Iordanides (2017), explored teachers' views regarding the necessity of teachers' mentoring and whether it can be considered an effective response to teachers' needs. In total, 215 primary teachers participated in the study. The results showed that teachers agree to the implementation of mentoring as a pilot programme based on critical research findings and successful structures applied and tested in similar programs abroad, making the necessary adaptations to the Greek context. The integration of mentoring in schools seems to be serving both teachers' and pupils' needs by supporting professional practice, enhancing teaching quality and

developing a collaborative professional culture. On the other hand, though, some concerns were raised, mainly by the more experienced teachers in relation to the integrity and the transparency of the mentors' selection process, especially if this is decision is solely allocated to school principals.

Following the same research line, Bronovski (2019) explored the views of newly appointed primary teachers on the value of mentoring as well as on the skills and qualifications an ideal mentor should have. The study also examined the role of school leadership in the successful implementation of the mentoring scheme. The study was based on data collected through semi-structured interviews with thirteen newly appointed primary teachers and two school principals. It was found that the newly appointed teachers expressed their need for teaching, pedagogic and psychological guidance and support by a mentor, especially on issues related to handling the relationships with parents and students as well as to their professional development in the broader sense. Moreover, they portray the ideal mentor as an experienced colleague who has good character, extensive professional experience and specialized training while they want their school principal to guide the mentors, to supervise their work and to create conductive conditions as the mentoring scheme to work properly.

Studies on secondary school teachers

Kordia (2012) aimed at exploring the perceptions and attitudes of seven potential EFL (English as Foreign Language Teachers) mentors and mentees, regarding the concept of mentoring in general, as well as regarding its prospect in the Greek context in particular. To this end, qualitative research was conducted; semi-structured interviews of potential mentors were carried out, while open-ended questionnaires were administered to future mentees.

The specific research questions of this study were as follows:

i) What does "mentoring" mean to EFL teachers, in terms of the purposes it needs to serve in induction, as well as concerning the challenges and the potential benefits arising from a mentoring relationship?

ii) How do they think the mentoring purposes can be achieved, considering the specific roles, functions, tasks and necessary skills with which the mentoring process is associated?

iii) How effective do they think the mentoring programme might be in their context and what are the reasons for its possible effectiveness or ineffectiveness?

iv) What are the conditions which they think should be fulfilled so that its effectiveness is ensured, meeting their own needs and requirements?

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According to the findings, the potential mentors and future mentees who took part in the research display a fairly positive attitude towards mentoring, as well as a surprisingly deep and shared understanding of the concept; this is actually illustrated not only in their responses regarding the various aspects of formal mentoring, but also in the way they described their prior informal mentoring experiences. What is more, four future mentees think that mentoring programs should not be addressed only to newly appointed teachers, but also to substitute and hourly-paid teachers who also may lack experience. This is actually a fairly valid argument, given that such teachers constitute a considerable proportion of the teaching force in Greece and have exactly the same responsibilities and needs as newly appointed teachers.

Based, therefore, on their perceptions about effective mentoring and their experience in state schools, the participants describe a number of factors which might inhibit the successful implementation of mentoring and the corresponding conditions which should be fulfilled, so that it is appropriately put into practice. The first inhibiting factor which they emphasize relates to the fact that, according to their experience, a lot of teachers –from the newer ones to those close to retirement– display a negative attitude towards professional development and change. Furthermore, several participants report that some of their colleagues have a rather negative attitude towards mentoring itself. The main reason is, they claim, the fact that they are not fully aware of what the concept of mentoring really involves, viewing it as an obligation or as just another duty for them to carry out. In additional there was found a general suspicion that the results might be used as a basis for teacher dismissals, while, according to the future mentees, such assessment might be conducted by inappropriate mentors, making things even worse for them. Along the same lines, potential mentors think that mentees need to be reassured that the purpose is mainly developmental and not judgmental, or, in other words, that the aim is not to fire them, but help them improve, maybe through more intensive mentoring. Finally, another inhibiting factor mentioned by the research participants relates to the amount of assistance and support provided at schools; in this respect, they think that unless the cooperation of colleagues and headmasters is ensured, financial and physical resources are provided and arrangements are made to the school schedule so that both of them have enough time available for their meetings, it is unlikely that mentoring will have the desired outcomes.

Moreover, drawing on Transformative Learning Theory literature, Frydaki and Mamoura (2014), explored how five secondary teachers, involved in a mentoring programme with such an orientation, came to transform or negotiate their previous conceptions of teaching, learning, and teacher's role.

Specifically, this study attempted to investigate:

a) whether and to what extent the five mentor-teachers' involvement in the reformed practicum programme contributed to their own knowledge transformation, and

b) what kind of mentoring experiences made the difference in terms of knowledge transformation.

The results of the qualitative data analysis revealed the transformative potential of this specific mentoring situation as well as the four types of interwoven mentoring experiences influencing the mentors' knowledge transformation processes: innovative ideas/practices student-teachers enact in classrooms, questions on "how" and "why" of mentors' teachings, creation of an informal mentors' learning community, and the presence among them of a colleague having already developed a reflection-stance.

Finally, Theodorou & Pertidis (2014) investigated secondary Mathematics teachers' beliefs in relation to the necessity of implementing mentoring as well as the contribution of becoming mentors into the formation of their professional identity. In total 314 mathematics teachers took part in the study. Nearly 60% of the participants believe that the introduction of mentoring will positively affect the school culture, the professional responsibility of Mathematics teachers and it will also lead to a deeper realization of the latter's social role. Besides almost 50% of the sample expressed their willingness to undertake the role of a mentor with this percentage increasing to 67,6% in the subsample of the more experienced teachers (24-35 yrs of teaching experience), while 59,8% of the new teachers (0-11 yrs of teaching experience) would undertake the role of a mentee. Most of the teachers argued that a mentor would help new teachers more in the domains of: a) classroom management and guidance (72.1%) and b) pedagogy (66%).

Studies on both primary and secondary teachers

The attitudes of the Greek primary and secondary teachers towards mentoring were also explored by the study of Ravanidou, (2013). The qualitative research, which was carried out with the method of interviews of the primary and secondary school teachers in the district area of East Macedonia and Thrace, confirmed first and foremost the positive attitude of the teachers towards mentoring and, secondly, their suspicion on the way Greek educational system functions. The participating teachers identified numerous challenges in their everyday work which appear to be more intense for a newly appointed teacher and concern the teaching, the educational as well as the administrative duties they are obliged to deal with. Thus, they seek further training and support, favoring

the introduction of mentoring. However, they are setting specific conditions of meritocracy in the choice of the mentor and also support the separation of the mentoring process from any form of teacher evaluation. The main concern is whether mentoring will end up as a system of enforcement of arbitrary discriminations and exclusion of teachers.

In a relatively more recent study, Vlachou (2016), examined to what extent teachers are aware of the concepts of teacher training and mentoring, their existing models and principles and their implementation. The aim of the study is also the investigation of the teachers' predisposition towards them and their willingness to get informed on and participate in such programs.

The following research questions were formed:

-What are the teachers' experiences, feelings and attitudes towards teacher training and mentoring and their effectiveness on their professional development?

-What are the teachers' perceptions about mentoring and its function in the school context?

-What skills and responsibilities should a mentor have according to the teachers?

The results of the study indicated that:

 a) Greek teachers have experience on in-service teacher training programs which they value as high, but they lack any experience concerning mentoring. They are positively predisposed towards both concepts and they agree on the necessity of in-service teacher training programs and mentoring programs.

b) Although mentoring is a term that teachers are not familiar with, they are positively predisposed towards its introduction and establishment in the Greek educational system. However, teachers expressed their need for a professional partner that would help them in different aspects of their professional life, aspects that they feel they lack in.

c) According to the teachers, a mentor should be able to provide them with technical assistance, career advice and psychological support. What is more, they should accept the beginner teacher and be able to provide instructional support and be effective in different interpersonal contexts. Finally, teachers wish to see their mentor as a role model of continuous learning who can communicate them hope and optimism.

The only study identified in the Greek literature related to the evaluation of a real mentoring programme implemented in Greek schools was that of Skorda, (2015). This research attempted to record the views of teachers concerning the mentoring/coaching program implemented in the schools of the Hellenic-American Education Foundation-HAEF, in which they participated. The study was based on the quantitative and qualitative data using audio-visual material in the school year of 2010-2011 and structured questionnaires for 2013-2014 and 2014-2015. Data were accumulated from approximately 60 pairs of mentors-mentees throughout the three school periods of practical application. The results show that the programme offered important professional gains; both in the mentor's revitalization and self-reflection, as well as the mentee's broadening of their horizons and enhancement in their performance in class. The participating teachers focused on collaborative teaching and constructive dialogues/discussions which follow their mutual observations, the aim in the lesson and in the feedback they acquire from their colleague/observer.

1.7. How the national framework can evolve to integrate formal teachers' induction and mentoring programs

This section includes some specific proposals so as to integrate formal teachers' induction and mentoring programs into the Greek education system. These proposals are based on: a) the lessons learned from the prior legislative attempt to introduce mentoring as described in the previous section, b) the empirical findings of the reviewed studies related to Greek teachers' views about mentoring and c) the prevailing culture of Greek schools.

First, in relation to induction programs as an extension to the national induction programme that is about to start in the beginning of the school year, more focused and specialized induction training courses could be provided to newly appointed teachers at the regional or even the local level. These courses should be offered by specialized coordinators of education work, on issues related to new teachers' needs such as classroom management, dealing with special needs students or students coming from various ethnic backgrounds, handling the school-family relationships, etc. So as these regional or local induction courses to be more relevant they could be designed on the basis of a prior needs assessment exercise among the interested new teachers. The results presented in the next part of this national report (Teachers' needs) could also provide a good basis for the selection of relevant courses. However, it is essential these courses to be mandatory, corresponding to a minimum number of training

hours and their successful completion to be an additional requirement for obtaining a permanent teaching post. Furthermore, so as newly appointed teachers to be further facilitated during their induction period (for example during their first two probation years), some additional administrative measures could be legislated. Such measures could be a less loaded weekly teaching schedule compared to the corresponding teaching schedule of their more experienced colleagues, as well as to be given the chance to choose among the various school duties only those for which they feel more confident and adequately prepared to be involved with.

With regards to introducing a formal mentoring scheme the following steps could be followed:

- Definition of a clear set of duties of prospect mentors related only to professional, pedagogic, social and psychological support of new teachers, fully disconnecting the role of mentors with teachers' evaluation.

- Legislation of certain incentives for those would like to play the role of mentor (extra points for the selection in posts of educational administration, relief from some school duties, a small allowance, etc).

- An open, transparent and meritocratic selection process for those interested to become mentors emphasizing on criteria related to increased teaching experience, innovative professional record and increased qualifications.

- Training of the prospect mentors in basic principles of mentoring including adult education principles, emotional intelligence, reflexive and transformative learning, etc.

- Establishment of a regional list of accredited mentors among which new teachers can freely choose their mentor provided that he/she serves at his/her school. Only in cases of small schools in remoted rural areas or in cases that there is no accredited mentor of the same specialization with the mentee in a specific school, e-mentoring could be applied.

- Induction of new teachers and the way mentoring is applied in each school should become integral part of both its self-evaluation and its external evaluation process.

The LOOP project, upon its completion aims at providing to national policy makers more concrete recommendations about the optimum ways of establishing and implementing formal induction and mentoring programs.

2. Teachers needs and motivations for their career

In this section, the report presents the findings of the surveys of the three target groups: i.e. teachers initiating their careers, experienced teachers and school leaders. The data analysis is conducted in terms of the following five themes covered by the surveys:

- Perception, Satisfaction and Motivation
- Initial Teacher Training
- Induction Programmes
- Mentoring
- Induction Programmes at the School (applicable to school leaders).

In total 56 school leaders, 89 experienced teachers and 54 new teachers took part in the surveys. The characteristics of the three samples in terms of sex, age group, years of experience as a teacher, years of experience as a school leader (only applicable to school leaders) and level of education are shown in the relevant graphs included in the Annex (Figures for the school leaders 2-5, figures for the experienced teachers 30-33, and figures for the new teachers 62-65).

2.1 Perception, Satisfaction & Motivation

Both new and experienced teachers feel almost equally very empowered, motivated and committed with regards to their jobs. Similarly, almost three in four of the participants in both groups stated that "looking to the future, they are happy with being a teacher during all their career" but almost two in three would "like to have the opportunity to diversify their teaching career options, embracing other roles rather than teaching". It is characteristic that 70%-80% in both groups would "like to have the chance to become a mentor for teachers initiating their careers at a later stage of their own careers". Therefore, it seems that despite the fact that in the Greek system mentoring has been applied only on a sporadic basis, the role of mentor is very appealing for both new and experienced teachers. However, in both groups almost only half of the participants state that they feel integrated and supported by their peers in their daily work and especially when they have to make some difficult

decisions. Therefore, it seems that the solidarity among peers is not as strong as one would have expected (see figure 34 for the experienced and 66 for the new teachers).

2.2 Initial Teacher Training

The majority of the participants expressed the view that their initial teacher training at university did not prepare them adequately for the bureaucratic / administrative complexities they later faced (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc.). This trend is more prominent for the school leaders and the more experienced teachers compared to the new teachers. All participants express less concerns about their preparation with regards to the social/cultural challenges they face at schools (e. g. relationship with colleagues, rules of conduct, etc.) and even less concerns for their level of preparation with regards to the corresponding emotional challenges (e.g. self-esteem, self-confidence, etc.). It is characteristic though that the new teachers express higher levels of preparation with regards to this kind of challenges compared to school leaders and their more experienced colleagues. This might be an indication that nowadays teachers are better prepared during their initial university training to cope with the socio-emotional challenges met in real school environments. On the other hand, most of the participants feel that their initial teacher training at the university prepared them pretty adequately for coping with the challenges of their teaching profession in terms of pedagogy-didactics as well as of the in-depth knowledge of the content of the school subjects they would teach. However, it is somehow alarming that the new teachers feel less prepared after their university studies in terms of knowing in depth the content of the subjects they teach than their more experienced colleagues (experienced teachers and school directors) (see figure 6 for the school leaders, 35 for the experienced teachers and 67 for the new teachers).

Furthermore, the vast majority of the participants did not have the chance during the initial years of their teaching careers to attend a formal continuous training programme to promote their induction in the profession. They were mainly based on the informal support they had received from experienced teachers in the schools they served during the initial stage of their careers. It is possibly due to these experiences that most of the surveyed teachers would have appreciated the opportunity of having participated in a formal induction programme with mentors' support recognizing at the same time that a participation in such an induction programme (with mentor support) would have improved their professional performance and social/cultural inclusion at school. The situation is again better for the new teachers who seem to had more chances to attend a formal continuous training programme to promote their induction in the profession. This trend possibly reflects the extensive offer of such courses provided by the Centers of Life Long Learning of the provided by Universities on a fee basis which

over the last years have been massively attended by prospective and new teachers in an effort to maximize their qualifications (see figure 7 for the school leaders, 36 for the experienced teachers and 68 for the new teachers).

2.3 Induction Programmes

The most widely accepted definitions reflecting the way Greek teachers perceive the term "induction" are the following:

"Allows teachers, at all stages of their careers, 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" and,

"Induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job." (see figure 8 for the school leaders, 37 for the experienced teachers and 69 for the new teachers).

Irrespectively though from the way they define "induction", the vast majority of all three target groups strongly believes in the value of induction programs mainly as a tool for reinforcing their competences on the job but also for motivating new teachers initiating their careers (see figure 9 for the school leaders, 38 for the experienced teachers and 70 for the new teachers). However, while most of the school leaders and the experienced teachers believe that the duration of such programs should be one school year, the majority of the new teachers believe that their duration should be two school years (see figure 10 for the school leaders, 39 for the experienced teachers and 71 for the new teachers). The answers, though, of the three target groups converge when it comes to the number of hours that a teacher initiating his/her career can devote to induction activities on a weekly basis. Specifically, the majority of all groups believe that a beginning teacher could devote 3-4 hours per week for various induction activities (see figure 11 for the school leaders, 40 for the experienced teachers and 72 for the new teachers).

Among the multiple types of practices and activities proposed in the questionnaire, all were found as relevant and useful by the vast majority of all three groups. The only practice that gathered some concern is that of "assisting classes of experienced teachers in another subject(s)" (see figure 12 for the school leaders, 41 for the experienced teachers and 73 for the new teachers).

With regards to the desired content of an induction programme, the participants identified the following topics per domain as the most useful:

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Didactical-pedagogical: strategies to engage less participative students, dealing with students with special learning needs and/or disabilities, adapting classes and evaluation to students of different learning styles, preparing appealing educational resources, exercises, and other support materials and dealing with students with diverse cultural background. Overall, it seems that the participants mainly consider as the most useful didactical-pedagogical topics those related to student inclusion. Additionally, several new teachers seem to consider as very important the topics of "dealing with problematic behavior students" and "managing group/collaborative work in the classroom".

Subject matter to be taught: "adapting the content of the school subject(s) they teach to the readiness of their students", and "updating their knowledge with the most recent advances with regards to the content of the school subject(s) they teach". The new teachers seem to consider as also very useful the topic of "integrating the school strategies during the curriculum implementation" (see figure 14 for the school leaders, 43 for the experienced teachers and 75 for the new teachers).

Bureaucratic and administrative: "legal duties and rights" and "class management administrative procedures" (see figure 15 for the school leaders, 44 for the experienced teachers and 76 for the new teachers).

Emotional: "dealing with fear to deal with families (parents and guardians)" and "dealing with fears and insecurities related with working with peers and school leaders". However, both new and more experienced teachers also put high in their preferences the topic of "dealing with fears and insecurities related with student's misbehavior" (see figure 16 for the school leaders, 45 for the experienced teachers and 77 for the new teachers).

Social and cultural: "interacting with students", "interacting with parents" and "dealing with students with diverse cultural background" (see figure 17 for the school leaders, 46 for the experienced teachers and 78 for the new teachers).

2.4 Mentoring

Mentoring is defined by almost half of the participants in all three groups as "a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth.". The second most popular definition was the one defining mentoring 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". The other two definitions were selected by relatively fewer participants. However, it must be noted that the second most popular definition among school leaders define mentoring as "a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school". It can be assumed that while new and experienced teachers perceive mentoring as an one to one professional relationship, school leaders tend to see mentoring as a more general means for strengthening the professional and social bonds among colleagues within the same school unit (see figure 18 for the school leaders, 47 for the experienced teachers and 79 for the new teachers).

Moreover, the vast majority of participants, ranging from 76% to 87% across the three groups, believes that "a formal induction programme shall rely on peer-mentor activities with experienced teachers" (see figure 19 for the school leaders, 48 for the experienced teachers and 80 for the new teachers) while over 90% of all the participants agrees with the opinnion that "the teaching career should provide experienced teachers the opportunity to become mentors of their peers initiating their careers" (see figure 20 for the school leaders, 49 for the experienced teachers and 81 for the new teachers). Thus all participants have a very positive attitude towards mentoring as a tool for enculturating new teachers into the profession. However, the vast majority of the participants in all three groups do not consider mentoring as a full time duty for experienced teachers. Most participants believe that striking a balance between teaching and mentoring should be achieved, with the mentor ideally dedicating around 25%-50% of his/her time to mentoring activities (see figure 21 for the school leaders, 50 for the experienced teachers and 82 for the new teachers). School leaders and experienced teachers also believe that the mentor should be an experienced teacher of the same school or school cluster with the ones the mentees serve (about 80% in both groups). New teachers share the same belief but at a lower frequency (i.e. 58% of them) (see figure 22 for the school leaders, 51 for the experienced teachers and 83 for the new teachers). It can be concluded that new teachers, being more familiarized with distance learning ICTs, see as similarly viable the solution of distance mentoring from peers not necessarily serving at the same school with them.

Among the various characteristics of a mentor the most desired ones are those of: a) his/her ability to work in a team and embrace collaborative cooperation, b) his/her ability to create a friendly and encouraging environment, c) his/her ability to share experience and expertise, d) his/her ability to respect different perspectives and positioning, e) his/her ability to establish a trustful and friendly relationship with the mentees and f) high interest in being mentor and supporting mentees (over 60% totally agree with these desired characteristics). Moreover, the experienced teachers seem in addition to consider important the characteristics of a mentor being

able to: "actively listen and communicate effectively" and having "professional experience in teaching and learning fields". Finally, the new teachers apart from the aforementioned characteristics seem additonally to consider as very crucial the characteristics of "knowledge of didactical-pedagogical strategies and practices", "willingness to invest the necessary time to support mentees", "ability to provide concrete and constructive feedback" and "ability to share experience and expertise" (see figures 23 and 24 for the school leaders, 52 and 53 for the experienced teachers and 84 and 85 for the new teachers). Therefore, all participants pay particular importance in the communication and interpersonal skills that an ideal mentor should have, also considering his/her motivation to become a mentor a very crucial characteristics but the new teachers, as reasonably expected, seem also highly interested in skills related to a mentor's technical and professional capacity to communicate his/her expertise and experiences to them.

The aforementioned results were further validated when participants were asked to identify the six most important mentor competences. Again those competences related the communication and interpersonal skills as well as to his/her technical/professional capacity as a knowleageable and reflexive teacher were the most frequently mentioned (see figures 25 and 26 for the school leaders, 54 and 55 for the experienced teachers and 86 and 87 for the new teachers).

In any case, the desired characteristics and the competencies of a mentor seem to stem from a rather theoretical knowledge of the role rather than from any practical experience. Specifically, only four of the experienced teachers had the opportunity during their professional life to be mentors to a new colleague (probably playing this role in an informal way) (see figure 56 for the experienced teachers) while only 30% of them state that they had ever the chance to benefit from a formal or non-formal training to become mentors. Even though most of the experienced teachers have not received prior training to become mentors almost half of them (48%) feel capable of mentoring a new teacher during an induction programme (see figure 57 for the experienced teachers). However, one in three of the experienced teachers express their need to receive training so as to become mentors (see figure 58 for the experienced teachers). Regardless of their need for training, all the participating experienced teachers regarded the following elements as the most important ones to be included in a relevant formal mentoring training (see figures 59 and 60 for experienced teachers):

- Access to strategies and tools to be used for effective mentoring relationships (totally agree 56%)
- Examples of good practices (totally agree 54%)
- Instruments for observing classes and the type of feedback used by mentors (totally agree 52%)

- Access to documents and supports to be used during a mentoring process (totally agree 46%)
- Participate in groups of discussion with other mentors (peer-mentoring) (totally agree 46%)

Therefore, one can draw the conclusion that the experienced teachers tend to prefer a formal mentoring training with very practical orientation that provides them with concrete tools, strategies, resources and examples so as to fulfil the role of a mentor.

Finally, the main motivation of the experienced teachers to undertake the role of mentor is the chance to share their knowledge and experience with new teachers. Other more practical incentives like a decrease in the total working weekly time or an increase in salary seem to play less important role (see figure 61 for the experienced teachers).

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

The fact that the practice of organizing induction programs based on mentoring activities to support the professional development of new/recent teachers is very rare at the school level is verified by the fact that only 14% of the surveyed school leaders stated that they currently organize or that such programs was organized in the past in their schools (see figure 27 for the school leaders). This is so despite the fact that the vast majority of them believe that their schools would or, at least, might benefit from organizing such programs based on mentoring (see figure 28 for school leaders). The areas of the school function that according to the participating school leaders would benefit the most from the organization of relevant programs are those of: "building/reinforcing the vision of the school as a learning organization", "increasing the quality of the education and learning provided by the school", and "promoting the knowledge about the activities taking place in the school and their impact on the school's results". Besides these main benefits nearly all school leaders see additional benefits for their schools as a result of organizing mentoring based induction programs for new teachers (see figure 29 for school leaders).

2.6 Additional Information

From the analysis of the open ended questions included in the questionnaires some additional conclusions could be drawn. The most important are the following:

- Many participants mentioned that apart of the topics mentioned in the questionnaire they would like during their initial training at the university to have learned more things about classroom management, the use of ICTs for teaching purposes as well as about techniques to cater for the diversified needs of their students especially those with disabilities, special learning needs or coming from diverse cultural backgrounds. Similar topics are proposed to be included into a formal induction programme addressing new teachers.

- A significant number of the participants stated that during the initial stages of their career they relied mostly on their personal experiences (for example, learning via trial and error) as well as on the informal advices and comments from more experienced colleagues.

- Finally, very few of the participants were able to recall concrete mentoring experiences during their career.

