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

ITALY

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Contents

Table of figures

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

National report – Italy

Introduction (Italy)

The Italian national report was developed following two distinct purposes:

- Describe the national educational context with particular emphasis on induction practices to the teaching profession
- Identify perceptions, motivations, and needs about formal induction programs through different techniques and analysis.

The report structure consists of three macro sections: The national context, Questionnaire results, Qualitative analysis results. Specifically, the first section draws upon various sources, including national legislation, policy reports, community documents, and scientific papers.

The second section shows the results of the quantitative analysis on a sample of (XX) teachers. Finally, the third section illustrates the salient results of the qualitative analysis, developing significant points of interest for induction and mentor programs.

Executive Summary (Italy)

The Italian National Report provides an overview of the main findings, with the aim to analyse the Italian teaching framework to improve teaching career prospects by redesigning career structure and advice, as well as empowering instructors to better navigate the career system. By continuing to encourage professional development, the Italian environment offers chances to foster excellence in teaching at all levels.

The findings are based on several different methodologies and approaches. Extensive desk and fieldwork research was conducted, describing, and analyzing the Italian educational system and the career paths that each teacher takes. Specifically, an intense analysis was carried out of various national and community documents regarding the placement of teachers in their sector and the evolution of the Italian legal framework over the years in terms of education and school. On the other hand, different types of analyses were carried out, developing a database (n=81) to provide the insights highlighted in this report. Furthermore, two types of qualitative analysis (interview with eight participants and focus group with ten participant) were used to obtain more information about the activities included in the induction program and the training program for mentors. The participants involved in the qualitative phase of data collection are divided into two distinct clusters: the new teachers, with less than 5 years of experience, and the expert teachers, with more than 10 years of experience in the field. For the interviews, Italian school managers from various institutions were interviewed. For the Focus Group, the ten participants were selected to reflect the total Italian sample.

In Italy, the career stages of each teacher depend on the subject taught and the order and grade of the school in which he or she instructs. Indeed, to teach in kindergarten and primary schools, there is the obligation to obtain a master's degree in primary education sciences at the end of a five-year course of study, with internships starting from the second year of the course. On the other hand, to teach in first-grade secondary school and second-grade secondary school, achieving the title of master's degree with the acquisition of at least 24 ECTS in a specific educational field, are indispensable conditions for access to a particular competition. Concerning formal and non-formal induction programs, all of the experienced Italian teachers interviewed had benefited from a formal induction program, describing it as a "training path" and "comprehensive." On the other hand, teachers from the complementary target group (new teachers) had never done a formal or informal induction program. The cause of this clear differentiation is due to the change of the Italian legal framework. Furthermore, new teachers suffered a major shock when they took on a role in the educational system, confirming the crucial need for induction programs that lead new teachers onto a virtuous path.

Each Italian school determines its in-service training programs, developing networks with other schools in the area. Activities must be aligned with the school's three-year educational offer plan, the self-evaluation report, and school improvement goals, as outlined in the Ministry of Education's goals in the National training plan, issued every three years. The priorities of topics for teacher training were defined by the Ministry of Education, covering areas related to improving knowledge of foreign languages, digital skills, raising awareness on inclusion, disability,

and globalization. In addition, teachers have the right to have five days with exemption from service during the school year to participate in training initiatives.

As regard the continuous teachers training opportunities, Italy establishes the principle of in-service training for permanent teachers as a "mandatory, permanent and structural" action. Nevertheless, there are still disagreements with the social partners, not yet resolved, concerning the placement and mandatory nature of the hours devoted to training within the overall framework of the hours provided for the teaching function.

As part of the activities related to the training course for newly hired teachers, a series of actions have been launched to support the training process, involving the newly hired teachers and the tutor teachers assigned to them. The Ministry of Education has defined the overall duration of the course, quantified in 50 hours of commitment, considering:

- Face-to-face training activities/workshops.
- Observation in the classroom, Tutor-Teacher and vice versa (to be also structured employing specific operational tools).
- Professional re-elaboration, which makes use of the tools of the "skills assessment", the "professional portfolio", and the "pact for training development".

Specific training activities have been activated for the tutor teachers, carried out in collaboration with local universities and identified following the acquisition of a specific expression of interest.