3. Main features of formal induction and mentoring programs

Introduction

In this section, we present the findings of the interviews and of the national focus groups. This section of the report is only descriptive and the data analysis is conducted in terms of the following themes:

- Induction Programmes (section 3.1)
- Mentoring (section 3.2)

Initially in the interviews took part 8 interviewees (7 females and 1 male). Four of them served in primary and four in secondary schools. Two of them served as school directors (both with more than 20 years of experience as teachers and 6-19 years of experience as school directors). One of them serves in a public sector school and one in private sector school. Three were experienced teachers, two with at least 6 years of experience as teachers and three were new teachers with less than five years of experience as teachers.

Later, in the focus group part took part 13 participants (4 males and 9 females). Five of them were secondary and eight primary school teachers while five of them were new and eight were experienced teachers.

3.1 Induction Programmes

What are the main needs and challenges of new teachers ?

There seems to be a consensus among school directors and experienced teachers that the new teachers (usually substitute teachers) need to be supported when first placed in a school.

The two school directors expressed very similar views. In the words of one director, newly appointed teachers are unprepared to function in the school's environment.

They need an "*adjustment period*" and "*while their orientation needs to be taken over by the more experienced personnel, this may sometimes lead to some form of friction or dissatisfaction*" (primary school principal).

The other school director added that young teachers "*are unaware of the internal social structure of the school. Large schools especially have a rather complex social structure and a very particular way of doing things*" (secondary school director).

There seems to be a need for induction on the administrative issues of the profession as well as on the best communication strategies to deal with students and parents. It was mentioned that "*New teachers have a difficulty to comprehend that their job comprises not only of teaching but other duties as well*" (primary school director) and that they are not "*ready to handle relations with their students, the parents and with their co-workers*" (secondary school director).

Experienced older teachers recalled that they did not receive enough support when they entered the profession. Most of them felt that they have not undergone sufficient *pedagogic training* and they were left to fare for themselves, so that the initial professional experience was rather challenging.

Younger teachers appear to value especially the usefulness of the practicums/placements that had to complete during their initial teacher training and its effect on their *pedagogic skills*. They admitted, however, that they needed support and information regarding the *administrative aspects of their profession* and *develop better communication strategies with students and parents*.

It appears that initial teacher training is decisive for the pedagogic training of the teachers and the knowledge of the subject matter and there seems to be a real difference between graduates of pedagogic departments (pre-primary/primary education) and other university graduates teaching in secondary education.

One of the school directors mentioned: "*Very often newly appointed specialty teachers in secondary education (i.e. teachers that have not been trained in pedagogical departments of higher education institutions) appear to be somehow inadequate regarding their teaching / pedagogical practices which are not sufficiently covered neither in their initial teacher training studies not during postgraduate studies*" (primary school director). In the view of the second director "*their teaching skills are low or even non existent. Secondary education teachers have insufficient teaching skills and pedagogy. So the school has to somehow make up for these deficits through seminars. However even primary school teachers do not have sufficient teaching skills*" (secondary school director).

This seems to be the view of the experienced teachers as well. One of them stated: "*New teachers have many needs. They have good knowledge of the subject matter but there are needs regarding their pedagogic practices*

and/or new teaching practices" (experienced teacher no.1)   A second one remarked that "*substitute teachers have a very heavy workload and they have to cope with "chaotic situations" and a lot of demands for the support of the school organisation. Furthermore substitute teachers placed in schools for a first time cannot cope with the size of the classroom. Their work experience – if they have any – is from private tutoring or cramming schools where they worked with smaller groups of students. A public school classroom has a very different dynamic*" (experienced teacher no.2)

This deficit in pedagogic skills was admitted by one of the young teachers (secondary education – EPAL) who stated that: "*Entering the classroom was a positive challenge and on the whole a pleasant experience. The main difficulty that I faced as a young teacher was that I did not know how to set boundaries and keep my relationship with the students professional. You see I work at an EPAL (Technical Vocational Lyceum) and I was not much older than my students at the time* (new teacher no.1)."

In contrast the two young teachers that were trained in primary education departments felt that they were well prepared to deal with pedagogic issues and competent on teaching methods. One stated that she has "*not experienced a shock*" (new teacher no.2), while the other pointed out that the reality of the school she was placed did not allow her to use her pedagogic skills in full. In her words: "*The infrastructure of the school was disappointing. We are prepared to teach in school with interactive blackboards and digital materials and we find empty classrooms. To bring an example I had to bring from home my own laptop and projector in the classroom*" (new teacher no.3).

Responding to the question on the five areas that they consider underrepresented in the initial teacher training (didactical-pedagogical, school subject, bureaucratic/administrative, emotional and social-cultural levels) the new teachers gave very different responses.

One new teacher (teaching in secondary education) admitted that she "*would need more didactical-pedagogical preparation as well as emotional and socio-cultural preparation*" (new teacher no.1)

It appears that the pedagogic training of primary education teachers has improved and they feel confident regarding the use of pedagogic methods. However an interesting issue brought up by them was their *insufficient knowledge of the subject matter* that they had to teach as there were subjects that were not covered during their initial teacher training. One remarked: "*There were enough school subjects whose material was not covered during my initial teacher training. I think I was sufficiently prepared on the other issues*" (new teacher no.2)….the other

added " *I was not sufficiently prepared for all school subjects and I would need further training on administrative issues especially our rights and obligations as teachers*" (new teacher no.3).

Another issue is the induction in specific teaching tools or practices – especially digital tools. New teachers are not necessary young and they may not have sufficient knowledge of such practices.

During the focus group the issue of identifying the most relevant content for a new teachers' induction programme was raised more explicitly. According to the participants' responses the most relevant content for such a programme per domain would be as follows:

Didactical-pedagogical area:

-Dealing with students with special learning needs and/or disabilities

- Dealing with problematic behavior students (most frequently mentioned)

- Student evaluation: continuous learning assessment

Subject(s):

-Adapting the content of the school subject(s) I teach to the readiness of my students

Bureaucratic/administrative area:

-Duties and rights (legal)

- School administrative procedures

Emotional area:

 -Dealing with fear to deal with families (parents and guardians)

Social/cultural area:

-Assimilate the school culture

-Knowing the school code of conduct

Furthemore, "Knowing about funding opportunities so as to improve educational provision as part of the Bureaucratic/administrative area was additionally mentioned:

"As a new teacher, shouldn't we know from the very beginning of our career about ways of identifying resources so as to improve our teaching delivery?" (new teacher no.1)

What kind of support do schools provide to new teachers?

Currently few teachers benefit from any formal or non-formal induction programmes, while the more experienced teachers that participated in induction programmes offered by the Ministry of Education in collaboration with Universities and/or the Institute of Education do not appear to have profited significantly from them.

Most of the interviewees stated that they did not have the chance to participate in initial induction programmes.

One experienced teacher mentioned that she had participated in an induction programmes that consisted of 3-month seminars that they followed after entering the profession. These programmes had many weaknesses. She stated: *"The seminars were not very helpful as they did not take into consideration the subject that a teacher taught and the lecturers were not trained in induction of new teachers. The only advantage was that newly appointed teachers had the opportunity to meet other colleagues and that we could exchange experiences. This was the only strong point"* (experienced teacher no.1).

Another experienced teacher added that she received informal induction from older colleagues (experienced teacher no.2) and she participated in induction programmes offered by the Ministry of Education. She stated that she *"found targeted induction seminars more interesting and relevant. The major weakness of the induction programme I followed was that it was very short covering too many topics. Also they took place in experimental schools – so the teaching /learning process took place in an environment very different from the one I faced later on it was not equivalent to "a real life situation"* (experienced teacher no.2).

Moreover, the school directors remarked that *"informal pedagogical support is offered by the more experienced personnel and the director and it takes place mainly face-to-face. We care to explain the function of the school and clarify how the new teachers should function in the school environment"* (school director no.1). The second director stated that: *"The school provides seminars as well as support on how to handle issues with students, parents and their fellow teachers. The support may also take the form of peer-to peer assistance"* (school director no.2).

How can new teachers be more successfully supported?

Experienced teachers consider that young colleagues need "a compass". However induction programmes should last for quite some time and should take place weekly and not completed through a theoretical seminar in the beginning of their placement. Induction should be tailor made to the needs of a young teacher.

New teachers need an induction programme on all the topics that were touched upon, except the subject matter.

Both primary education teachers were on the same page: One remarked: "*For this particular profession practical training is essential – especially regarding time management or how to face special cases or "emergencies"* (new teacher no.1). In the view of the second: "*it would be helpful to have a mentor with physical presence. But this would have to take place in the framework of the classroom. We do not need theoretical training. We need practical instruction on specific issues that we face with certain students. For example it would be helpful to know that if we have to handle a particularly difficult student we have the support of the school and of the other teaching staff and that it is not just our responsibility*" (new teacher no.2).

During the focus group session, the participants had the chance to express their views with regards to the most appropriate activities or practices that should be followed in a new teacher induction programme. According to these views the most widely preferred activities/practices are those of: a) attending regular group meetings with teachers initiating their careers to exchange experiences and practices (for all areas), b) attending regular 1:1 meetings with a mentor to discuss observed classes (especially for the didactical-pedagogical area and the subjects area) and c) make observational visits to other schools (especially for the didactical-pedagogical area and the subjects area).

How would teachers and students benefit from having an induction programme addressed to new teachers?

According to all participants a new teacher induction programme has the potential to help new colleagues to get acclimatized in the school environment. Moreover, it will help the school to develop as a learning organisation; thereby benefiting all, including the students.

Which school characteristics facilitate the integration of an induction programme based on mentoring?

Two crucial characteristics emerged in this respect. The first is an appropriate school culture and the second is new teachers' willingness to receive support and guidance from more experienced teachers.

Which conditions should the schools satisfy in order to proceed with this integration (in terms of space, schedule of the teachers, etc)?

Most interviewees pointed to financial costs that would have to be covered and the financial incentives that one would need to offer to the participants. These two issues were deemed critical.

Moreover, time management was brought up as an issue as new teachers have heavier teaching schedules and may need to teach at two or more schools. So coordination of schedules is not an easy task. No one considered school infrastructure and space to be an issue.

<u>What is the appropriate weekly frequency and overall duration of an induction programme?</u>

Both school directors were of the opinion that 1-2 hours per week are adequate. One of them pointed out that mentoring is most beneficial during the first year and possibly the second year of service of a substitute teacher. Such a programme would be well received by most experienced and new teachers. However one of the experienced teachers considered a one-year programme the minimum, given that substitute teachers rarely remain in the same school for a second year and different schools have different needs. She maintained that 3-4 hours of mentoring weekly would be a minimum, while mentoring for 1-2 hours would be ineffective (experienced teacher no.3).

<u>Would the participants be interesting in involving the school they represent in the piloting of the induction programme to be developed in the framework of the LOOP project?</u>

All participants would be interested in involving the schools that they represented in the pilot phase of LOOP provided that the induction programme would be in accordance with their work schedule and would not place extreme demands on their time.

3.2 Mentoring

<u>Should an experienced teacher become a full-time mentor or achieve a balance between teaching and mentorting ?</u>

Full time mentoring programmes do not appear to be desirable. Most interviewees agreed that, ideally, a mentor should teach and, in general, be in touch with the everyday practices of the school in parallel with her/his mentoring activities. However one interviewee pointed out that teaching in primary schools is particularly tiring and exhausting, rarely allowing room for a parallel creative and demanding activity (experienced teacher no.3). In this sense, she added that there is a difference between teaching in the primary and the secondary level, as primary school teachers have increased responsibilities (e.g. constantly supervising very young children).

Both directors made clear that the Greek legal framework and the financial resources required would not allow for full time mentoring. Instead, they considered as a more feasible scenario to provide mentoring for a couple of hours per week. "*We cannot afford the luxury of providing full time mentors. So it is only on part time basis that this can be done. The legal framework foresees that a teacher is at the school for six hours a day (from 8 am to 2 pm), so in these six hours all teaching and administrative tasks have to be completed*" (school director no. 1).

The director of the private school stated: "*We do not have the financial resources – and I am talking for the private sector – to provide for every single new colleague a full time mentor. So mentoring is done on a part-time basis especially by colleagues who do not have a full teaching schedule. By the way I do not think that a teacher should become a full time mentor, since teachers that do not teach themselves may become distanced from the everyday life of the school and the classroom*" (school director no.2).

<u>What challenges do participants believe a mentor will need to overcome and why?</u>

A mentor should be open, able to cooperate, empathetic and with good communication skills. He/She should be able to understand the aspirations of the mentee and able to support him/her on a wide variety of issues. "*Most teachers currently employed have not been taught by anyone on how to teach. They learned by themselves. So a good mentor should kindly and lovingly embrace a new colleague. A mentor should trust the ability of a young colleague to perform adequately*" (experienced teacher no.3). "A mentor should be open minded, should have a calm disposition and a willingness to offer his/her experience" (experienced teacher no.2). One interviewee stated that many years of teaching experience do not mean that someone is qualified to become a mentor. "A mentor should undergo the necessary training and must prove that s/he is able to successfully support a younger colleague" (school director 1). Experienced teachers, in order to function as mentors, should undergo training or update their knowledge in the new digital technologies that are currently used in the schools.

Experienced teachers stated that the views and attitudes of young colleagues might pose challenges for a mentor. One remarked: "*as things go these days new colleagues that are trying to enter in the profession are following a large number of seminars or programmes and they collect numerous certifications. Of course this does not mean that they become more knowledgeable or that they are able to apply their knowledge in practice, that is meet the daily challenges of a classroom*" (experienced teacher no.2). Mistrust and a sense of "authority of the mentor over the mentee" was mentioned as a challenge by another experienced teacher (experienced teacher no.2). Finally, some interviewees were sceptical regarding the number of mentees that could be supervised by a single mentor.

Similar to the aforementioned conclusions were also drawn from the focus group session. Specifically, the participants of the focus group identified the following list of important/desired mentor competences:

- Empathy

- Knowledge about the subject area for which mentoring is provided

- High interest in being mentor and support mentees

- Willingness of investing the necessary time to support mentees

- Ability to respect different perspectives and views

- Ability to actively listen and communicate effectively

- Ability to encourage the mentee to take risks and initiative

- Ability to provide concrete and constructive feedback.

The participants also argued that a mentor should not necessarily be among the most experienced teachers and that would be preferable new teachers to choose their mentor among the existing school staff. Furthermore, one participant proposed the idea of team mentoring based on a rotation basis according to which different experienced teachers will support a new teacher responding to his/her occassional different needs. Finally, reflexivity is considered as a very important competence for a mentor. A mentor should have the willingness to change his/her own views as a result of his/her cooperation with a mentee.

What can motivate an experienced teacher to become a mentor?

All interviewees agreed that the following factors are important: (a) financial incentives, (b) good working conditions that would urge teachers to leave their established routines, (c) an appropriate selection process, d) mentoring to count for promotion and d) a lighter teaching schedule.

Some interviewees pointed out that it was very important that the induction programmes take place within the existing working hours, while one remarked that "*it was cumbersome that all the seminars that we had to follow regarding the webex programme during the covid-19 period were offered after regular working hours*".

"*Financial incentives – recognition of mentoring as an activity that contributes towards promotion through the ranks*" (school director no.1)

"*Mentoring is beneficial not only for the mentee but also for the mentor as it fosters reflexive thinking on his/hers practice as well. However, in practice, motivation consists of financial incentive in combination with a lighter teaching schedule*" (school director no.2).

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What are the participants' views on the training of experienced teachers to be a mentor?

Most participants would prefer the relevant training to be organized at either local or regional level. At the national level the relevant training process appears to be extremely complex and complicated to be organized.

Moreover, one public school director proposed some form of blended learning that would comprise both independent study of teaching materials and the face-to-face communication and support.

The issue of the content that a mentors' capacity-building programme should ideally have, was explicitly raised during the focus group session. According to participants' responses, the following modules should definetely be included in such a programme:

- Strengthening of emotional intelligence

- Techniques for assessing new teachers' needs

- Techniques and tools for classroom observation

- Principles of group work and consulting

- Legislation and legal aspects related to the teaching profession

- Sources of expertise appropriate for new teachers

These modules are fully aligned with the competences of an ideal mentor as emerged by the focus group.

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Annex1

The following annexes include the charts of the three surveys.

1. Survey to schoool leaders

The socio-demographic characteristics of the respondents

Sex of the respondents

0%

38%

63%

■ Female ■ Male ■ Intersex ■ Prefer not to say / Rather not to say
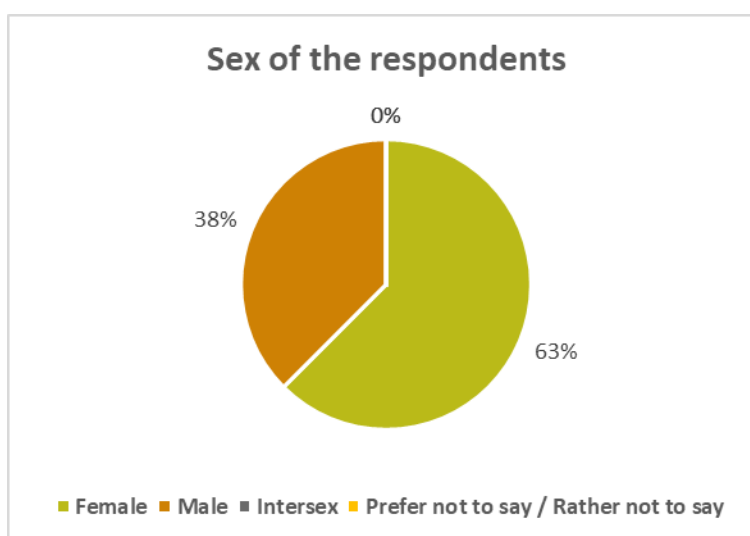
Figure 2: Sex of the respondents (school leaders)

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Age group

0% 7%

39%

54%

<25   26-35   36-45   46-55   56-65   >66
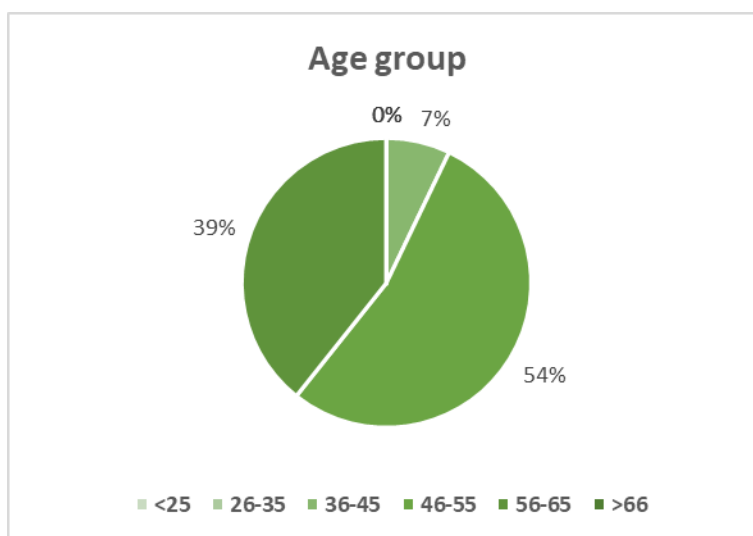
Figure 3: Age groups of the respondents (school leaders)

Years of experience as a teacher

2%   13%

86%

1-5   6-19   >20
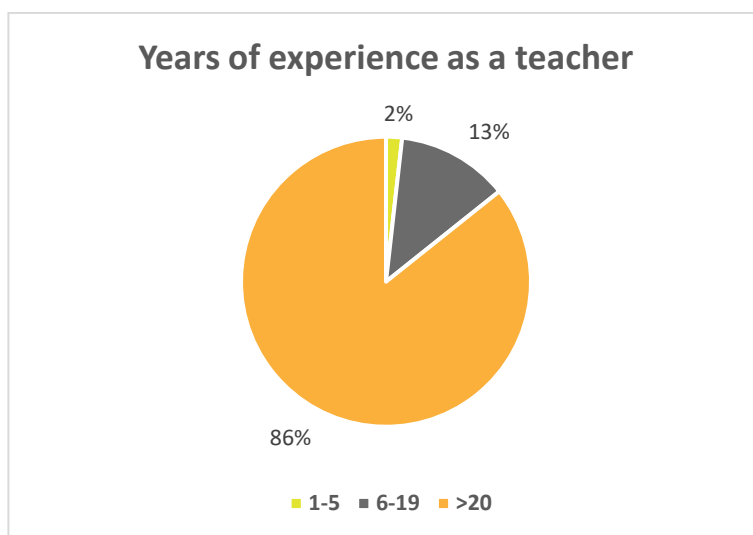
Figure 4: Years of experience as a school teacher of the respondents (school leaders)

Years of experience as a school leader

0%

41%

59%

■ 1-5 ■ 6-19 ■ >20
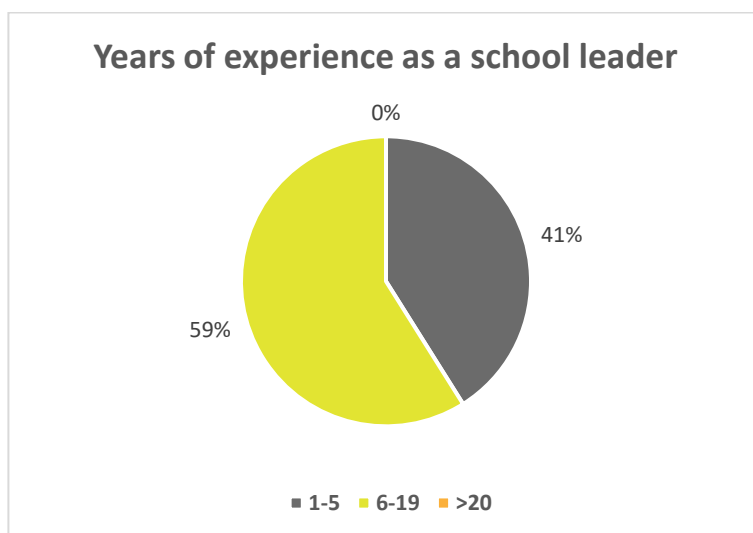
Figure 5: Years of experience as a school leader of the respondents (school leaders)

1.1. Initial Teacher Training

My initial teacher training at university prepared me well for my job at the
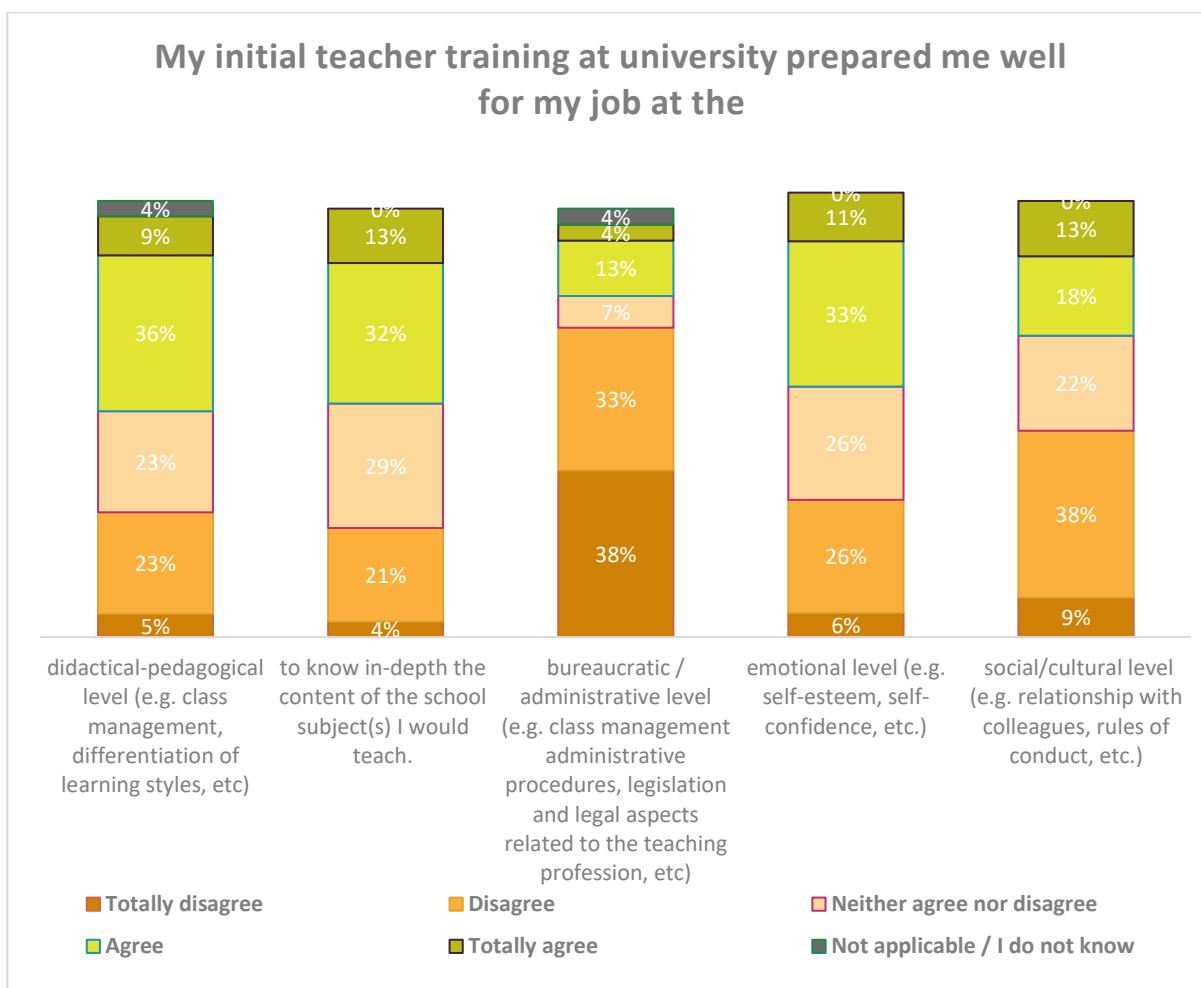
Figure 6: My initial teacher training at the university prepared me well for my job (school leaders)

Support received in the initial years of the career

Legend: Totally disagree | Disagree | Neither agree nor disagree | Agree | Totally agree | Not applicable / I do not know
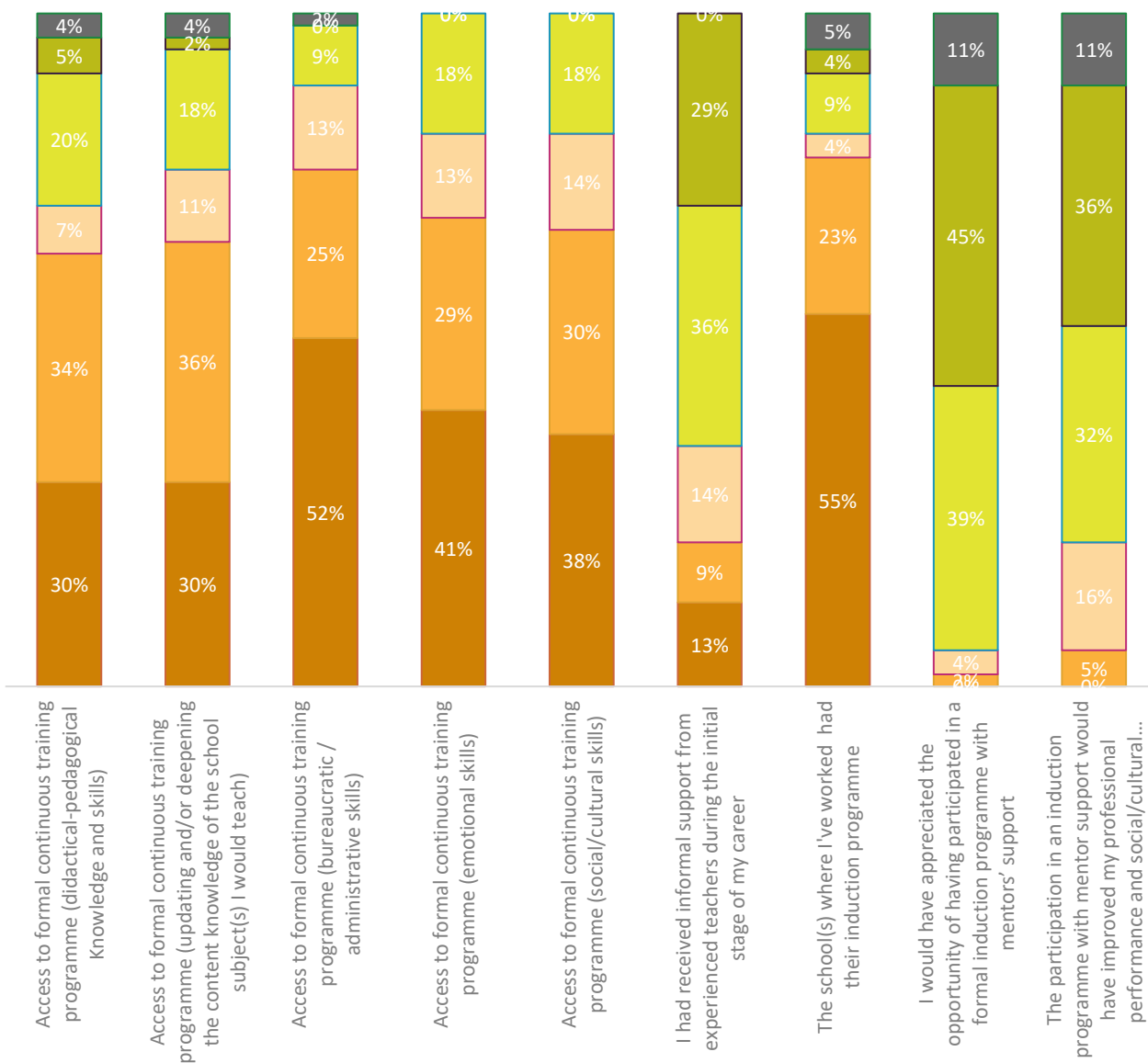
Figure 7: Support receive in the initial years of the career (school leaders)

1.2. Induction Programmes

Definition of "Induction"

14%

41%

2%

43%

- ☐ "A systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system"

- ☐ "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 individu

- ☐ "A complete academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same recruitment group and with recognized professional experience"

- ☐ "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"

Figure 8: Definition of "Induction" (school leaders)

Formal induction programmes are needed...

	...to motivate teachers at the beginner level	... for the reinforcement of competences on the job
2% / 7%	2%	7%
18% / 29%	18%	29%
55% / 52%	55%	52%
13% / 9%	13%	9%
9% / 4%	9%	4%
4%	4%	

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know
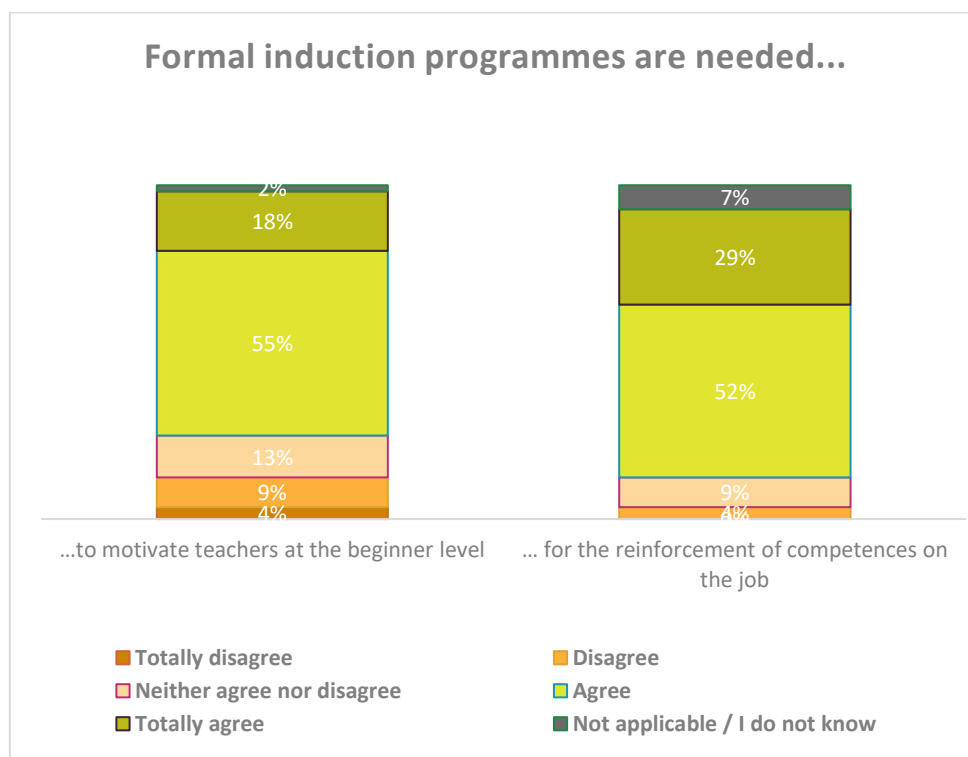
Figure 9: Formal induction programmes are needed (school leaders)

Duration of a formal teachers induction programme

- 45%
- 34%
- 18%
- 4%

Legend:
- 1 school year
- 2 school year
- 3 school year
- More than 3 school years
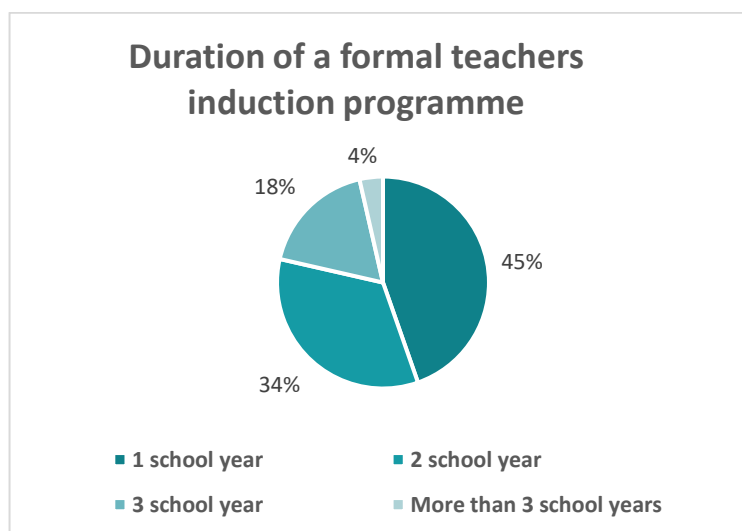
Figure 10: Duration of a formal teachers induction programme (school leaders)

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How many hours per week a teacher initiating his/her career can devote to induction activities?
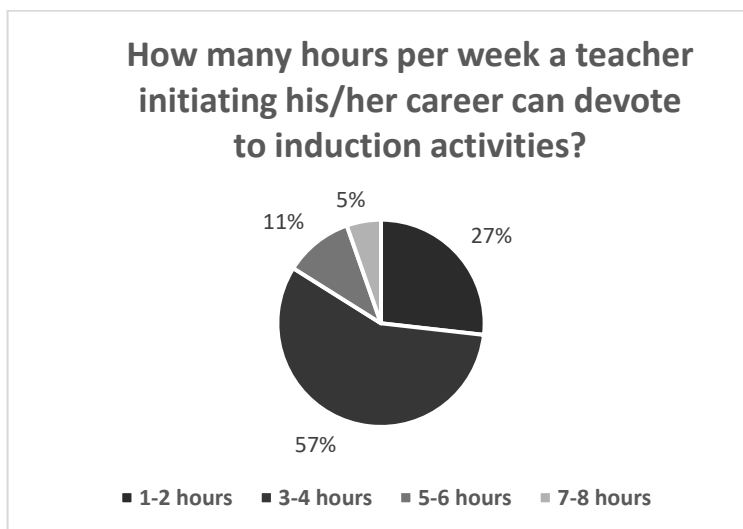
Figure 11: How many hours per week a teacher initiating his/her career can devote to induction activities (school leaders)
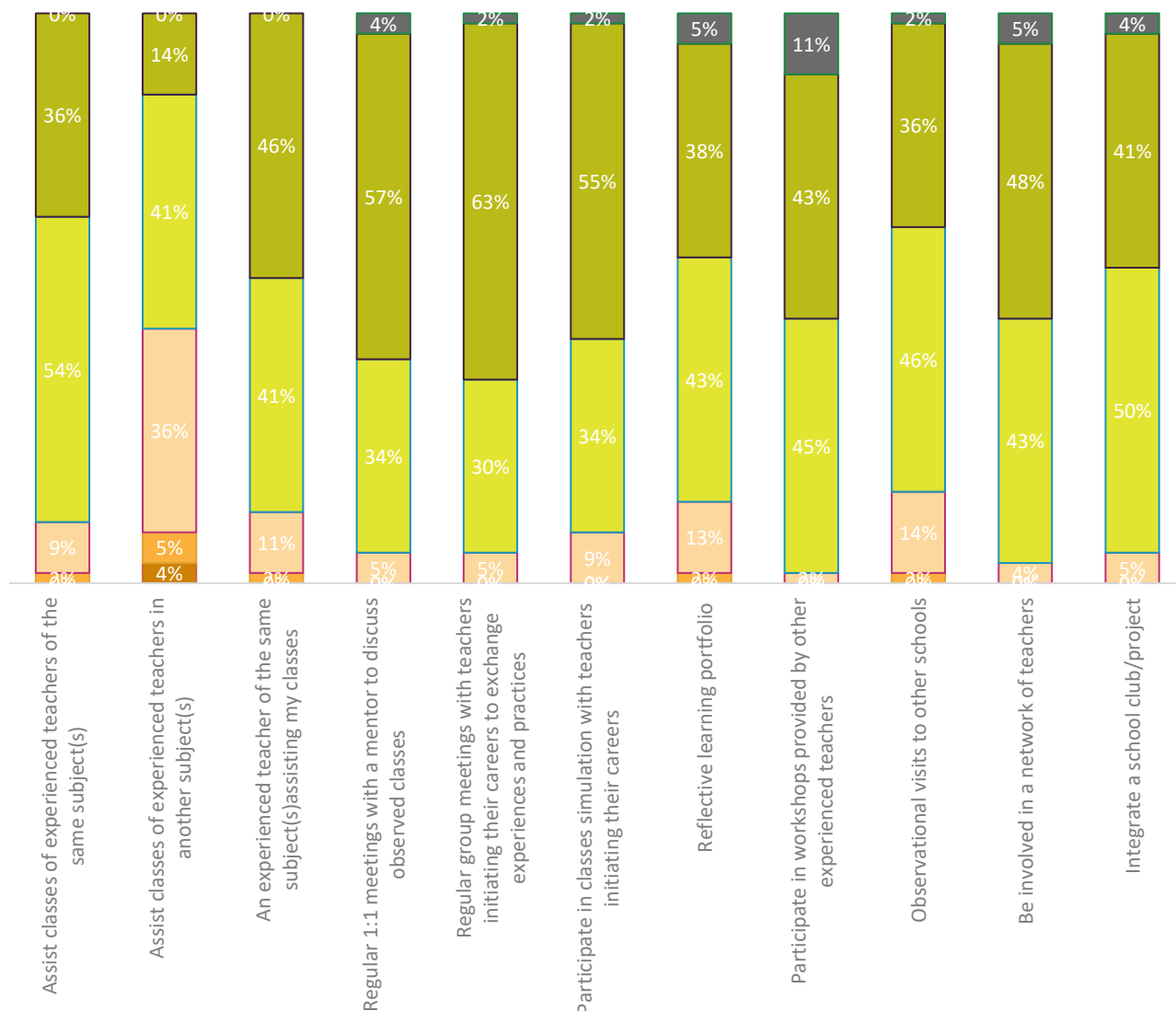
Figure 12: Types of practices and activities that a formal induction programme can have (school leaders)

Formal induction programme: didactical-pedagogical related topics

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Topic	Neither agree nor disagree	Agree	Totally agree	Not applicable
Managing curricula	4%	54%	43%	0%
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation	4%	39%	54%	2%
Student's evaluation: continuous learning assessment	5% / 4%	39%	50%	2%
Adapting classes and evaluation to students different learning styles	4%	20%	75%	2%
Strategies to improve and keep alive students' motivation		29%	64%	5%
Strategies to engage less participative students		16%	80%	2%
Preparing appealing educational resources, exercises, and other support materials		27%	70%	2%
Managing group/collaborative work in the classroom		25%	71%	2%
Dealing with students lacking discipline in the classroom		21%	73%	2%
Dealing with problematic behavior students		21%	73%	4%
Dealing with students with special learning needs and/or disabilities		14%	77%	7%
Dealing with students with diverse cultural background		27%	70%	2%

Figure 13: Formal induction programmes: didactical-pedagogical related topics (school leaders)
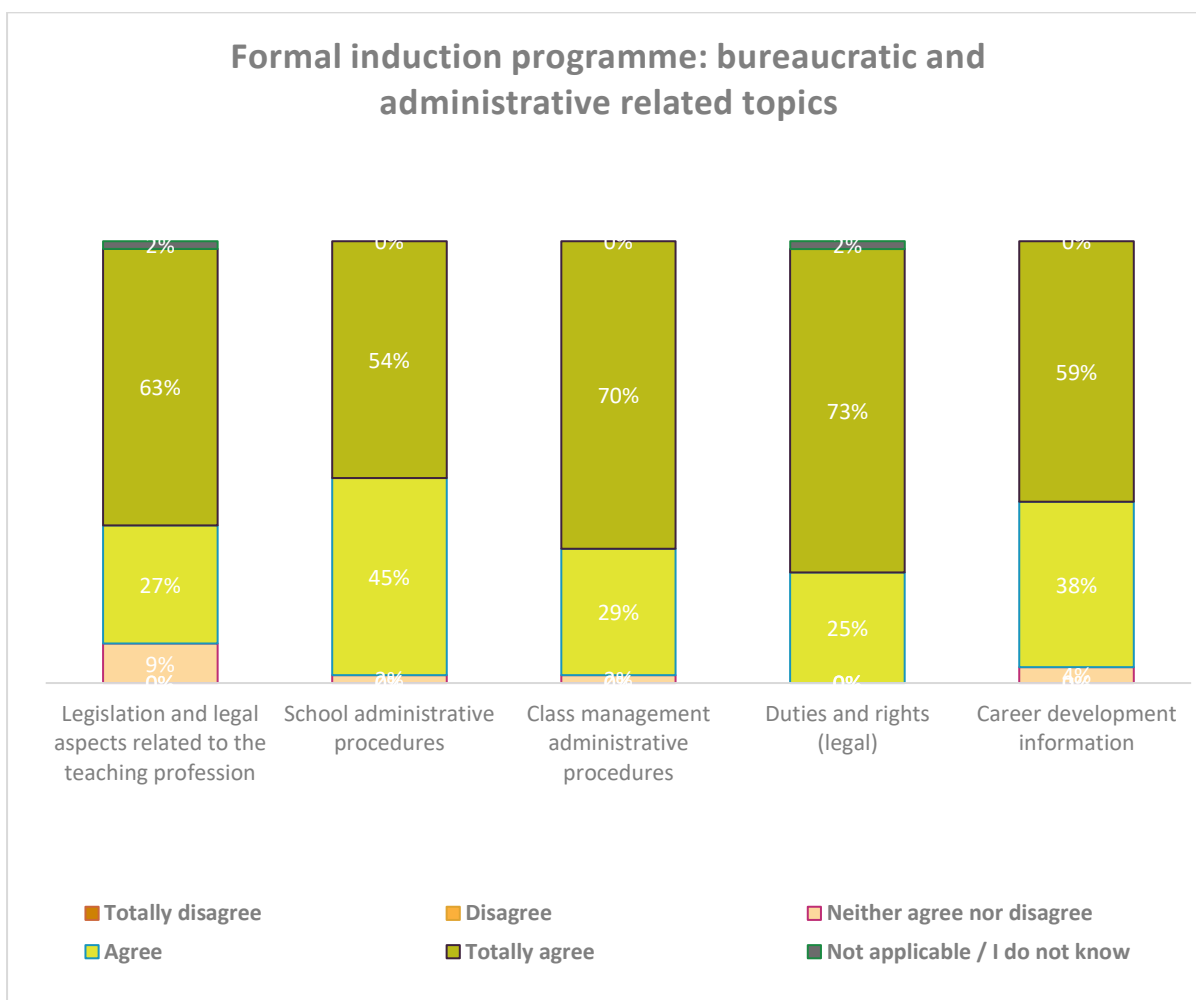
Formal induction programme: bureaucratic and administrative related topics

Figure 14: Formal induction programme: bureaucratic and administrative related topics (school leaders)

Formal induction programme: subject matter to be taught related topics

| | Totally disagree | Disagree | Neither agree nor disagree |
| Agree | Totally agree | Not applicable / I do not know |
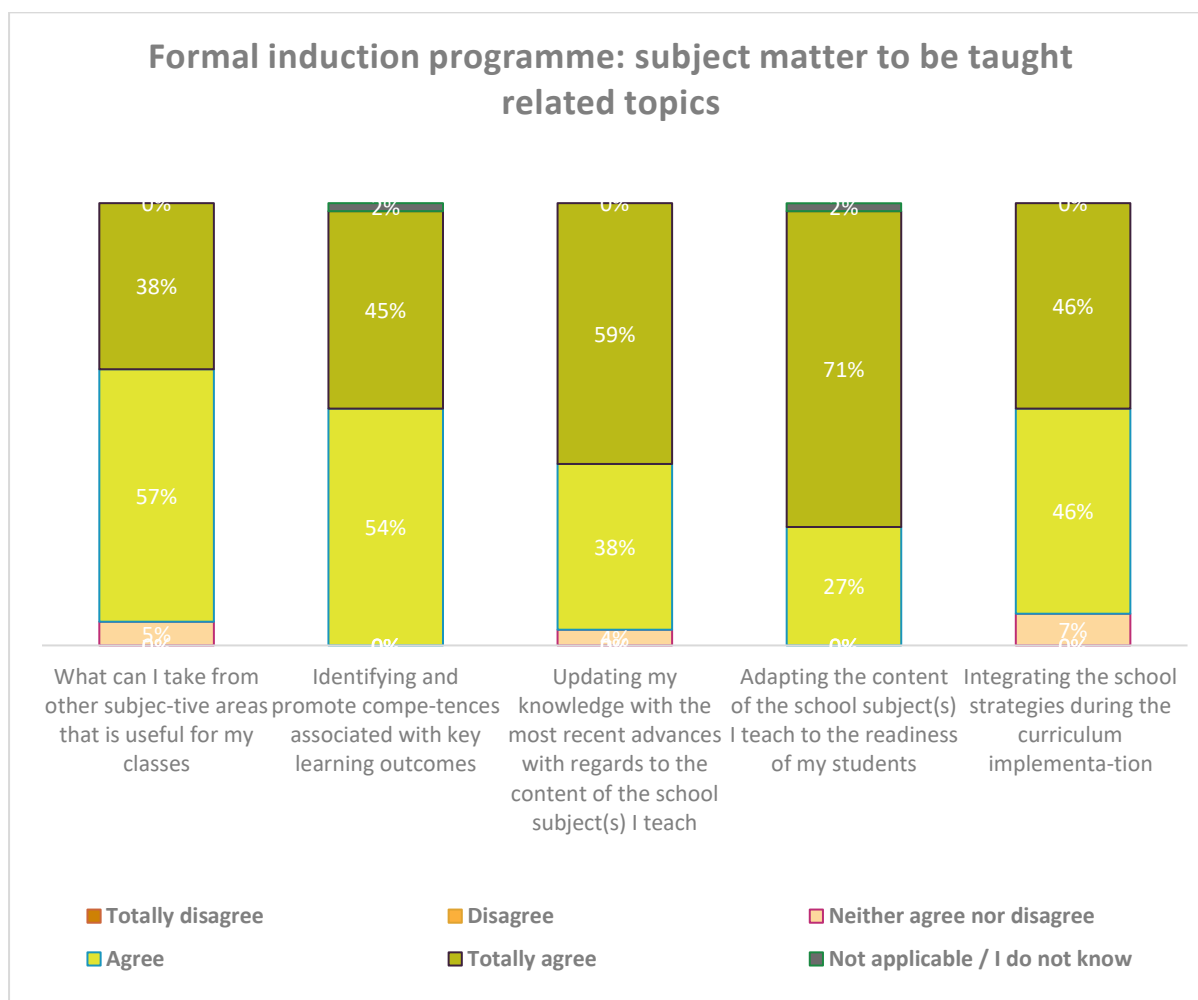
Figure 15: Formal induction programme: subject matter to be taught related topics (school leaders)