A relevant aspect is the role and use of digital platforms for mentoring and tutoring activities. In fact, to facilitate and interconnect new aspiring teachers and tutors, the online platform INDIRE has been set up to enable this network. The digital aspect in teacher training of all career stages is fundamental to the strategic plans of the Italian Ministry of Education. In addition, the digital platform includes the "Toolkit" section that contains valuable materials and tools for teachers, tutors, and referents. Regional experiences have been made available to tutors' models of the training agreement, in-person and remote observation models, observation grids, and formats for the final report. Furthermore, this section is constantly enriched throughout the year with new content and materials.

Moreover, our analyses have allowed us to understand the perceptions of teachers about the implementation of the induction program. Italian teachers involved in the quantitative analysis agreed on the definition of induction, defined as "a professional development program that incorporates mentoring and is designed to offer support, guidance, and direction for beginning teachers as they transition to their first teaching job." In addition, according to their perspective, induction programs motivate teachers during their first experiences in school and reinforce skills related to the teaching profession.

Activities directed toward improving computer and digital skills, focusing on the psychological dynamics of classroom management, are the elements that best reflect the needs and related support for novice teachers. On the other hand, the new teachers interviewed agree on the need to receive more information from the bureaucratic and administrative points of view.

In addition, the need to receive more support and training on the bureaucratic and administrative specifics of the teaching profession was a topic that was much discussed during the Focus Group. Participants expressed a strong

need for support for activities related to classroom management and school administrative procedures, with the possibility of having an ongoing confrontation with the school administrative area. The possibility of implementing processes and methodologies more akin to the business context, with high-profile professionals who convey the mindset of large organizations, is undoubtedly the most insistent request of the participating teachers. Furthermore, in terms of perceptions about the primary needs and challenges for new teachers, the teachers interviewed expressed the need to receive more support about practical and functional methodologies to promote interest and provide knowledge, but more importantly, skills. In addition, new teachers should have a mentor at least in an initial period to help them from both a bureaucratic/administrative and instructional/emotional perspective.

According to the teachers, the introduction program to the teaching profession must cover additional activities related to the five macro-areas identified (didactical-pedagogical, school subject, bureaucratic/administrative, emotional, and social-cultural areas). In addition, participants prioritized the areas to be implemented in the induction program.

The investigation also analyzed the teacher induction program's duration and weekly involvement in terms of hours. In this case, teachers, regardless of their identified role and target audience, although generally supportive of the average duration of the induction program, contrasted dichotomously on the issue of weekly involvement. Indeed, although almost all of the teachers interviewed agreed with the overall weekly involvement of 1/2 hour, there were clear signs of calls to increase this involvement to more hours per week. Specifically, according to one experienced teacher, the induction program should be a proper pathway to replace the national competition with a valuable outcome for a ranking. In other words, include the induction program as an integral part of the professional school path framed within the Italian legal framework.

In general, in the experience of "senior" teachers, activities directed toward improving computer and digital skills, focusing on the psychological dynamics of classroom management, are the elements that best reflect the needs and related support for novice teachers. On the other hand, the new teachers interviewed agree on the need to receive more information from the bureaucratic and administrative points of view. In addition, participants expressed a strong need for support for activities related to classroom management and school administrative procedures, with the possibility of having an ongoing confrontation with the school administrative area. The possibility of implementing processes and methodologies more akin to the business context, with high-profile professionals who convey the mindset of large organizations, is undoubtedly the most insistent request of the teachers.

The Italian regulatory framework mediates by proposing additional evidence for the professional development of all school operators. In particular, the in-service training of teaching staff, "compulsory, permanent and structural," is developed through the principle of mandatory in-service training in a strategic and functional logic of improvement. Therefore, training represents the fundamental prerequisite for the professional development of the individual and the entire teaching community, identifying the teaching staff as the critical resource for improving the quality of educational systems in Italy.

A fundamental aspect of the Italian educational landscape is the tutor's role, which operates for newly hired teachers during the training year. The reform of the model of the training year introduces as a training paradigm the activity of professional supervision among teachers and provides. For each newly hired teacher, a tutor accompanies with the task of

• welcoming him/her in the professional community,

• encouraging his/her participation in the different moments of school life,

• and exercising every proper form of listening, advice, and collaboration to improve the quality and effectiveness of teaching.

The investigation also provides further findings of mentoring programs. For the 25% of the school leaders and 63% of experienced teachers, mentoring is defined "as a professional relationship in which one 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." On the other hand, only 24% of new teachers agree with the previous statement. Furthermore, for 50% of new teachers, Mentorship is a "relationship between two colleagues, in which one colleague supports the development of another's skills and knowledge by guiding that individual based on their own experiences and understanding of best practices."