Formal induction programme: emotional related topics
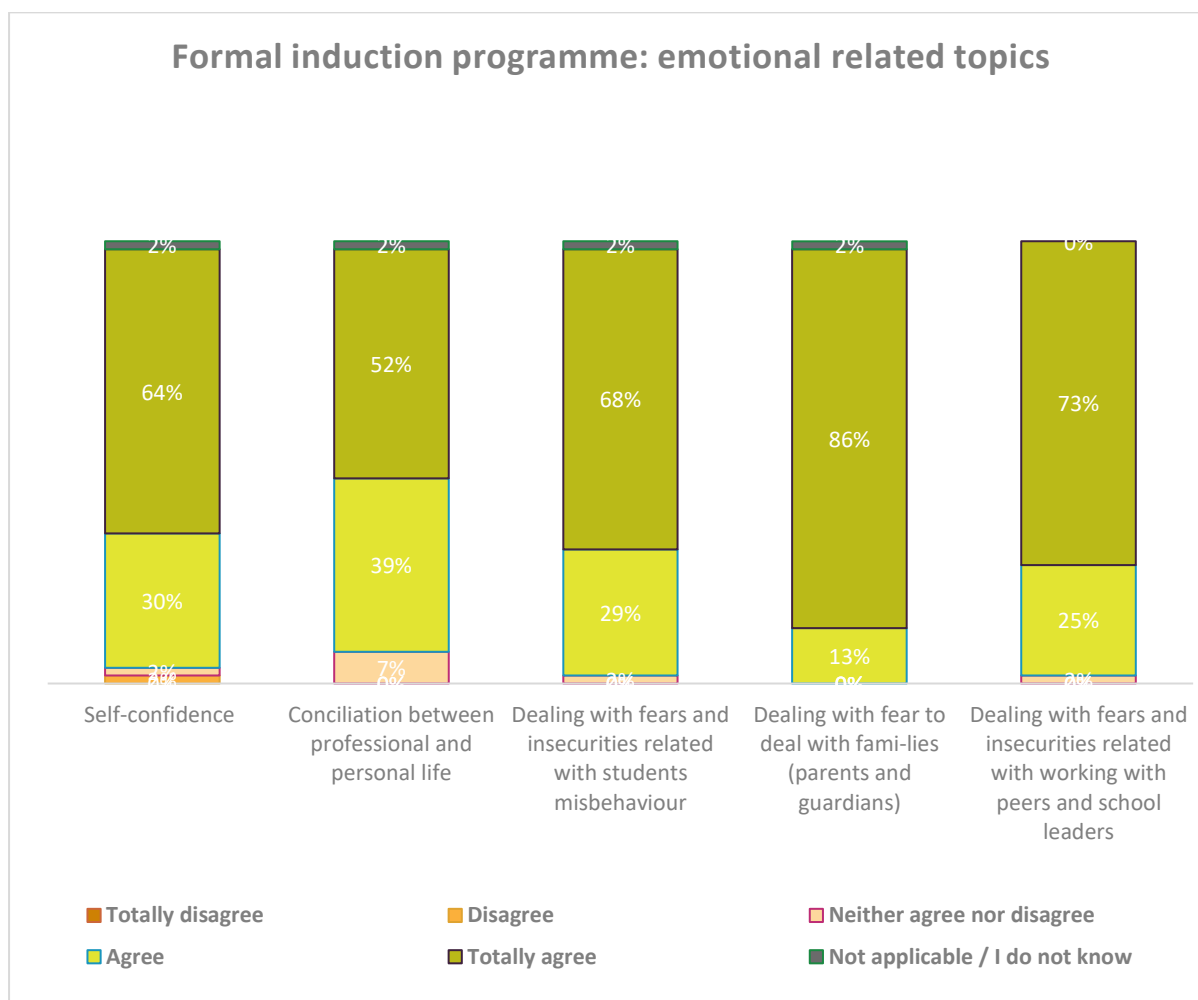
Figure 16: Formal induction programme: emotional related topics (school leaders)

Formal induction programme: social and cultural related topics

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

	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
Totally agree	41%	59%	52%	50%	61%	77%	86%	43%	68%
Agree	57%	39%	41%	46%	36%	21%	14%	45%	29%
Neither / Disagree	2%	2%	7%	2%	4%	2%	0%	13%	4%
Not applicable	0%	0%	0%	2%	0%	0%	0%	0%	0%

Figure 17: Formal induction programme: social and cultural related topics (school leaders)

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1.3. Mentoring

Definition of "Mentoring"

5%

20%

52%

23%

- ■ "A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies"

- ■ "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"

- ■ "is a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school"

- ■ "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"

Figure 18: Definition of "Mentoring" (school leaders)

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Relevance of mentoring for formal teachers induction programme

0% 3% 15%

29%

53%

- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

Figure 19: Relevance of mentoring for formal teachers' induction programmes (school leaders)

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

6%

94%

- Yes
- No

Figure 20: The teaching career should provide experienced teachers the opportunity to become mentors (school leaders)

Should an experienced teacher become a full-time mentor

12%

12%

36%

40%

Yes, an experienced teacher acting as a mentor, should dedicate 100% of his/her time to mentoring activities

No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 75% of his/her time to mentoring activities

No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 50% of his/her time to mentoring activities?

No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 25% of his/her time to mentoring activities?

Figure 21: Should an experienced teacher become a full-time mentor? (school leaders)

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

17%

83%

■ Yes ■ No

Figure 22: Should the mentor be an experienced teacher of the same school or school cluster? (school leaders)

Desired profile of a mentor (part I)

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Category	Totally agree	Agree	Neither	Not applicable
Knowledge about the teaching subject in which provides mentoring.	36%	55%	5%	0%
Domain of didactical-pedagogical strategies and practices.	52%	48%	0%	0%
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	32%	55%	9%	0%
Professional experience in teaching and learning fields	55%	36%	5%	0%
Willingness to invest the necessary time to support mentees.	55%	43%		0%
High interest in being mentor and supporting mentees.	70%	27%		0%
Value lifelong learning and continuous professional development.	63%	32%		2%
Knowledge related to the process of continuous professional development of the country.	41%	41%	16%	2%
Ability to actively listen and communicate effectively with me.	63%	38%		0%

Figure 23: Desired profile of a mentor (part I) (school leaders)

Desired profile of a mentor (part II)

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Item	Totally agree	Agree
Ability to establish a trustful and friendly relationship with me.	71%	27%
Ability to share experience and expertise.	75%	25%
Ability to respect different perspectives and positioning.	71%	29%
Ability to motivate me to accomplish the goals defined.	59%	38%
Ability to encourage me to take risks and have initiative.	63%	36%
Ability to provide concrete and constructive feedback.	73%	27%
Capacity to provide concrete feedback	57%	38%
Ability to overcome challenges and solve problems.	68%	30%
Ability to work in a team and embrace collaborative cooperation	82%	18%
Ability to create a friendly and encouraging environment	80%	18%

Figure 24: Desired profile of a mentor (part II) (school leaders)

Most relevant competences for a mentor (part I)

Ability to actively listen and communicate effectively with me. — 8%

Knowledge related to the process of continuous professional development of the country. — 1%

Value lifelong learning and continuous professional development. — 4%

High interest in being mentor and supporting mentees. — 6%

Willingness to invest the necessary time to support mentees. — 7%

Professional experience in teaching and learning fields — 9%

Knowledge of legal and bureaucratic aspects of the teaching profession and career. — 4%

Domain of didactical-pedagogical strategies and practices. — 9%

Knowledge about the teaching subject in which provides mentoring. — 9%

Figure 25: Most relevant competences of a mentor (part I) (school leaders)

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Most relevant competences for a mentor (part II)

Competence	%
Ability to create a friendly and encouranging environment	8%
Ability to work in a team and embrace collaborative cooperation	4%
Ability to overcome challenges and solve problems.	3%
Capacity to provide concrete feedback	1%
Ability to provide concrete and constructive feedback.	4%
Ability to encourage me to take risks and have initiative.	5%
Ability to motivate me to accomplish the goals defined.	1%
Ability to respect different perspectives and positioning.	5%
Ability to share experience and expertise.	5%
Ability to establish a trustful and friendly relationship with me.	6%

Figure 26: Most relevant competences of a mentor (part II) (school leaders)

1.4. Induction Programmes at the School
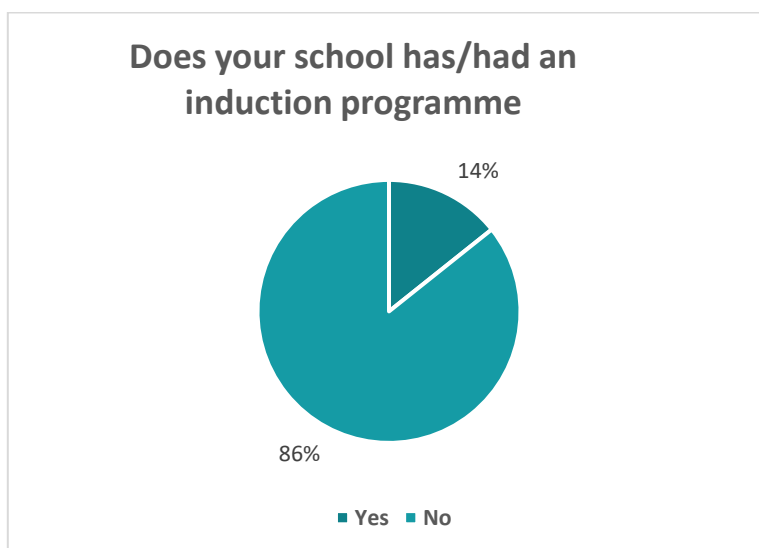
Does your school has/had an induction programme

14%

86%

■ Yes ■ No

Figure 27: Does you school has/had an induction programme? (school leaders)

Would your school benefit from having induction programmes based on mentoring activities

4%

23%

73%

■ Yes ■ Potentially yes ■ No
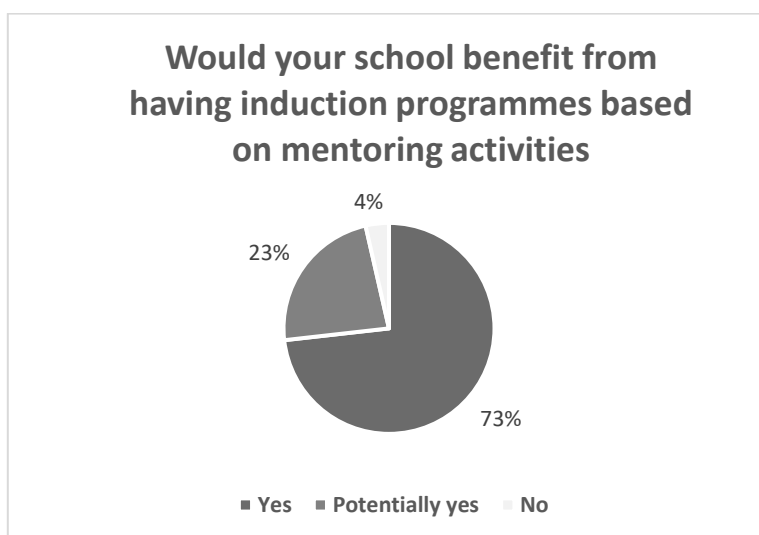
Figure 28: Would your school benefit from having induction programmes based on mentoring activities? (school leaders)

Main reasons why the school would benefit from organizing a mentoring based induction programme

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

- Higher motivation of all teachers to work in a team. — 0%, 32%, 59%, 9%, 0%
- Better integration and engagement of new/recent teachers in the school setting and team. — 2%, 41%, 54%, 4%
- Higher motivation of experienced teachers and engagement in the school's activities. — 0%, 36%, 55%, 9%, 0%
- Potentiate the sharing and retention of knowledge among peers. — 0%, 29%, 57%, 14%, 0%
- Increase the attractiveness of the school to potential professionals (new and experienced). — 0%, 34%, 54%, 13%, 0%
- Increase the quality of the education and learning provided by the school. — 0%, 50%, 46%, 4%
- Promote the lifelong learning culture in the school. — 0%, 48%, 50%
- Build/reinforce the vision of the school as a learning organisation. — 0%, 55%, 39%, 5%
- Promote the knowledge about the activities taking place in the school and their impact on the school's results — 2%, 45%, 50%, 4%

Figure 29: Main reasons why a school would benefit from organizing a mentoring based induction programme (school leaders)

2. Survey to experienced teachers

The socio-demographic characteristics of the respondents

Sex of the respondents

0%

35%

65%

■ Female ■ Male ■ Intersex ■ Prefer not to say / Rather not to say
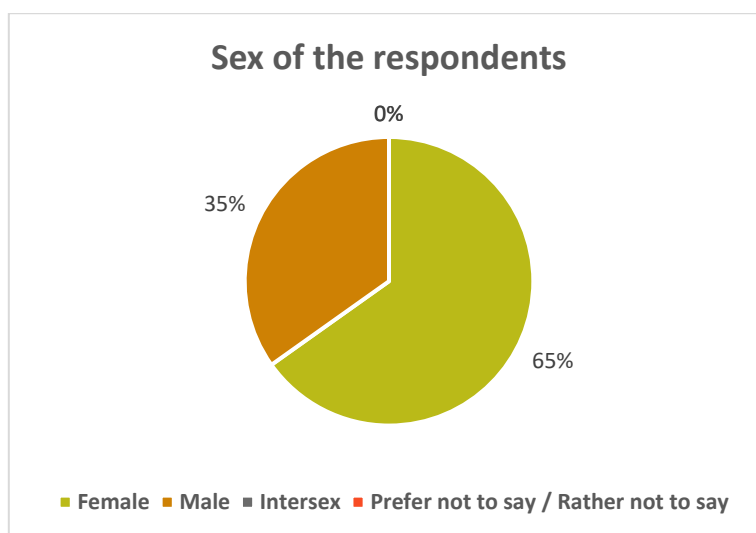
Figure 30: Sex of the respondents (experienced teachers)

Age group

10% 0% 0%

29%

69%

■ <25 ■ 26-35 ■ 36-45 ■ 46-55 ■ 56-65 ■ >66
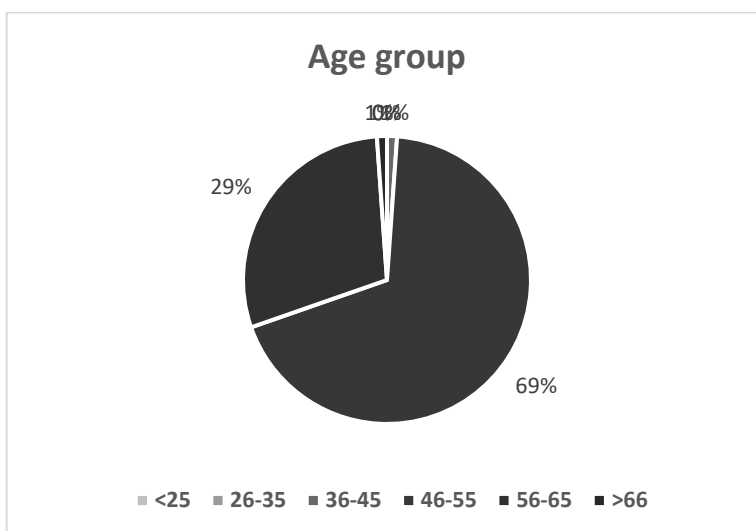
Figure 31: Age group of the respondents (experienced teachers)

Years of experience as a teacher

0% 10%

90%

■ 1-5 ■ 6-19 ■ >20
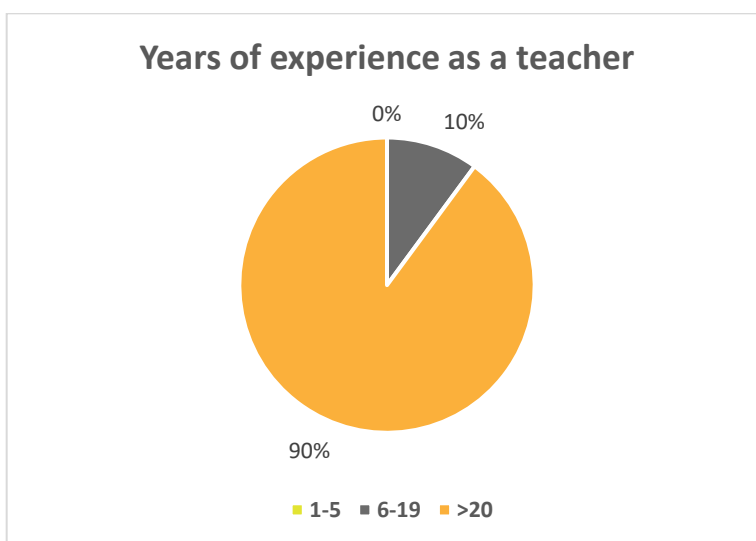
Figure 32: Years of experience as a school teacher of the respondents (experienced teachers)

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School level

- Primary education — 63%
- Lower-secondary education — 9%
- Upper-secondary education — 28%
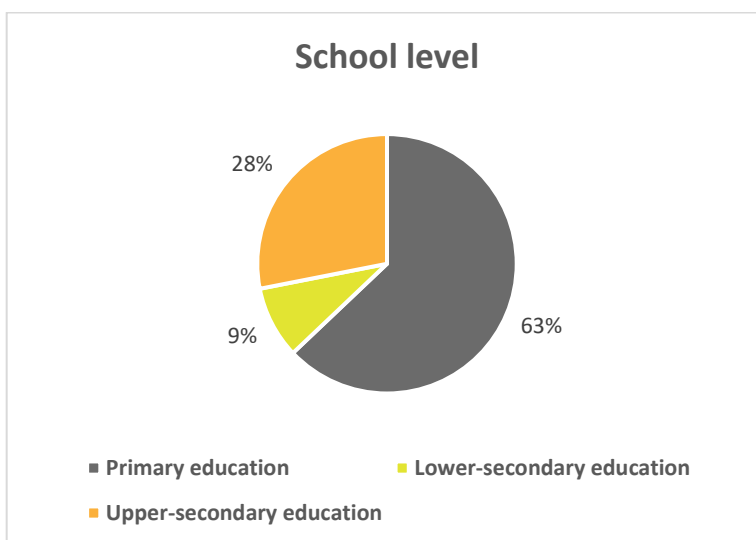
Figure 33: School level of the respondents (experienced teachers)

1.1. Perception, Satisfaction & Motivation
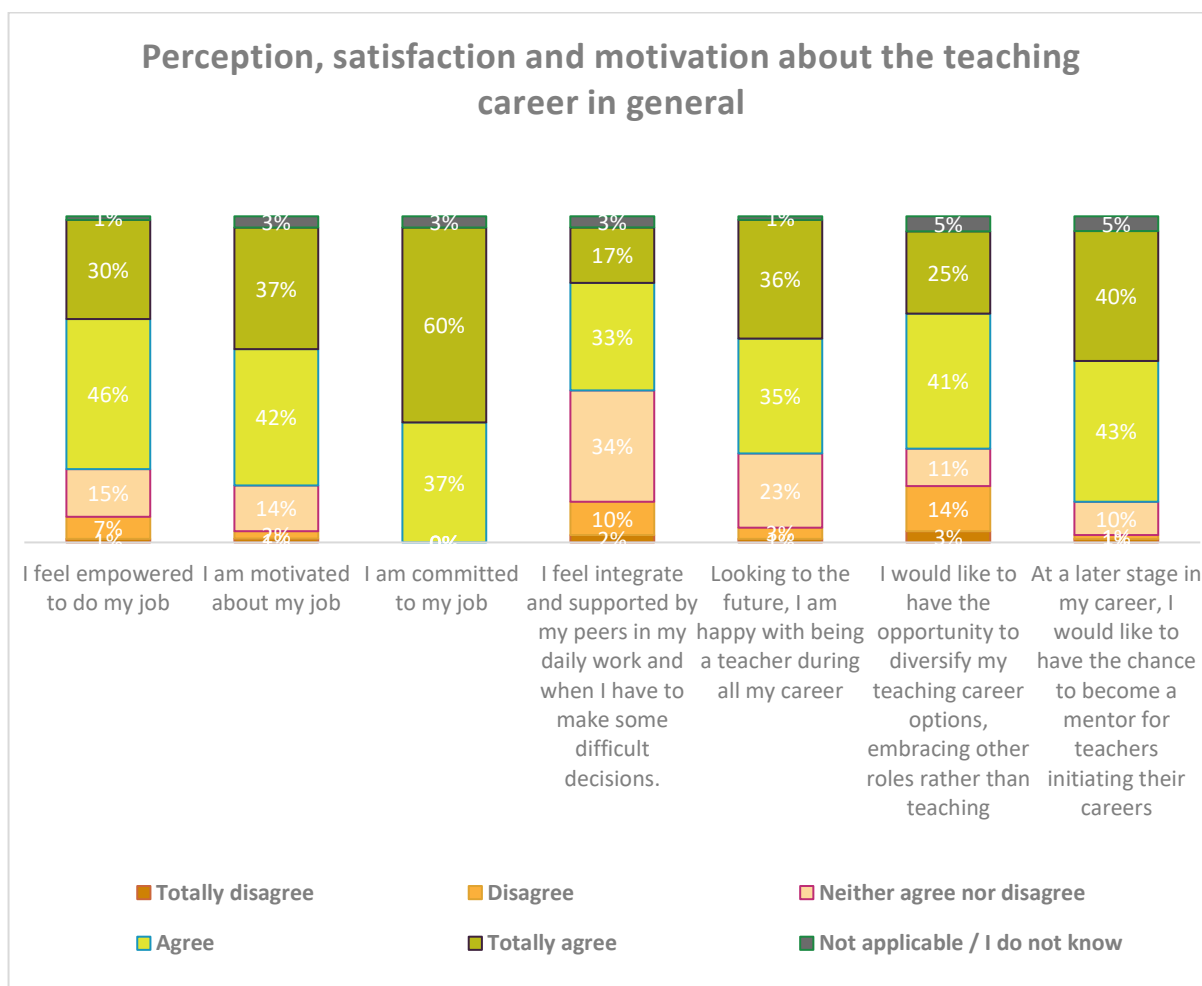
Figure 34: Perception, satisfaction and motivation about the teaching career in general (experienced teachers)

2.1. Initial Teacher Training

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

	didactical-pedagogical level	to know in-depth the content	bureaucratic / administrative level	an emotional level	at the social/cultural level
Totally agree	4%	8%	7%	7%	0%
Agree	21%	32%	—	25%	22%
Neither agree nor disagree	33%	27%	16%	33%	31%
Disagree	30%	27%	52%	26%	33%
Totally disagree	11%	6%	25%	9%	14%

- didactical-pedagogical level (e.g. class management, differentiation of learning styles, etc)
- to know in-depth the content of the school subject(s) I would teach.
- bureaucratic / administrative level (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc)
- an emotional level (e.g. self-esteem, self-confidence, etc.)
- at the social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.)

■ Totally disagree   ■ Disagree   ▢ Neither agree nor disagree
▢ Agree   ■ Totally agree   ■ Not applicable / I do not know

Figure 35: My initial teacher training at the university prepared me well for my job (experienced teachers)
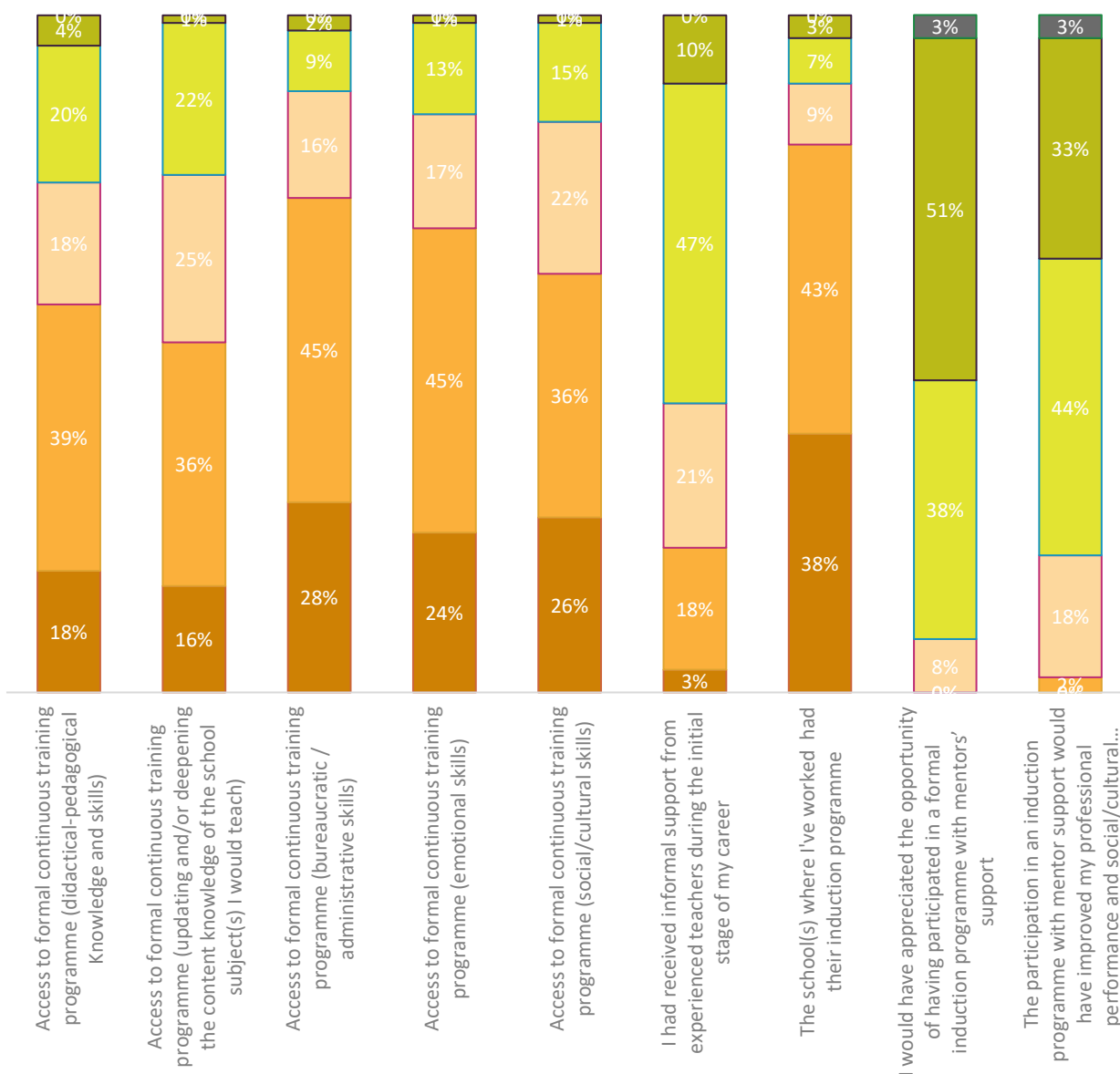
Figure 36: Support receive in the initial years of the career (experienced teachers)

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2.3. Induction Programmes

Definition of "Induction"

13%

44%

37%

6%

- "A systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system"

- "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 individua

- "A complete academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same recruitment group and with recognized professional experience"

- "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"

Figure 37: Definition of "Induction" (experienced teachers)

Formal induction programmes are needed...

...to motivate teachers at the beginner level
- 0%
- 28%
- 48%
- 17%
- 7%
- 0%

... for the reinforcement of competences on the job
- 0%
- 38%
- 57%
- 2%
- 2%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

Figure 38: Formal induction programmes are needed (experienced teachers)

Duration of a formal teachers induction programme

- 52%
- 29%
- 11%
- 8%

Legend:
- ■ 1 school year
- ■ 2 school year
- ■ 3 school year
- ■ More than 3 school years

Figure 39: Duration of a formal teachers induction programme (experienced teachers)

102

How many hours per week a teacher initiating his/her career can devote to induction activities?
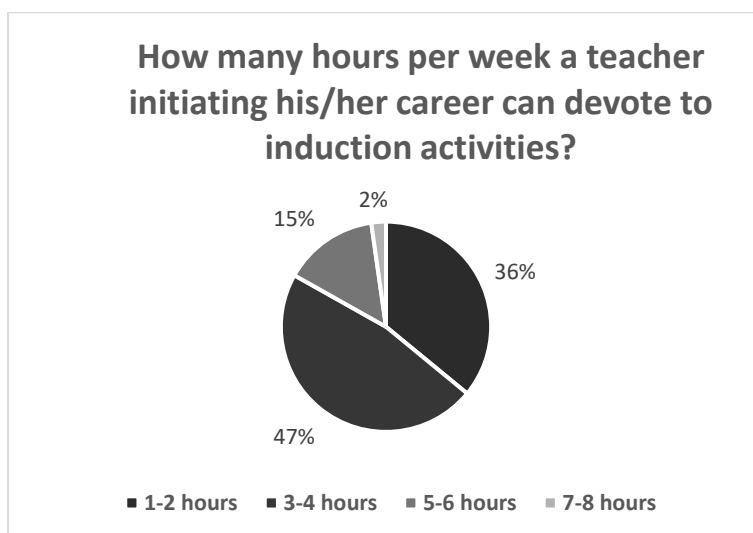
Figure 40: How many hours per week a teacher initiating his/her career can devote to induction activities (experienced teachers)
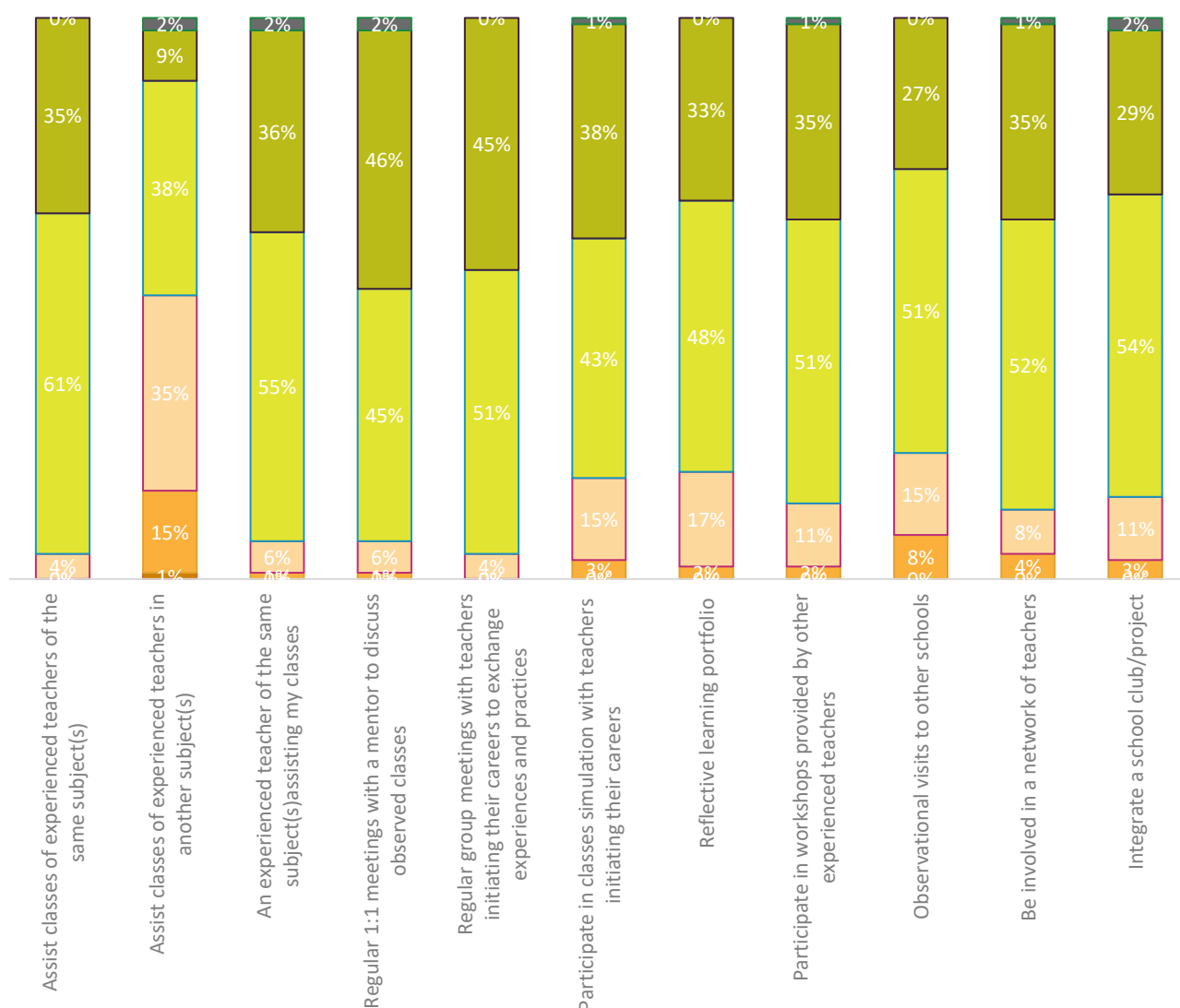
Figure 41: Types of practices and activities that a formal induction programme can have (experienced teachers)

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Formal induction programme: didactical-pedagogical related topics

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

| Category	Totally agree	Agree	Neither agree nor disagree / top	Not applicable
Managing curricula	30%	61%	8%	0%
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation	36%	56%	7%	1%
Student's evaluation: continuous learning assessment	36%	46%	16%	1%
Adapting classes and evaluation to students different learning styles	52%	45%		1%
Strategies to improve and keep alive students' motivation	56%	40%		1%
Strategies to engage less participative students	55%	42%		1%
Preparing appealing educational resources, exercises, and other support materials	53%	45%		0%
Managing group/collaborative work in the classroom	60%	36%		1%
Dealing with students lacking discipline in the classroom	58%	35%	7%	0%
Dealing with problematic behavior students	61%	37%		0%
Dealing with students with special learning needs and/or disabilities	61%	35%		3%
Dealing with students with diverse cultural background	49%	43%	3%	3%

Figure 42: Formal induction programmes: didactical-pedagogical related topics (experienced teachers)

Figure 43: Formal induction programme: bureaucratic and administrative related topics (experienced teachers)

Formal induction programme: subject matter to be taught related topics

Figure 44: Formal induction programme: subject matter to be taught related topics (experienced teachers)

Formal induction programme: emotional related topics

Self-confidence
- 0%
- 46%
- 53%
- 1%

Conciliation between professional and personal life
- 0%
- 9%
- 52%
- 37%
- 2%

Dealing with fears and insecurities related with students misbehaviour
- 2%
- 42%
- 53%
- 2%

Dealing with fear to deal with families (parents and guardians)
- 2%
- 36%
- 58%
- 2%

Dealing with fears and insecurities related with working with peers and school leaders
- 7%
- 40%
- 51%
- 1%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know
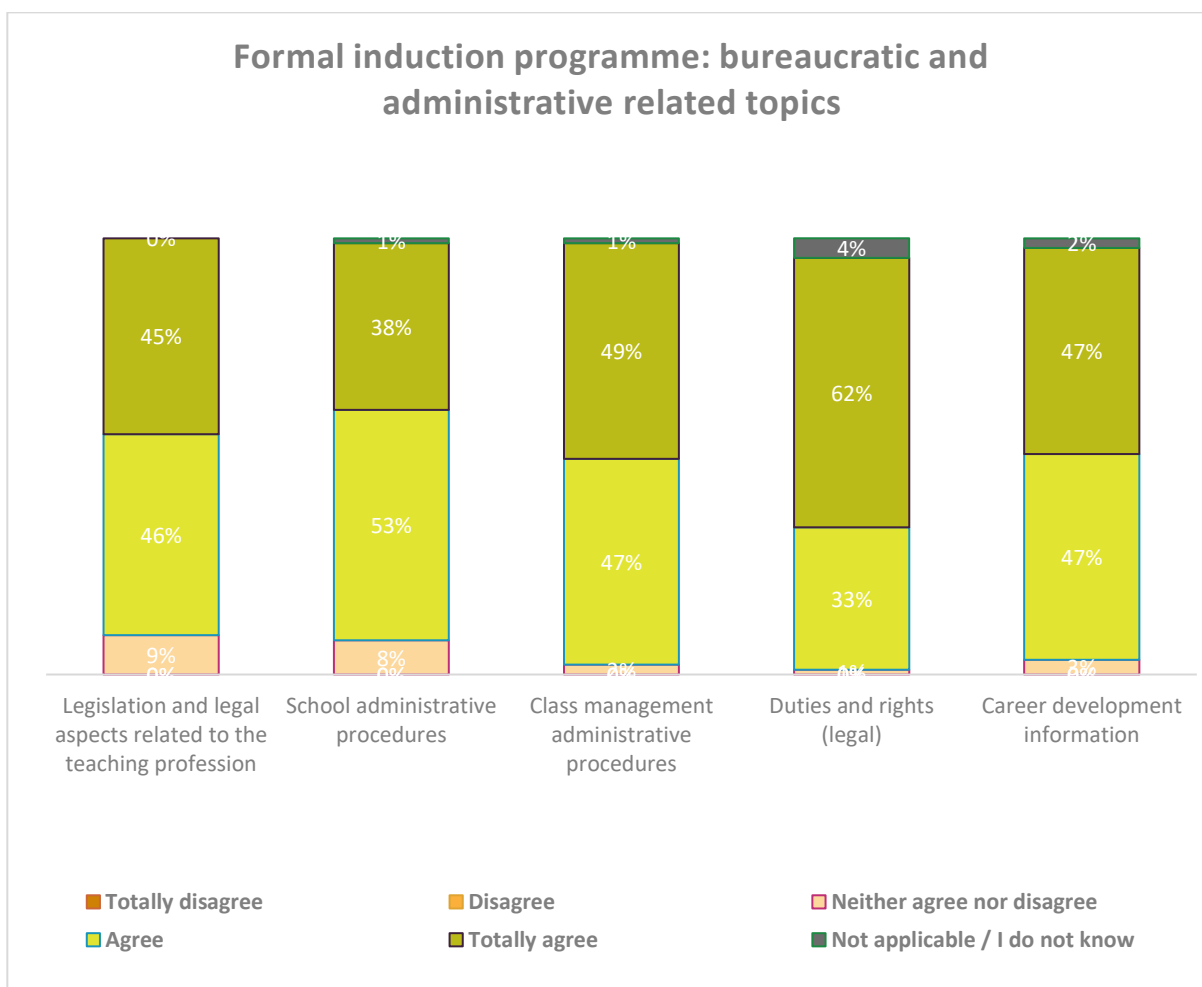
Figure 45: Formal induction programme: emotional related topics (experienced teachers)

Formal induction programme: social and cultural related topics

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

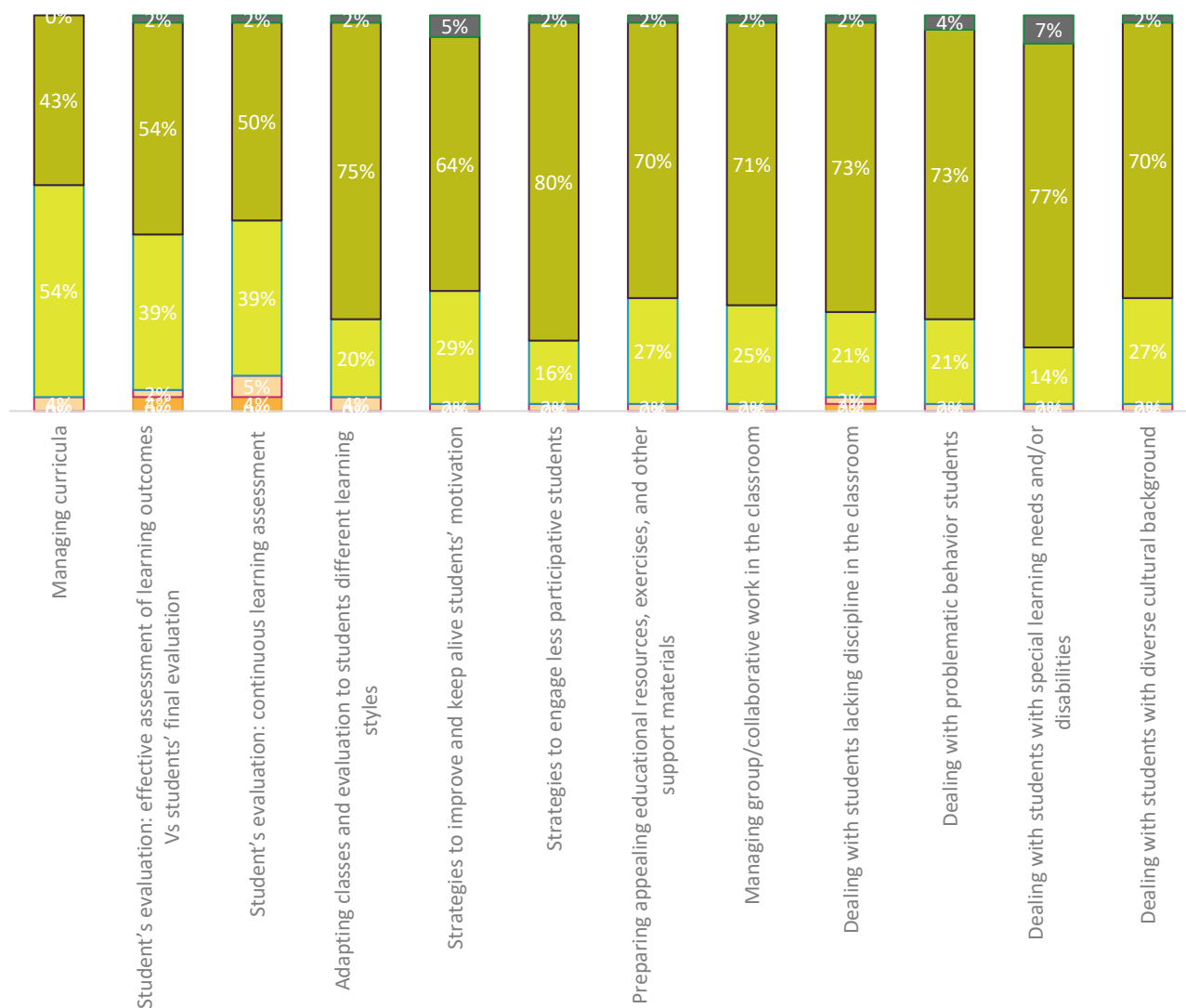| Topic	Totally agree	Agree	Neither / other	Not applicable
Know-how to act according to the values and principles of the teachers profession	0%	35%	61%	4%
Know-how to manage the curricula, planning the work and the key learning outcomes	0%	44%	54%	
Assimilate the school culture	2%	31%	57%	9%
Knowing the school code of conduct	2%	34%	55%	9%
Interacting with peers	3%	49%	42%	6%
Interacting with parents	6%	54%	37%	
Interacting with students	4%	65%	29%	
Interacting with local school authorities and other external stakeholders	2%	30%	54%	13%
Dealing with students with diverse cultural background	3%	52%	42%	

Figure 46: Formal induction programme: social and cultural related topics (experienced teachers)

2.4 Mentoring

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Definition of "Mentoring"

4%

33%

48%

15%

- ■ "A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies"

- ■ "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"

- ■ "is a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school"

- ■ "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"

Figure 47: Definition of "Mentoring" (experienced teachers)

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Relevance of mentoring for formal teachers induction programme

0% 3% 15%

29%

53%

- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
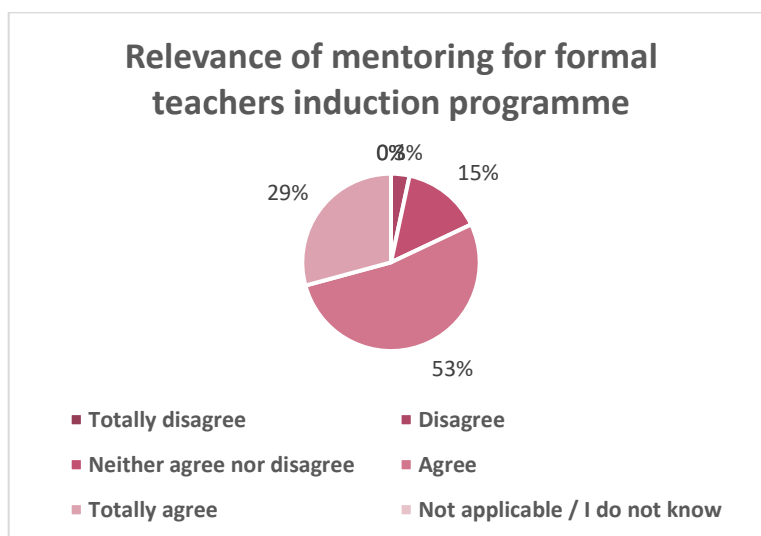- Totally agree
- Not applicable / I do not know

Figure 48: Relevance of mentoring for formal teachers' induction programmes (experienced teachers)

The teaching career should provide experienced teachers the opportunity to become mentors
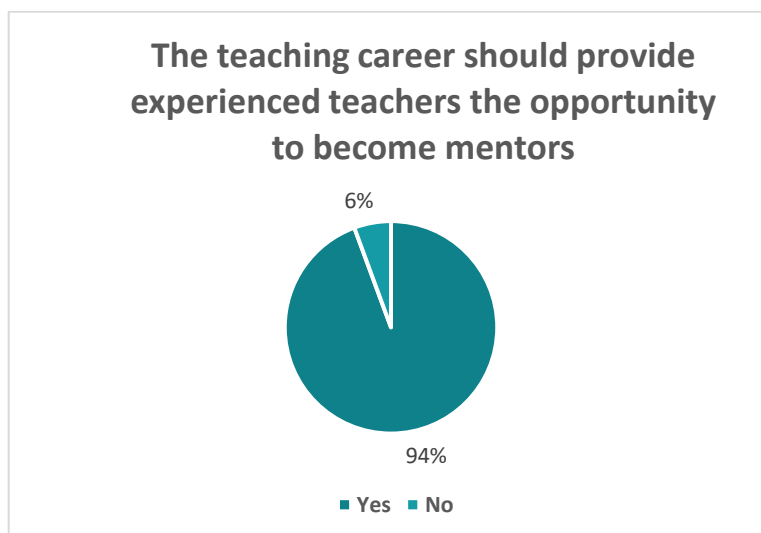
6%

94%

- Yes
- No
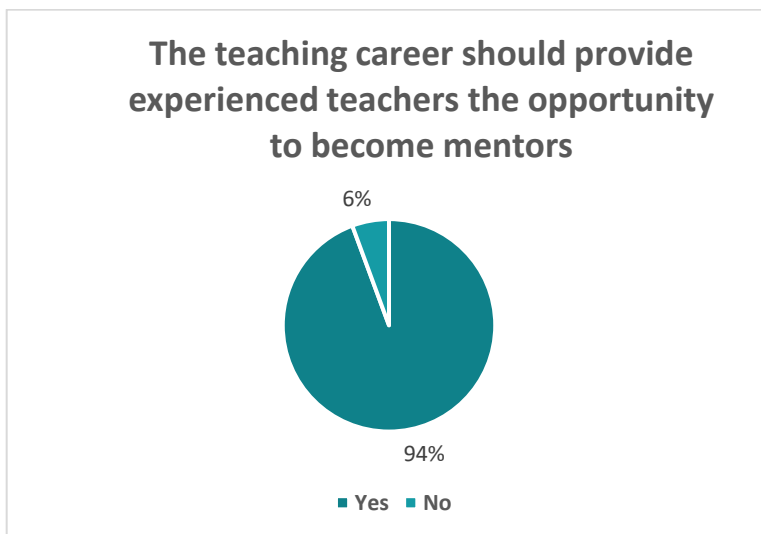
Figure 49: The teaching career should provide experienced teachers the opportunity to become mentors (experienced teachers)

111

Should an experienced teacher become a full-time mentor

7%

8%

50%

35%

- ■ Yes, an experienced teacher acting as a mentor, should dedicate 100% of his/her time to mentoring activities

- ■ No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 75% of his/her time to mentoring activities

- ■ No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 50% of his/her time to mentoring activities?

- ■ No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 25% of his/her time to mentoring activities?