However, all respondents agreed that a formal induction program should be based on activities conducted with the support of a mentor.

Specifically, the action of the tutor is expressed in at least three primary activities: the formulation of the initial assessment of skills, mutual observation in the classroom (peer to peer activities) and its critical review, the summary document of the annual training course that is presented to the Evaluation Committee. Finally, the tutor is the person who can highlight the value of the teacher he or she has assisted in terms of professional growth and contribution to the educational community.

In addition, the Focus Group allowed for a detailed clustering of what might be the macro-categories of the psychological and behavioral traits of a good mentor. The teachers identified three categories (School Awareness, Soft Skills, and Capability to be a Mentor). First, the main skills related to "School Awareness" are knowledge about the subject area in which provides mentoring and knowledge of legal and bureaucratic aspects of the teaching profession and career. Second, regarding the characteristics pertaining to the "soft skills" category, the following attributes were identified: empathy and active listening. Third, "capability to be a mentor" category, the following attributes was identified: the willingness to invest the necessary time to support mentees

Finally, participants discussed what could be an additional crucial trait that every mentor should have and what type of activity needs to be implemented to improve said competency. Expressly, teachers agreed that multidisciplinary knowledge shared during seminars and workshops with experts in the field could be an indispensable activity for comprehensive mentor training.

(Section 1) National context in Italy

1. The teachers' career in Italy: an overview.

The Italian education and training system is organized based on the principles of subsidiarity and the autonomy of educational institutions (Figure 1). The State has exclusive legislative competence for the "general rules on education" and for the determination of the essential levels of services that must be guaranteed throughout the national territory. Furthermore, the State defines the fundamental principles that the Regions must respect in the exercise of their specific competencies.

The Regions have concurrent legislative power in education and exclusive in the field of education and vocational training. State educational institutions have didactic, organizational and research, experimentation, and development autonomy.

The number of schools in Italy is 8,183, including undersized sites. These institutions are divided into 129 Provincial Centres for Adult Education and 8,054 scholastic institutions. The scholastic institutions, in turn, are divided into 355 Direzioni Didattiche, 4,878 Istituti Comprensivi, 142 Istituti principali di I grado and 2,679 institutions of the second cycle. The territorial distribution shows that Lombardy, Campania and Sicily are the regions with the highest educational institutions. Forty thousand six hundred fifty-eight school sites make up the institutions, 69% dedicated to primary and childhood education. In addition, in the 2020-2021 school year, 369,048 state school classes will welcome 7,507,484 students, including 268,671 with disabilities. Expressly, looking at the distribution among study paths in each region, it is noted that Veneto has the highest share of students choosing a technical path (38.4%), Emilia Romagna has the highest share of students following a vocational path (20.6%), Lazio the highest share of students choosing a high school path (62.4%).

Finally, there are 902,487 teachers in all Italian institutes of all grades and levels, primarily concentrated in the northwest of the peninsula. The posts created for the 2020/2021 school year total 683,975 common posts and 152,521 support posts. The posts include both the staff of autonomy and the adjustment of the staff to the actual situation; of the approximately 684,000 common posts, 14,142 are "adjustment posts", while, of the 152,521 support posts, 51,351 are "support posts in derogation".

As regards the career management of each teachers' category, the conditions of service of the educators of public nursery schools are governed by national collective agreements that can be integrated locally by agreements with trade unions. On the other hand, the conditions of kindergarten service, primary and secondary school teachers are regulated by state legislation and national collective agreements. Teachers have teaching autonomy in compliance with constitutional principles.
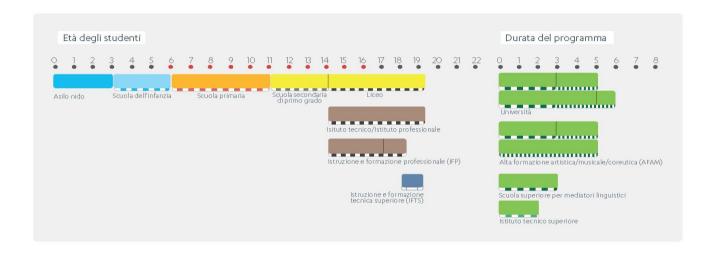
Figure 1: Italian educational system

From the school year 2016/2017, teachers of all levels of school education access the profession according to the procedures introduced by law 107/2015: schools hire teachers from rankings organized at the territorial level by each Region. The rankings are drawn up based on the regular competitions held every two years and the great competitions. Competitions are organized separately for kindergarten and primary school and lower and upper secondary school.