Figure 50: Should an experienced teacher become a full-time mentor? (experienced teachers)

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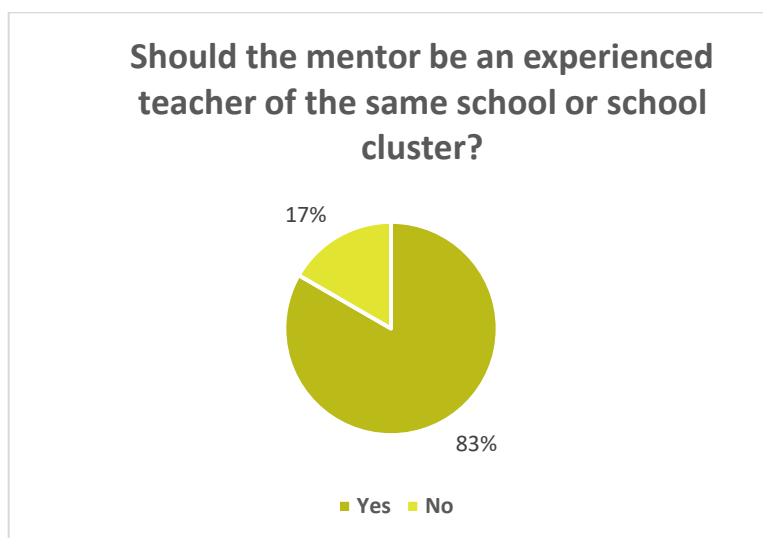

17%

83%

■ Yes ■ No
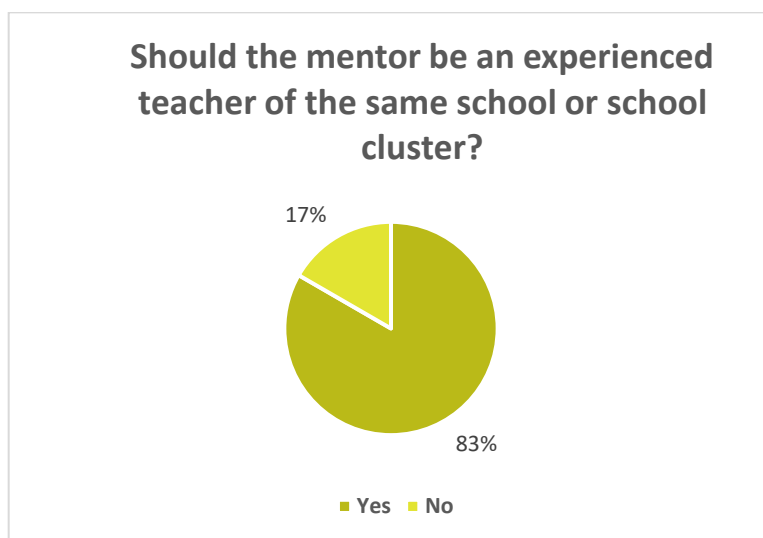
Figure 51: Should the mentor be an experienced teacher of the same school or school cluster? (experienced teachers)

Desired profile of a mentor (part I)

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know
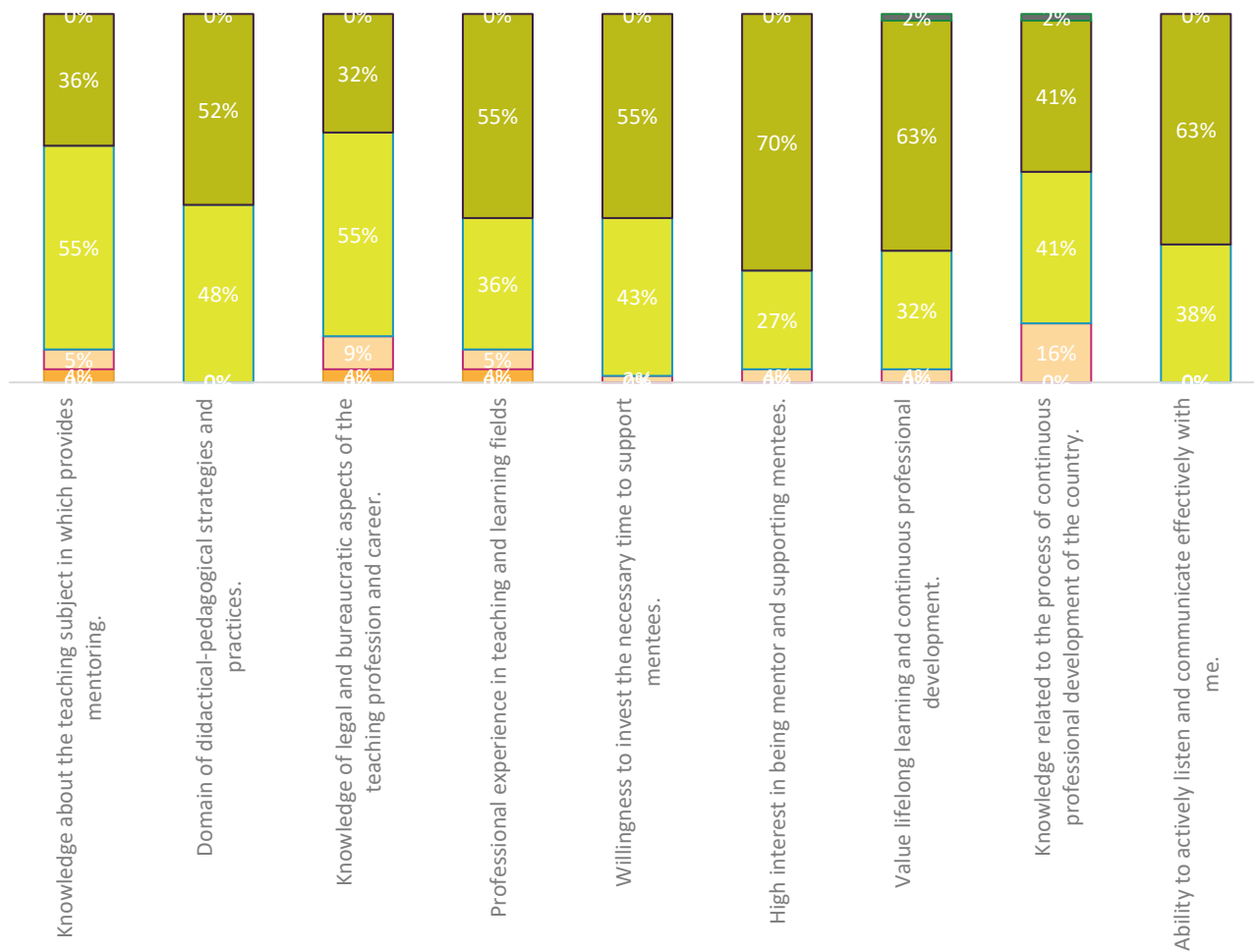
	Knowledge about the teaching subject in which provides mentoring.	Domain of didactical-pedagogical strategies and practices.	Knowledge of legal and bureaucratic aspects of the teaching profession and career.	Professional experience in teaching and learning fields	Willingness to invest the necessary time to support mentees.	High interest in being mentor and supporting mentees.	Value lifelong learning and continuous professional development.	Knowledge related to the process of continuous professional development of the country.	Ability to actively listen and communicate effectively with me.
Not applicable / I do not know	1%	3%	1%	2%	3%	3%	1%	1%	1%
Totally agree	44%	55%	25%	63%	61%	62%	51%	29%	67%
Agree	52%	42%	57%	34%	36%	33%	43%	54%	30%
Neither agree nor disagree			13%					13%	
Disagree		0%		0%	0%			1%	0%

Figure 52: Desired profile of a mentor (part I) (experienced teachers)

114

Desired profile of a mentor (part II)

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know
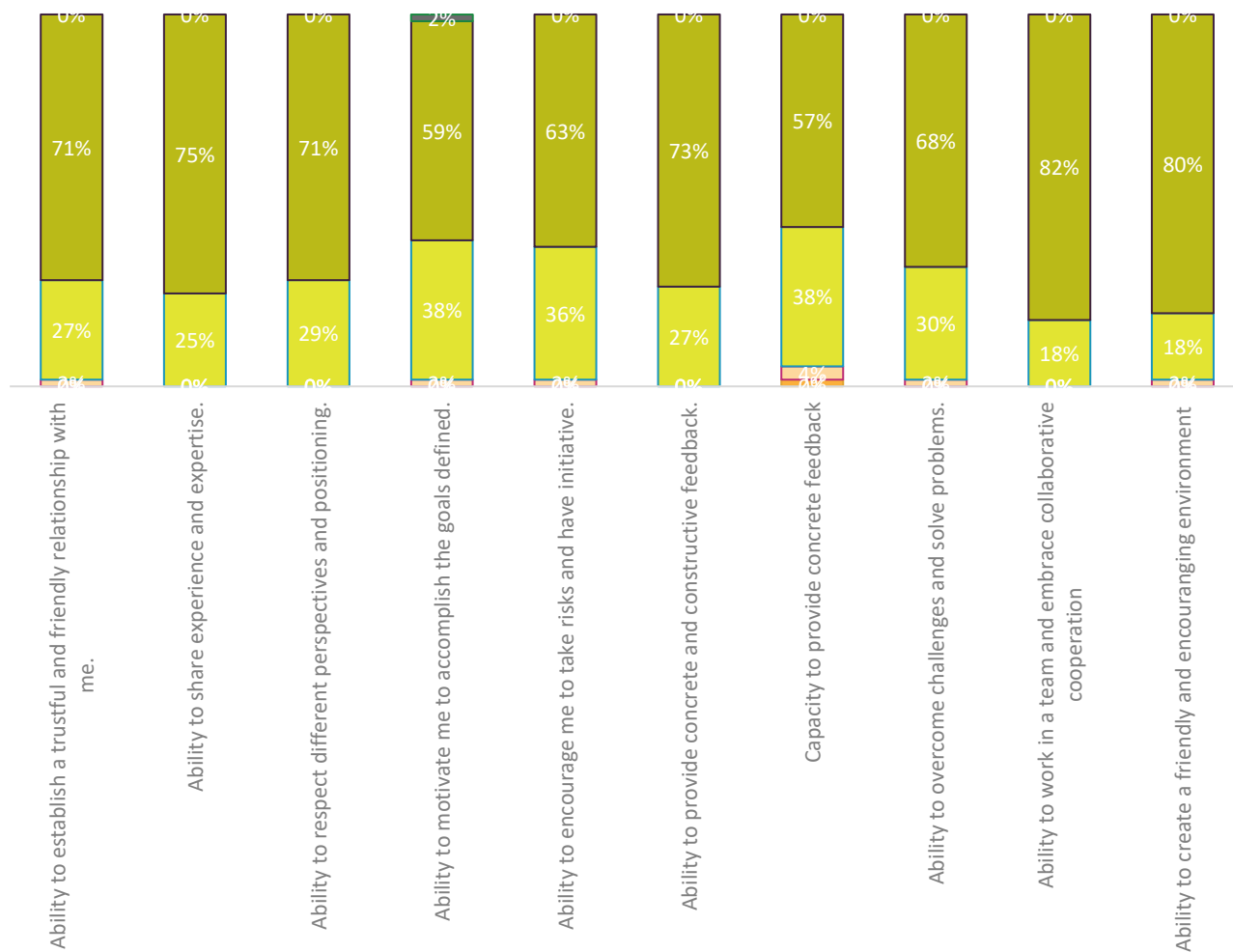
Category	Neither	Agree	Totally agree	Not applicable
Ability to establish a trustful and friendly relationship with me.		39%	56%	2%
Ability to share experience and expertise.	0%	35%	63%	2%
Ability to respect different perspectives and positioning.	0%	33%	65%	1%
Ability to motivate me to accomplish the goals defined.	4%	35%	57%	3%
Ability to encourage me to take risks and have initiative.	0%	42%	56%	1%
Ability to provide concrete and constructive feedback.	0%	30%	65%	2%
Capacity to provide concrete feedback	0%	47%	48%	3%
Ability to overcome challenges and solve problems.	3%	37%	57%	2%
Ability to work in a team and embrace collaborative cooperation	0%	36%	62%	2%
Ability to create a friendly and encouranging environment	0%	34%	64%	2%

Figure 53: Desired profile of a mentor (part II) (experienced teachers)

Most relevant competences for a mentor (part I)

Competence	Percentage
Ability to actively listen and communicate effectively with me.	9%
Knowledge related to the process of continuous professional development of the country.	0%
Value lifelong learning and continuous professional development.	3%
High interest in being mentor and supporting mentees.	5%
Willingness to invest the necessary time to support mentees.	9%
Professional experience in teaching and learning fields	10%
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	2%
Domain of didactical-pedagogical strategies and practices.	11%
Knowledge about the teaching subject in which provides mentoring.	10%

Figure 54: Most relevant competences of a mentor (part I) (experienced teachers)

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Most relevant competences for a mentor (part II)

Ability to create a friendly and encouranging environment — 6%

Ability to work in a team and embrace collaborative cooperation — 5%

Ability to overcome challenges and solve problems. — 3%

Capacity to provide concrete feedback — 1%

Ability to provide concrete and constructive feedback. — 4%

Ability to encourage me to take risks and have initiative. — 3%

Ability to motivate me to accomplish the goals defined. — 1%

Ability to respect different perspectives and positioning. — 4%

Ability to share experience and expertise. — 7%

Ability to establish a trustful and friendly relationship with me. — 6%

Figure 55: Most relevant competences of a mentor (part II) (experienced teachers)

During your professional life, I had the opportunity to be a mentor to a new colleague

26%

74%

■ Yes ■ No

Figure 56: During my professional life, I had the opportunity to be a mentor to a new colleague (experienced teachers)

Did you ever benefit from formal or non-formal training to be a mentor

30%

70%

■ Yes ■ No
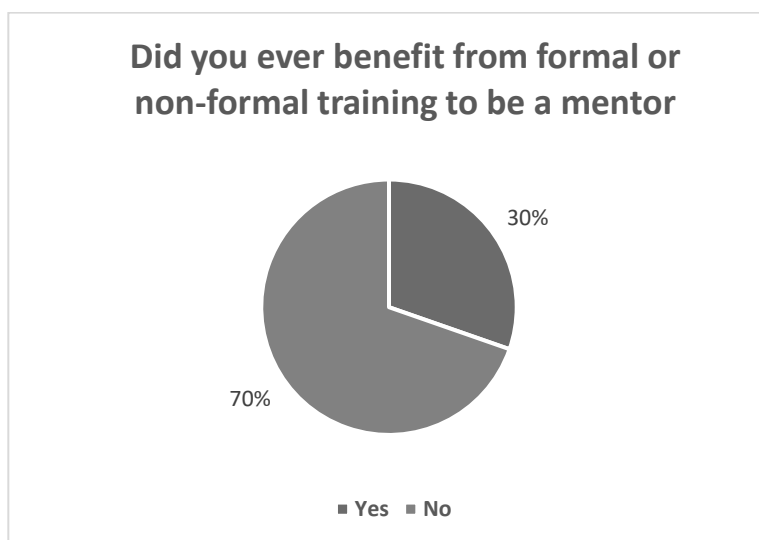
Figure 57: Did you ever benefit from formal or non-formal training to be a mentor? (experienced teachers)

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

18%

3%

46%

33%

■ Yes ■ Yes, but I would need to receive training ■ No ■ Maybe
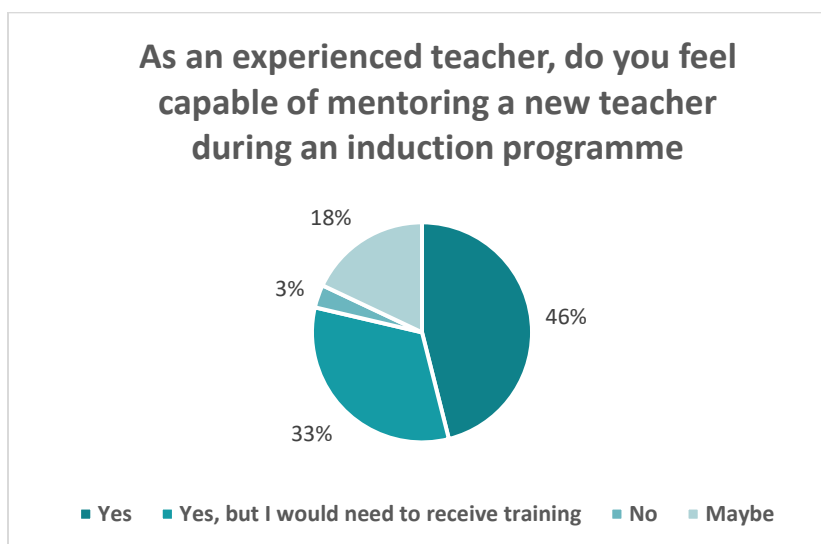
Figure 58: As an experienced teacher, do you feel capable of mentoring a new teacher during an induction programme?

Figure 59: What should be included in a training course for mentors? (part I) (experienced teachers)

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

Legend: Totally disagree · Disagree · Neither agree nor disagree · Agree · Totally agree · Not applicable / I do not know

Statement	Agree	Totally agree	Neither agree nor disagree	Not applicable
Access to documents and supports to be used during a mentoring process	48%	46%		0%
Examples of good practices	42%	54%		0%
Instruments for observing classes and the type of feedback used by mentors.	42%	52%		0%
Participate in groups of discussion with other mentors (peer-mentoring).	46%	46%		0%
Have regular meetings with a school's leaders to discuss the mentoring.	39%	30%	26%	2%
Participate in forums/blogs to exchange experiences, strategies, know-how and supports with other mentors.	53%	33%	12%	1%
Understand the needs and specificities of working with beginning teachers.	53%	40%		1%
Prepare a plan for developing your work as a mentor.	53%	40%		0%

Figure 60: What should be included in a training course for mentors? (part II) (experienced teachers)

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Motivation to be a mentor

Motivation	Percentage
Independently of other motivations that I might have to be a mentor, I would only become a mentor if a decrease in the total working time per week was offered	20%
Independently of other motivations that I might have to be a mentor, I would only become a mentor if an increase in salary was offered	14%
The possibility of sharing my knowledge and experience with teachers initiating their careers	41%
The opportunity to diversify my teaching career, but keeping partially my teaching responsibilities	23%
The opportunity to diversify my teaching career, dropping my teaching responsibilities	2%

Figure 61: Motivation to be a mentor (experienced teachers)

3. Survey to new teachers

The socio-demographic characteristics of the respondents

Sex of the respondents

0%

19%

81%

■ Female ■ Male ■ Intersex ■ Prefer not to say / Rather not to say
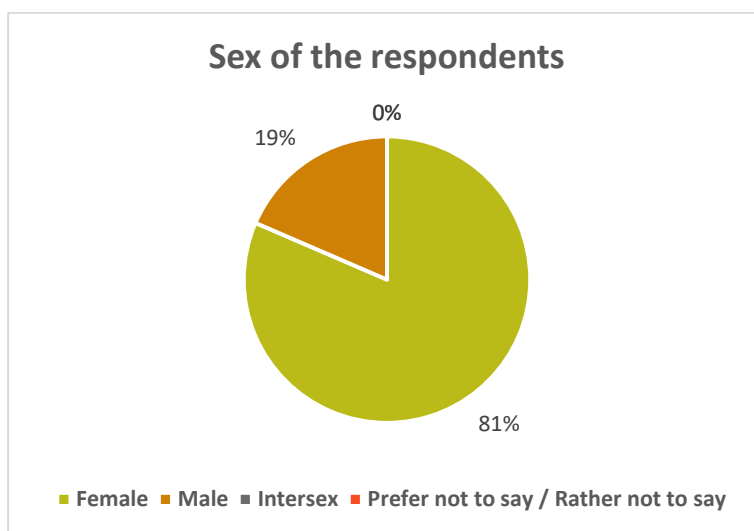
Figure 62: Sex of the respondents (new teachers)

Age group

4% 0% 7%

89%

■ <25 ■ 26-35 ■ 36-45 ■ 46-55 ■ 56-65 ■ >66
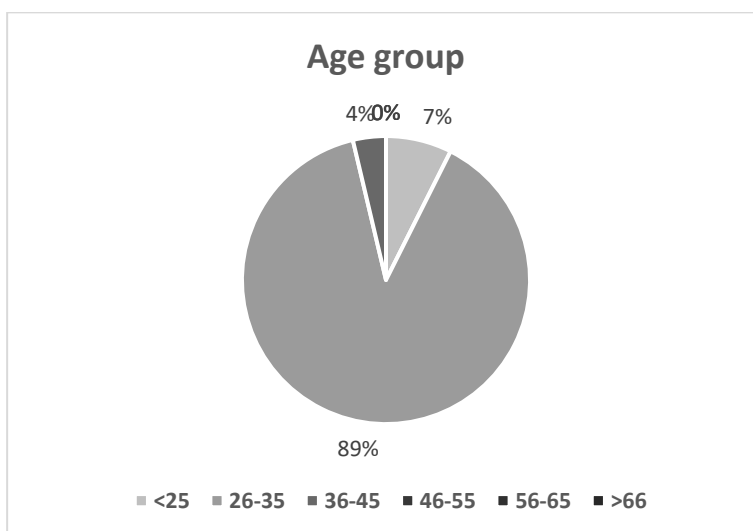
Figure 63: Age group of the respondents (new teachers)

Years of experience as a teacher

0%

100%

■ 1-5 ■ 6-19 ■ >20
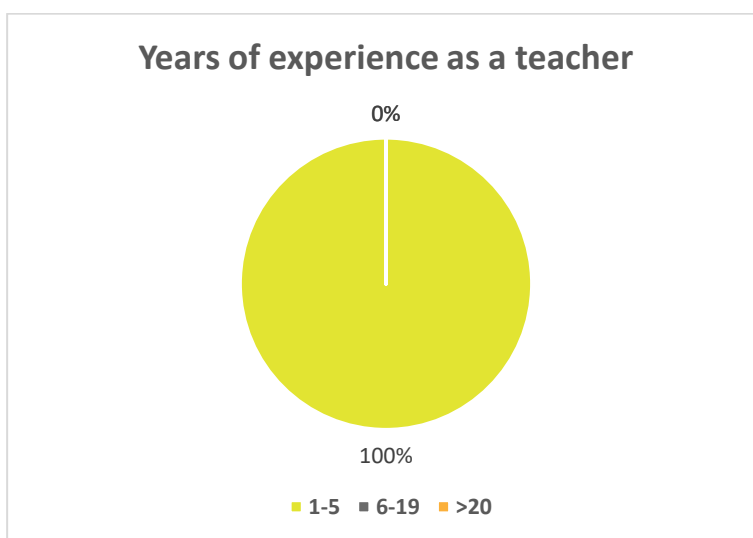
Figure 64: Years of experience as a school teacher of the respondents (new teachers)

124

School level

- ■ Primary education — 65%
- ■ Lower-secondary education — 11%
- ■ Upper-secondary education — 24%
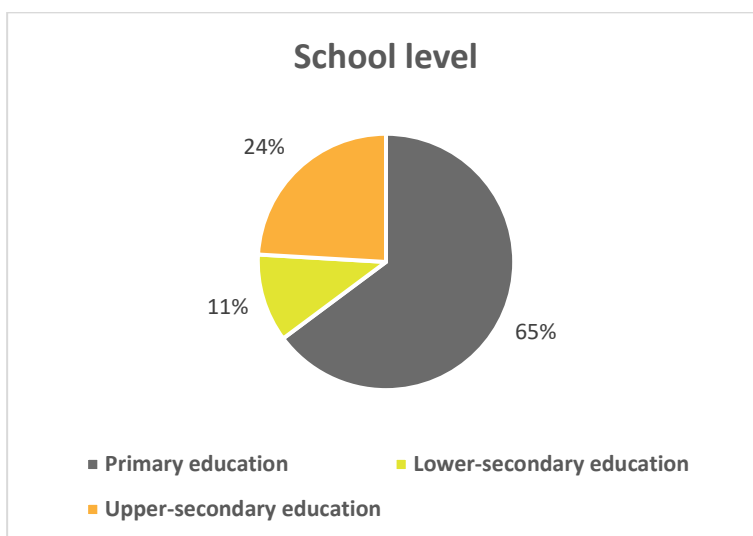
Figure 65: School level of the respondents (new teachers)

3.1. Perception, Satisfaction & Motivation

Perception, satisfaction and motivation about the teaching career in general
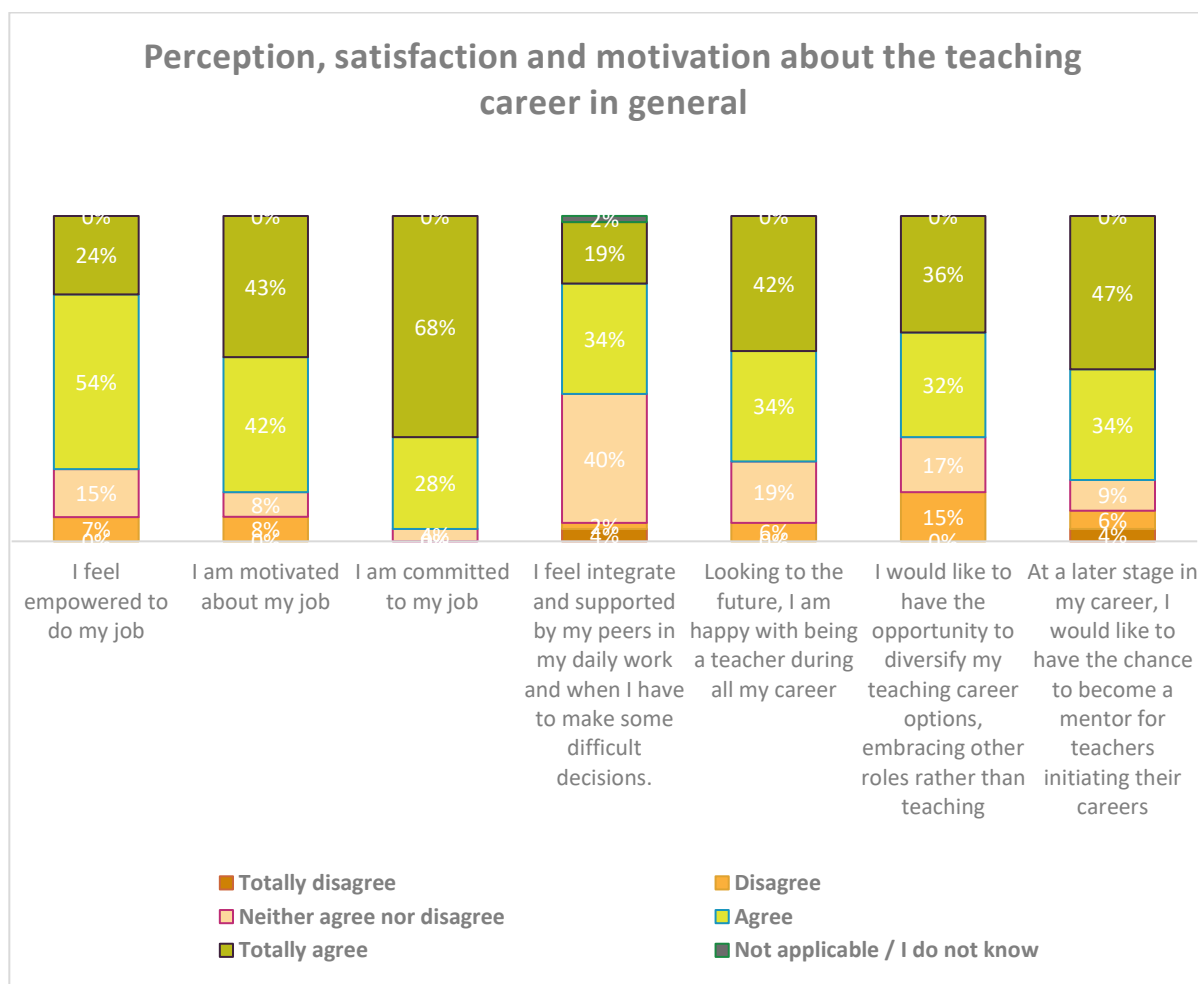
Figure 66: Perception, satisfaction and motivation about the teaching career in general (new teachers)

3.2. Initial Teacher Training

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

	didactical-pedagogical level (e.g. class management, differentiation of learning styles, etc)	to know in-depth the content of the school subject(s) I would teach.	bureaucratic / administrative level (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc)	emotional level (e.g. self-esteem, self-confidence, etc.)	social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.)
Totally disagree	6%	4%	20%	4%	9%
Disagree	20%	35%	39%	24%	24%
Neither agree nor disagree	22%	11%	20%	22%	26%
Agree	37%	37%	11%	39%	31%
Totally agree	13%	13%	6%	9%	9%
Not applicable / I do not know	2%	0%	4%	2%	0%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

Figure 67: My initial teacher training at the university prepared me well for my job (new teachers)

127
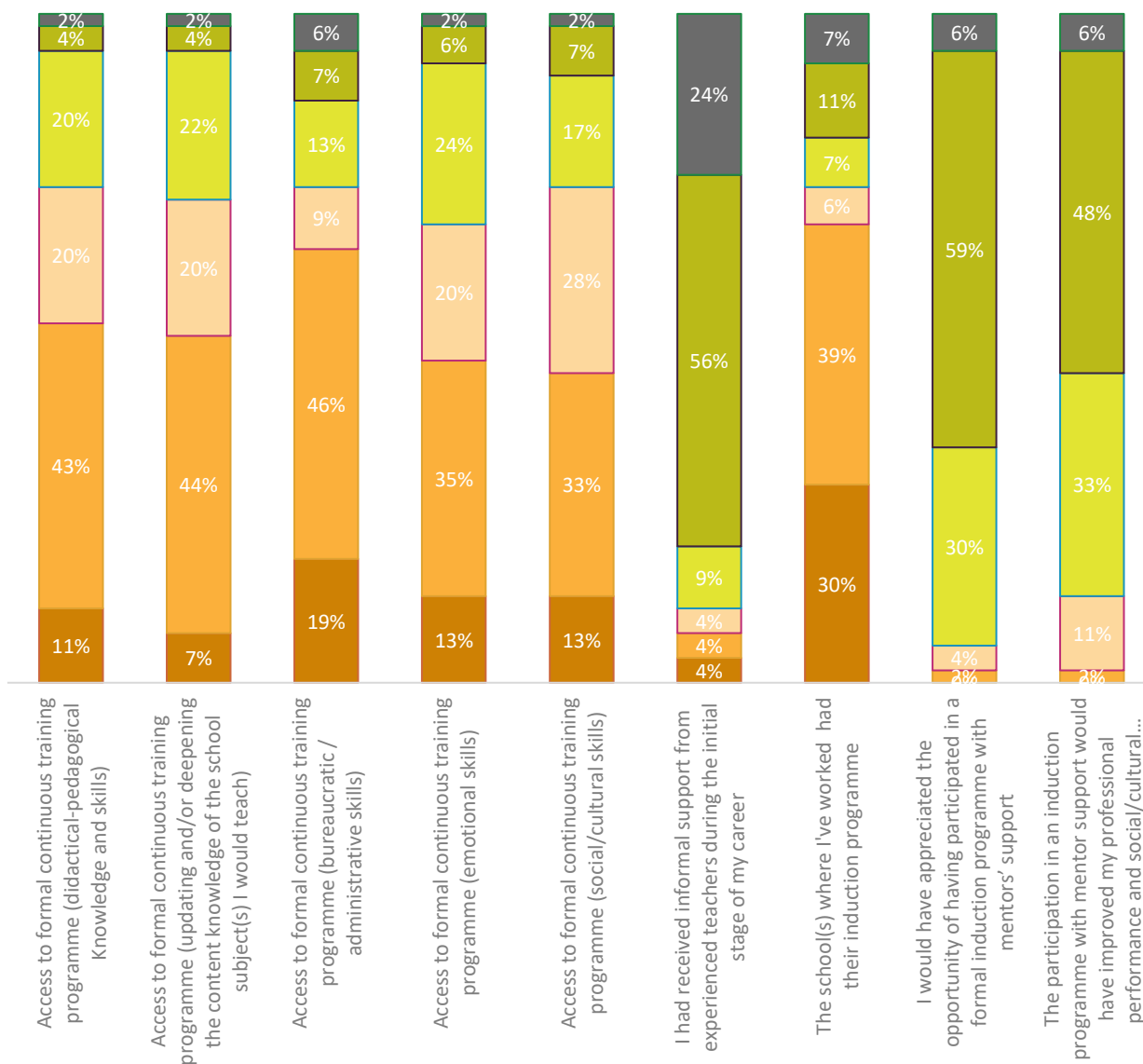
Figure 68: Support receive in the initial years of the career (new teachers)

3.3. Induction Programmes

Definition of "Induction"

- ◼ "A systematic and long-lasting process of professional development, of a collaborative nature, involving a network of teachers and specialists and focused on the school context, promoting student's learning and developing the educational system"

- ◼ "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 individua

- ◼ "A complete academic year of professional practice, continuously supported by the school's curricular department, through a teacher from the same recruitment group and with recognized professional experience"

- ◻ "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"

Figure 69: Definition of "Induction" (new teachers)

Formal induction programmes are needed...

...to motivate teachers at the beginner level
- 2%
- 39%
- 43%
- 11%
- 6%

... for the reinforcement of competences on the job
- 0%
- 63%
- 33%
- 4%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know
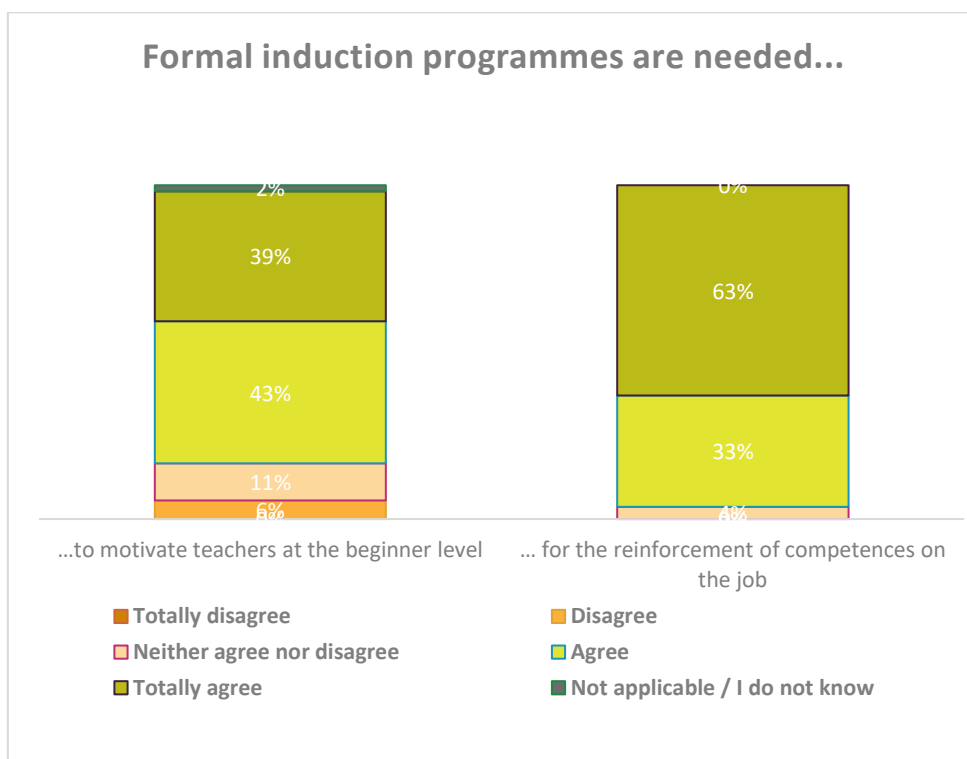
Figure 70: Formal induction programmes are needed (new teachers)

Duration of a formal teachers induction programme

9% 4%

31%

56%

- 1 school year
- 2 school year
- 3 school year
- More than 3 school years
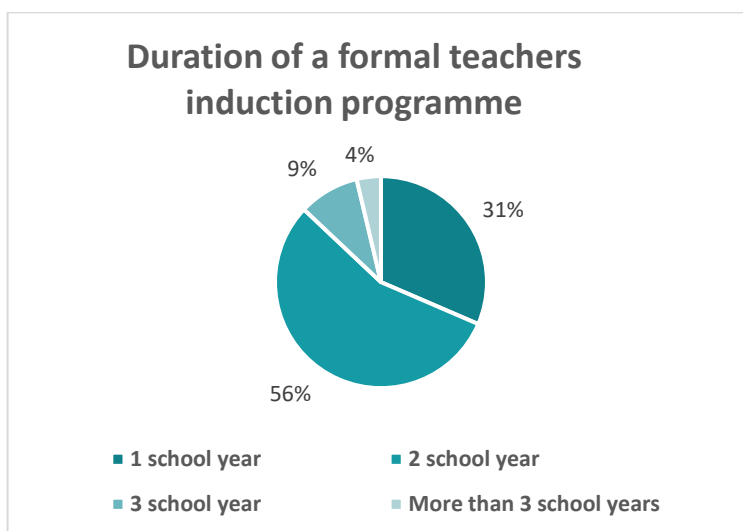
Figure 71: Duration of a formal teachers' induction programme (new teachers)

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

7%

11%

24%

57%

- 1-2 hours
- 3-4 hours
- 5-6 hours
- 7-8 hours
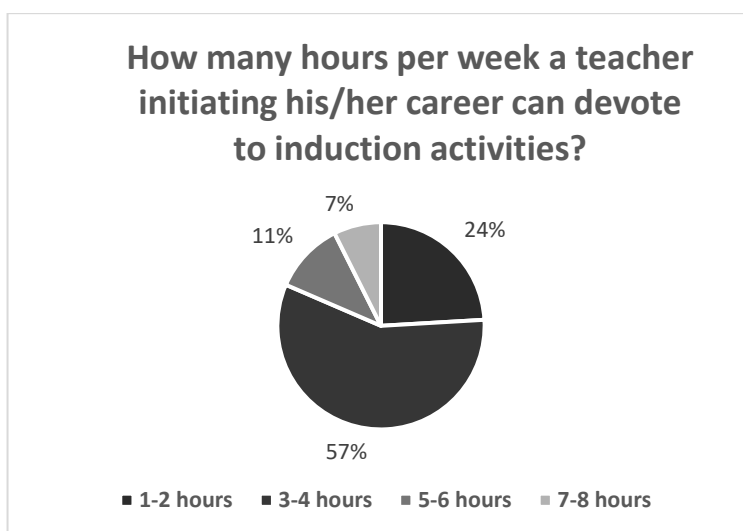
Figure 72: How many hours per week a teacher initiating his/her career can devote to induction activities? (new teachers)
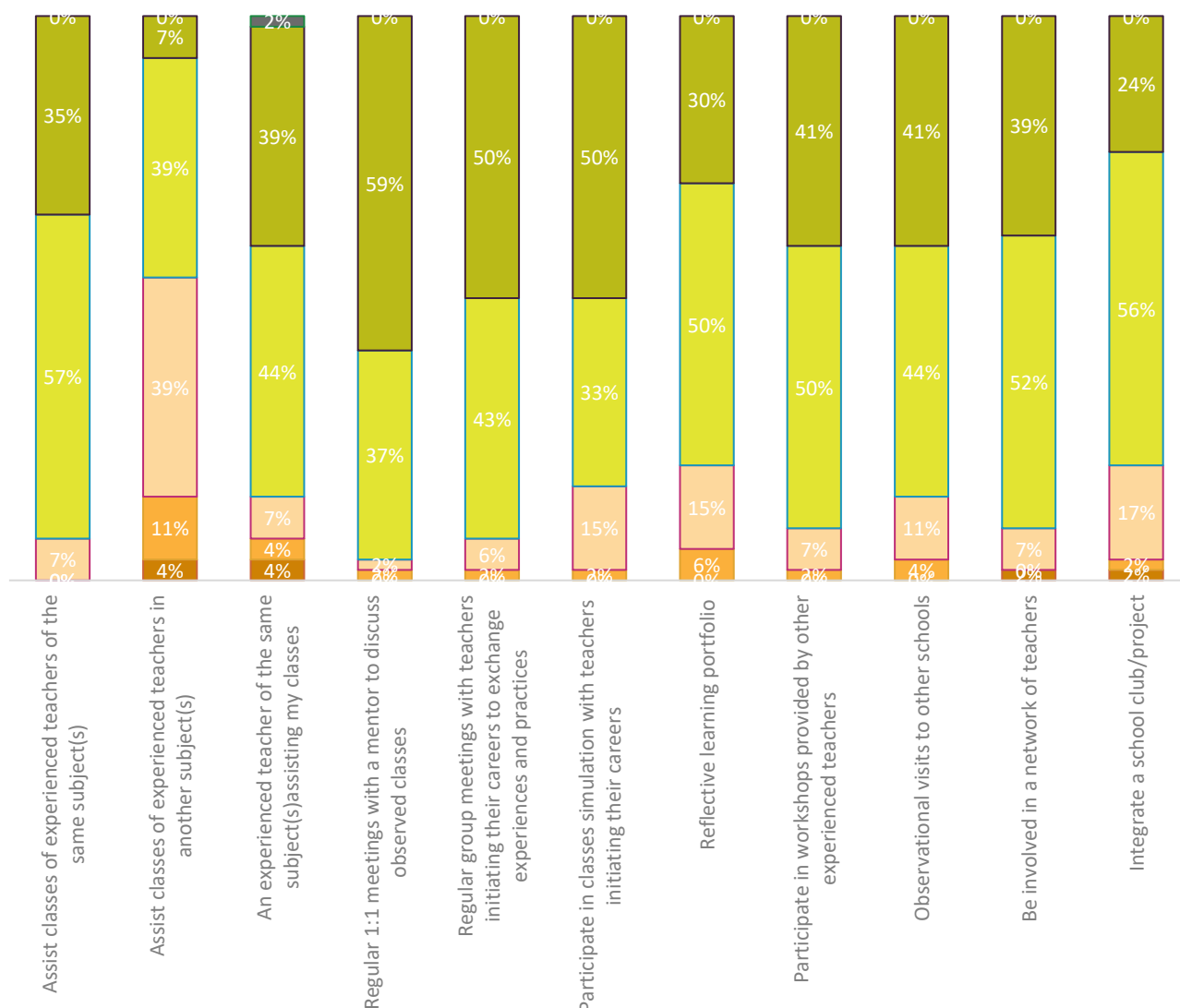
Figure 73: Types of practices and activities that a formal induction programme can have (new teachers)

Formal induction programme: didactical-pedagogical related topics

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

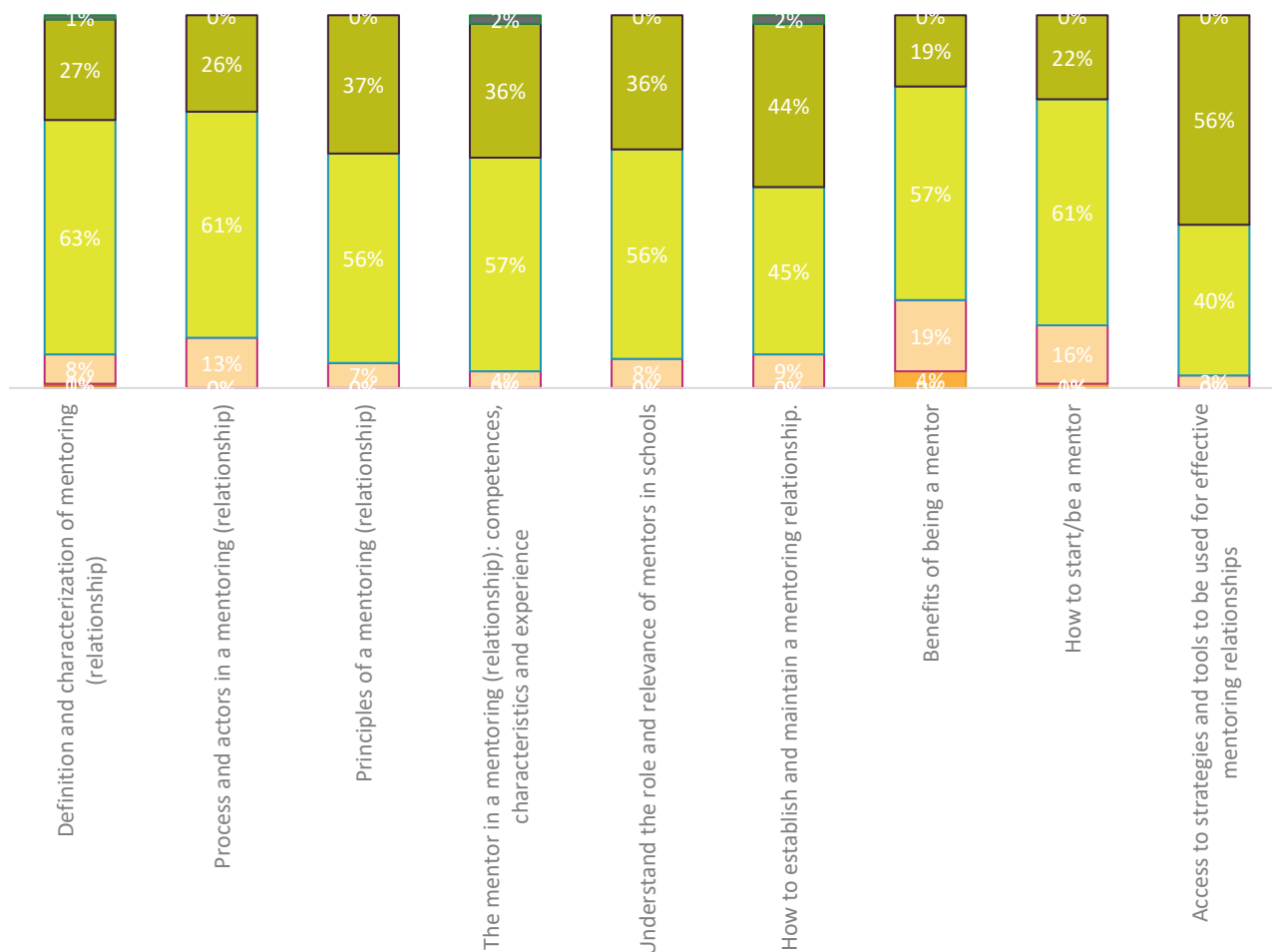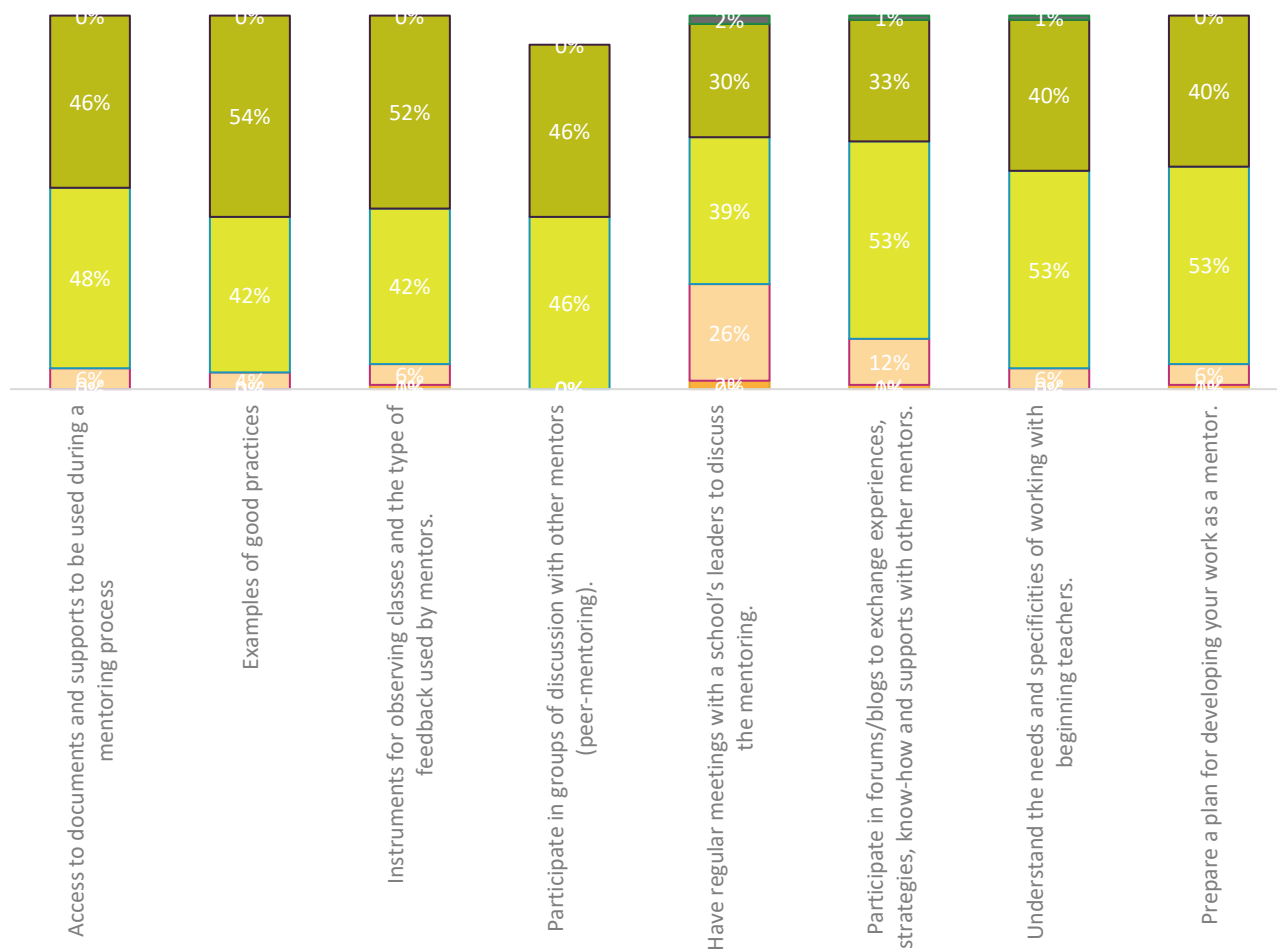|	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
Managing curricula			9%	50%	39%	0%
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation		9%		46%	44%	0%
Student's evaluation: continuous learning assessment			7%	48%	44%	0%
Adapting classes and evaluation to students different learning styles			6%	31%	59%	2%
Strategies to improve and keep alive students' motivation			4%	31%	63%	2%
Strategies to engage less participative students				31%	67%	0%
Preparing appealing educational resources, exercises, and other support materials				26%	72%	0%
Managing group/collaborative work in the classroom			0%	22%	76%	0%
Dealing with students lacking discipline in the classroom			4%	24%	69%	2%
Dealing with problematic behavior students			4%	22%	74%	0%
Dealing with students with special learning needs and/or disabilities			4%	13%	81%	2%
Dealing with students with diverse cultural background			4%	28%	69%	0%

Figure 74: Formal induction programmes: didactical-pedagogical related topics (new teachers)

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Formal induction programme: bureaucratic and administrative related topics

	Totally disagree	Disagree	Neither agree nor disagree
	Agree	Totally agree	Not applicable / I do not know

Legislation and legal aspects related to the teaching profession: 0%, 50%, 44%, 4%

School administrative procedures: 0%, 52%, 37%, 11%, 0%

Class management administrative procedures: 0%, 54%, 37%, 9%, 0%

Duties and rights (legal): 0%, 72%, 24%, 4%

Career development information: 0%, 57%, 31%, 11%, 0%

Figure 75: Formal induction programme: bureaucratic and administrative related topics (new teachers)

Formal induction programme: subject matter to be taught related topics

	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
Totally agree	0%	0%	0%	0%	0%
	31%	48%	50%	54%	54%
Agree	43%	50%	41%	44%	37%
Neither	19%		7%		7%
Disagree	6%	0%		0%	

Figure 76: Formal induction programme: subject matter to be taught related topics (new teachers)

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Formal induction programme: emotional related topics

	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
Totally agree	61%	59%	72%	74%	67%
Agree	37%	24%	24%	24%	28%
Neither agree nor disagree		13%			4%
Disagree		4%			

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

Figure 77: Formal induction programme: emotional related topics (new teachers)

Formal induction programme: social and cultural related topics

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Category	Totally agree	Agree	Neither agree nor disagree
Know-how to act according to the values and principles of the teachers profession	48%	43%	9%
Know-how to manage the curricula, planning the work and the key learning outcomes	54%	43%	4%
Assimilate the school culture	41%	43%	15%
Knowing the school code of conduct	37%	44%	17%
Interacting with peers	50%	35%	13%
Interacting with parents	69%	26%	6%
Interacting with students	78%	19%	4%
Interacting with local school authorities and other external stakeholders	41%	48%	7% / 4%
Dealing with students with diverse cultural background	67%	31%	

Figure 78: Formal induction programme: social and cultural related topics (new teachers)

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3.4 Mentoring

Definition of "Mentoring"

2%

31% — "A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies"

54% — "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"

13% — "is a crucial part of a teachers' professional development, and it can also provide an important professional and social bond between colleagues at a school"

"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"

Figure 79: Definition of "Mentoring" (new teachers)

Relevance of mentoring for formal teachers induction programme

Figure 80: Relevance of mentoring for formal teachers' induction programmes (new teachers)

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

Figure 81: The teaching career should provide experienced teachers the opportunity to become mentors (new teachers)

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Should an experienced teacher become a full-time mentor

12%

36%

12%

40%

■ Yes, an experienced teacher acting as a mentor, should dedicate 100% of his/her time to mentoring activities

■ No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 75% of his/her time to mentoring activities

■ No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 50% of his/her time to mentoring activities?