Kindergarten and primary school teachers must first complete their initial training, enabling value and then passing the national public competition. First and second level secondary school teachers must pass the national public competition to be qualified to teach. Those who pass the competition choose the school from those with available places and are hired with a permanent contract. However, the teacher is confirmed with a positive evaluation of the annual training and test course. The policy framework also establishes that the number of teaching places available each year is defined based on the three-year plan of the educational offer that each school draws upon the basis of its autonomy.

Based on the new procedures, for the coverage of the places of the school, the headteacher proposes the tasks to the tenured teachers assigned to the territorial area of reference, who have presented their CVs and the documentation of their experience and professional skills. The teachers who receive the most proposals choose the school. However, teachers can accept or reject the proposals received. In this case, and in the absence of proposals, the USR will assign the teacher to a school. Teachers with permanent contracts do not cover the entire requirement. Many places are covered annually with fixed-term positions, the so-called annual substitutes (until

June 30 or August 31), which the school administration awards based on the rankings until exhaustion. Finally, the assignments for replacing teachers absent for short periods (the so-called temporary substitutes) are conferred by school managers based on the school rankings.

2. Main actors

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

The Italian education system is organized as follows:

- *Zero-six-year integrated system, not compulsory, with a total duration of 6 years, divided into:*

  o educational services for children¸ managed by local authorities, directly or through the stipulation of agreements, by other public or private entities, which welcome children between three and thirty-six months.

  o kindergarten, which can be managed by the State, by local authorities, directly or through the stipulation of agreements, by other public or private bodies, which welcomes children between three and six years of age.

- *The compulsory first cycle of education, lasting a total of 8 years, divided into:*

  o five-year primary school¸, for pupils aged 6 to 11;

  o first grade secondary school, lasting three years, for pupils aged 11 to 14.

- *The second cycle of education divided into two types of pathways:*

  o second grade secondary school, lasting five years, for female students and students who have completed the first cycle of education. The schools organize high school, technical institutes and vocational institutes courses for female students aged 14 to 19;

  o three-year and four-year vocational education and training (IeFP) of regional competence, always aimed at female students and students who have completed the first cycle of education.

- Finally, *universities offer higher education by the institutions of higher artistic, musical and dance training (AFAM) and by the higher technical institutes (ITS) with different types of pathways.*

In Italy, the public administration has a decentralized model. Although the State and the Regions share different responsibilities, the State dictates the fundamental guidelines and principles (e.g. general dispositions, minimum

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standards, school staff, quality assurance, State financial resources). On the other hand, the regions have legislative power over the general organization of VET (System of training and vocational training).

As for the actors and stakeholders involved in the Italian education system, they can be described by adopting a deductive approach, defining (1) governance at the central level and (2) governance at the institutional level.

1) Administration and governance at the central level

- The Ministry of Education is responsible for all aspects of the educational framework, from early childhood to secondary school and the higher technical sector (law 12/2020). The Minister is in charge of several crucial responsibilities: the general definition of management at all school levels, defining objectives, work codes, safety, internationalization, allocation of financial resources, and planning and assessment.

- The Ministry of University and Research (law 12/2020) is responsible for carrying out the State's duties in the higher education and research sectors. The general functions of the Ministry of University and Research are those of general direction, accreditation and evaluation of courses, implementation of EU laws in the national framework, and research support.

- The Regional school office (Ufficio Scolastico Regionale, USR) is a branch of the Ministry of education at the regional level. These decentralized agencies represent the central administration. At the local level, the Ministry of Education does not decentralize facilities. The primary activities carried out by the USRs are attributable to the supervision of the schools (public and independent) and the monitoring of compliance with the objectives, standards and performance defined by the State. Furthermore, they are responsible for allocating funds and human capital to educational institutions.

- Territorial areas assist and advise schools on administrative and accounting processes and educational planning and innovation. They oversee the execution of school in compliance with safety standards and the integration of immigrant and special needs students. It encourages student involvement in schools and monitors compliance with obligatory schooling in partnership with municipalities. They also carry out any activities that the Regional School Office's head allocated to them.