■ No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 25% of his/her time to mentoring activities?

Figure 82: Should an experienced teacher become a full-time mentor? (new teachers)

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

42%

58%

■ Yes ■ No

Figure 83: Should the mentor be an experienced teacher of the same school or school cluster? (new teachers)

Desired profile of a mentor (part I)

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

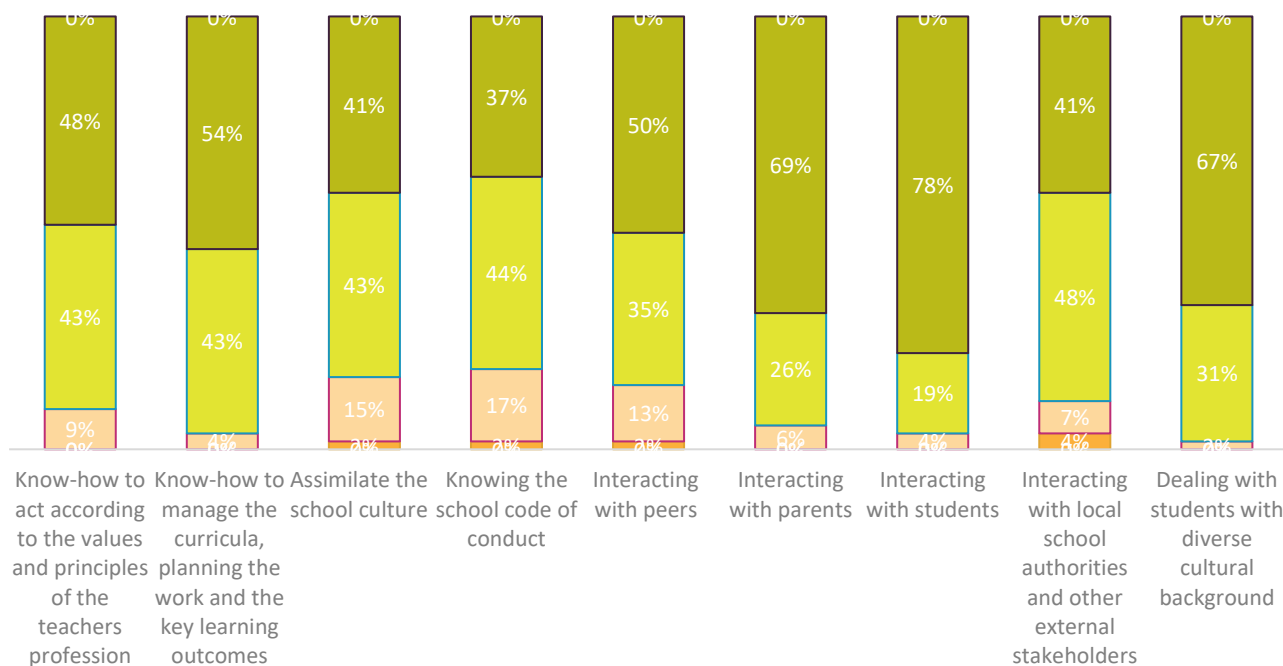| Category	Totally agree	Agree	Neither agree nor disagree	Not applicable
Knowledge about the teaching subject in which provides mentoring.	0% / 48%	39%	11%	
Domain of didactical-pedagogical strategies and practices.	0% / 72%	28%	0%	
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	0% / 43%	46%	9% / 0%	
Professional experience in teaching and learning fields	0% / 80%	17%	4%	
Willingness to invest the necessary time to support mentees.	0% / 63%	35%		
High interest in being mentor and supporting mentees.	0% / 63%	33%	4%	
Value lifelong learning and continuous professional development.	0% / 59%	35%	4%	
Knowledge related to the process of continuous professional development of the country.	0% / 52%	31%	15%	
Ability to actively listen and communicate effectively with me.	0% / 74%	24%		

Figure 84: Desired profile of a mentor (part I) (new teachers)

Desired profile of a mentor (part II)

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

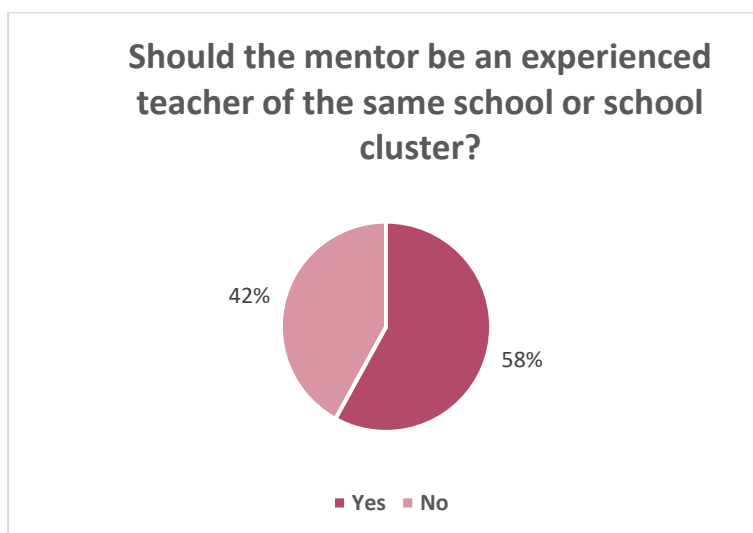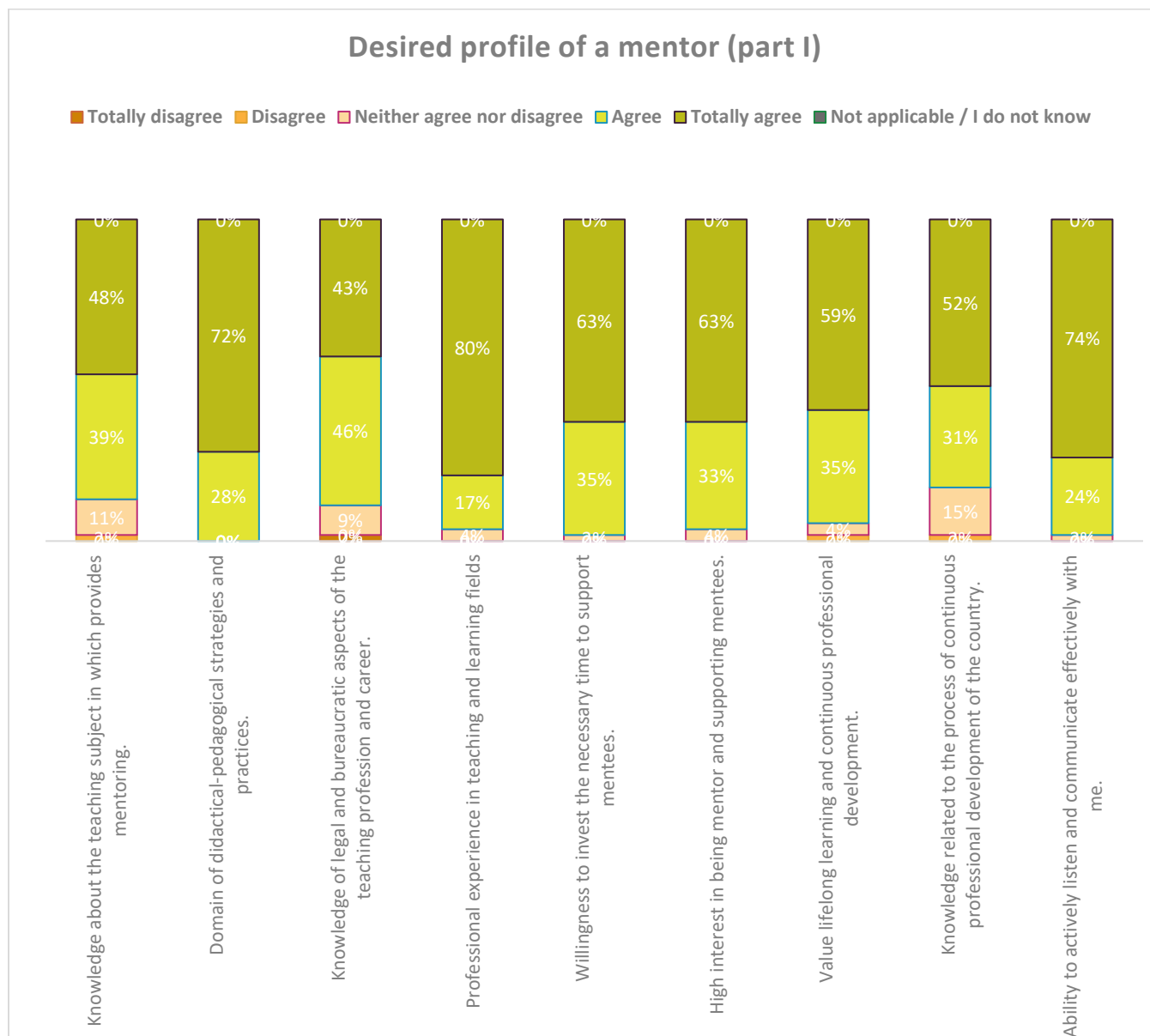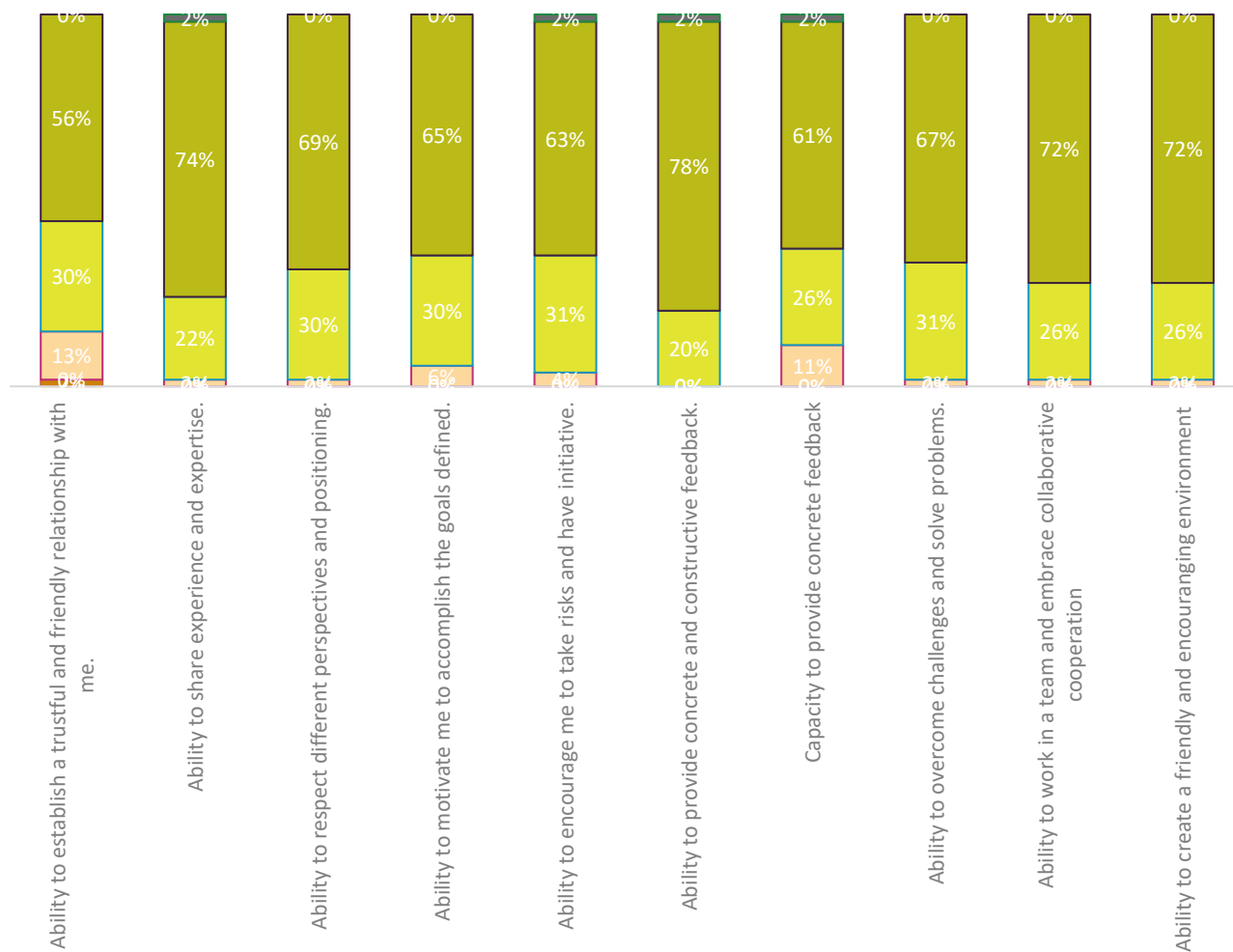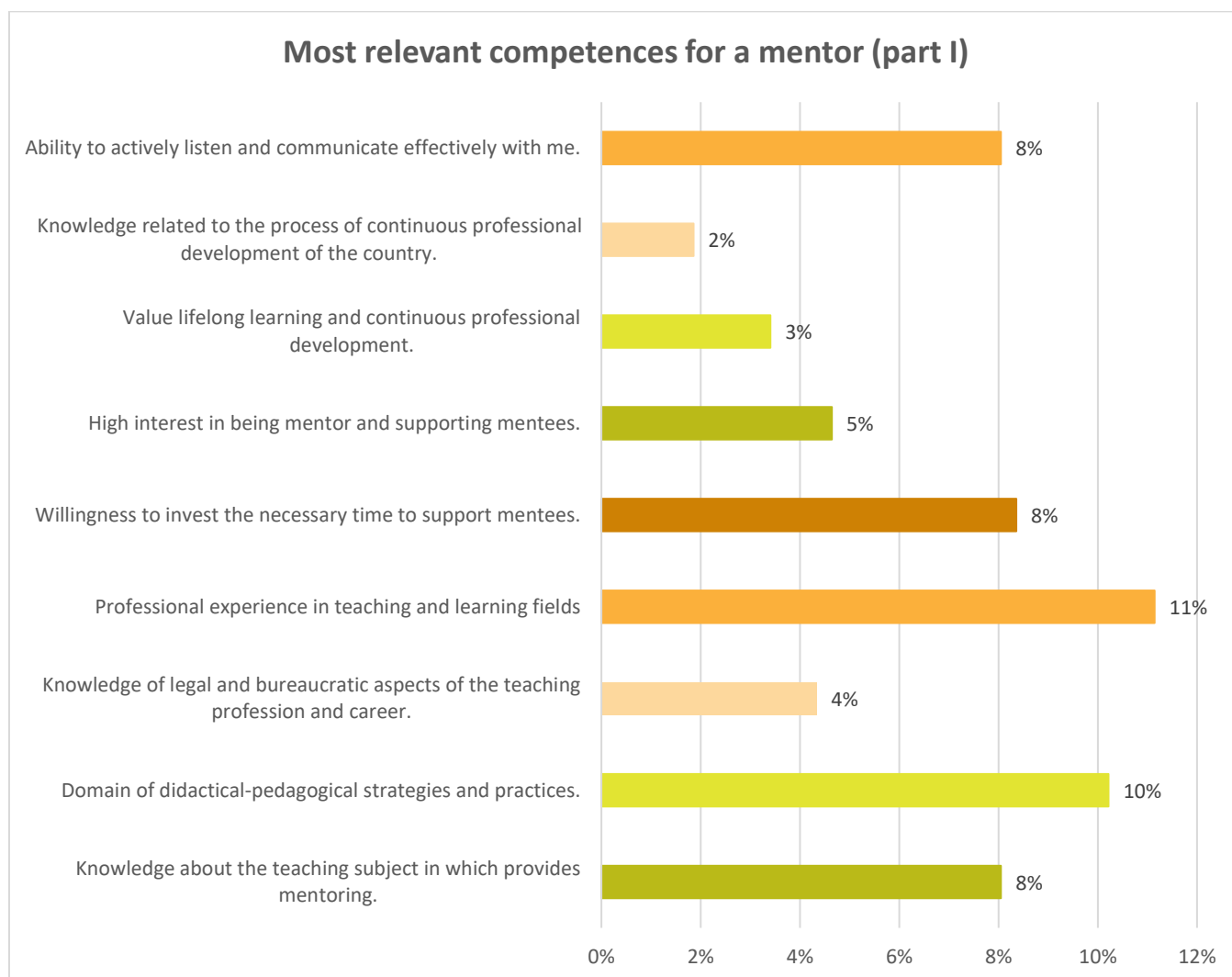Figure 85: Desired profile of a mentor (part II) (new teachers)
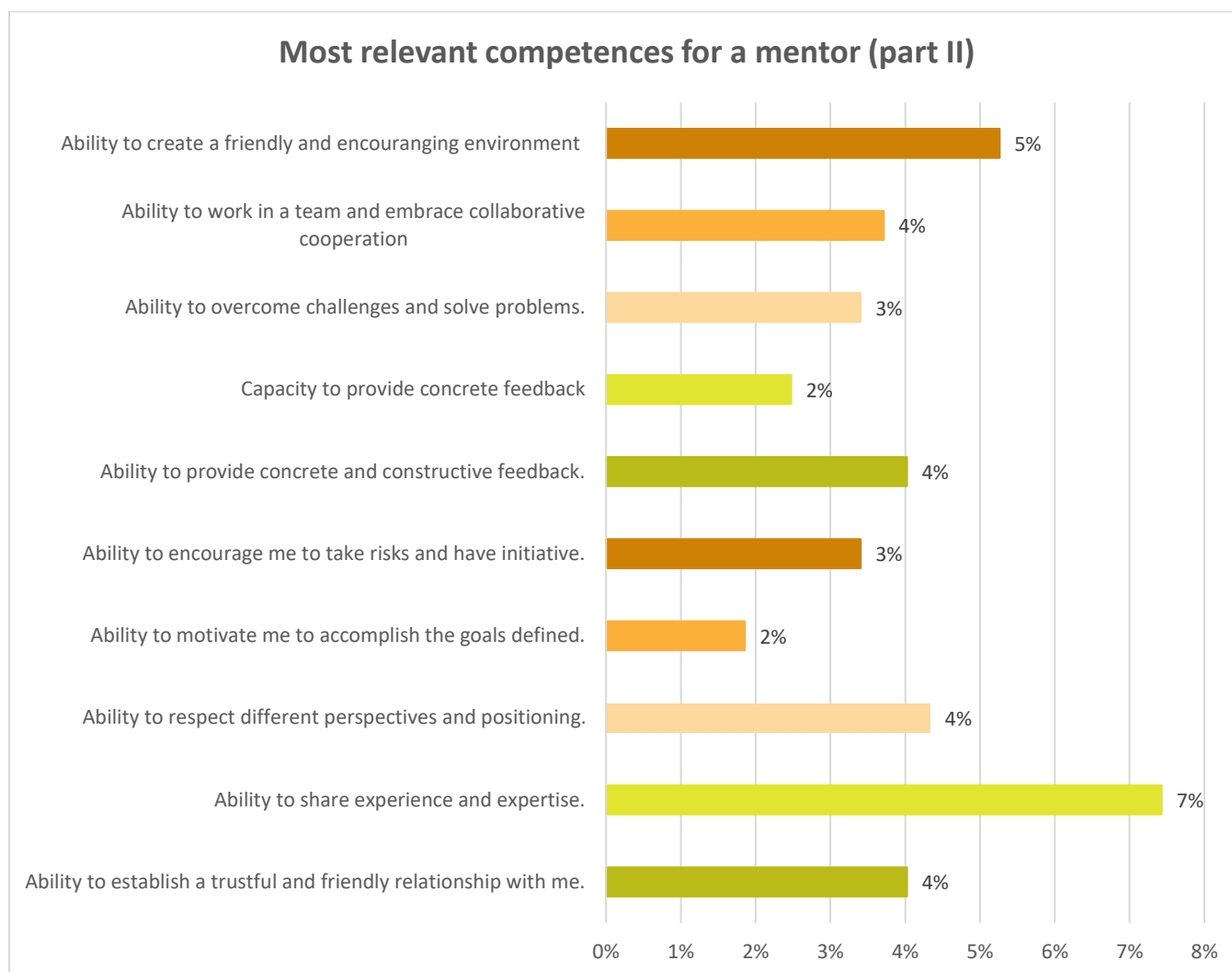
Most relevant competences for a mentor (part I)

Competence	%
Ability to actively listen and communicate effectively with me.	8%
Knowledge related to the process of continuous professional development of the country.	2%
Value lifelong learning and continuous professional development.	3%
High interest in being mentor and supporting mentees.	5%
Willingness to invest the necessary time to support mentees.	8%
Professional experience in teaching and learning fields	11%
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	4%
Domain of didactical-pedagogical strategies and practices.	10%
Knowledge about the teaching subject in which provides mentoring.	8%

Figure 86: Most relevant competences of a mentor (part I) (new teachers)

Most relevant competences for a mentor (part II)

Ability to create a friendly and encouranging environment — 5%

Ability to work in a team and embrace collaborative cooperation — 4%

Ability to overcome challenges and solve problems. — 3%

Capacity to provide concrete feedback — 2%

Ability to provide concrete and constructive feedback. — 4%

Ability to encourage me to take risks and have initiative. — 3%

Ability to motivate me to accomplish the goals defined. — 2%

Ability to respect different perspectives and positioning. — 4%

Ability to share experience and expertise. — 7%

Ability to establish a trustful and friendly relationship with me. — 4%

Figure 87: Most relevant competences of a mentor (part II) (new teachers)

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