- Within the Italian educational and training framework, additional actors are involved in the definition and operation of the essential activities. First, the National evaluation system (SNV) is composed of The National Institute for the Evaluation of the Education System (INVALSI), the Inspectorate of the Ministry of education, and The National Institute of Documentation, Innovation and Educational Research (Indire).

14

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Each of these three institutions has a specific responsibility in terms of evaluating the school system. Instead, as regards the university evaluation system, the National Agency for Evaluating the university and research system (ANVUR) is a public body that charges quality assurance at a higher level.

- Other stakeholders involved at the central level are: the Higher council for education which assists the Minister of education with the planning and supervision of education policy; National University Council (Consiglio Universitario Nazionale, CUN) operates for the Higher education for the fine arts, music and dance (AFAM) systems; the National Council of University Students (Consiglio Nazionale degli Studenti Universitari - CNSU) is the student representative body at the national level, and e Conference of Rectors of Italian Universities (CRUI) gives its opinion on the three-year plan.

- The trade unions allow benefiting from more excellent protection in the performance of the work of the teacher. Members of school unions may also be recognized for some forms of assistance and advice both at a fiscal level and for the obligations required by teachers and workers in the world of education. In Italy, the principal trade union associations are CGIL, CISL and UIL, each of which has its branches to protect the rights of teachers and the school sector in general. In addition to the school unions already indicated, it is possible to describe some exclusively aimed at representing teachers and teachers. In the list, it is possible to mention at least the Gilda Insegnanti and Anief.

- As for the actors involved in the initial and continuing training of all grades, the Ministry of Education accredited organizations for the provision of teacher training. The organizations indicated must necessarily comply with specific organizational standards to be suitable.

2) Administration and governance at the local and institutional level

- The school manager (Direttore Scolastico) ensures the unitary management of the institution, has its legal representation, is responsible for the management of financial and instrumental resources, and the results of the service. In compliance with the competences of the school collegiate bodies, the manager has independent powers of direction, coordination and enhancement of human resources, in order to organize school activities according to criteria of efficiency and training effectiveness and to promote interventions to ensure the quality of the training processes and the collaboration of cultural and professional resources, social and economic aspects of the territory. The school manager works with the collaboration of the Director of general and administrative services (*Direttore dei servizi generali e amministrativi* - DSGA), who is the administrative manager of the school. The DSGA oversees, with operational autonomy, the administrative and general services of the school within the general directives and the objectives issued by the school manager, coordinating the relevant staff. in autonomous schools,

supervises, with operational autonomy, within the framework of the general directives given by the head of the school and the objectives assigned, to the administrative services and general services of school education, coordinating the related staff. The DSGA directly provides for the issue of certifications that do not involve discretionary assessments, draws up projects and proposals for improving the functionality of the services of competence and takes care of the preliminary investigation aimed at the stipulation of agreements, contracts and conventions. He is a member by right of the executive council and the club council or the school council.

- The main categories of educational and teaching staff working in public ECEC settings and in State schools are:

    ○ Educators in ECEC settings for children aged from 0 to 6 years;

    ○ Teachers in ECEC settings for children aged from 3 to 6 years;

    ○ Teachers of the primary level (class teachers);

    ○ Teachers of the secondary levels (subject teachers);

    ○ Support teachers (pre-primary, primary and secondary levels);

    ○ Teachers of technical-vocational subjects (in technical and vocational institutes);

    ○ Teachers of Catholic religion (all levels);

    ○ University Professors.

- Non-teaching personnel operate in schools regularly; they are permanent state employees known as ATAs (administrative-technical-auxiliary). Other professional figures can be supplied, but they are not part of the school staff; they work for other institutions (e.g., communities, provinces) who partner with schools, sometimes through specific agreements. The collective labour contracts regulate the working conditions of the ATA staff at all school levels. The ATA staff is organized at the provincial level.

- Besides participating in the school council, students of upper secondary schools can exercise their right to democratic participation in the school's activities by holding meetings that can be held at both class and school level. On the other hand, parents can exercise their right to democratic participation in the school's activities by holding meetings that can be held at both class and school level. Parents' meetings can be attended by the School manager and teachers, who have no voting rights.

3. Teachers initial training

Twenty years ago, a degree was enough to become secondary school teachers, both first and second grade; the competition for access to the teaching role was based on qualifications and exams and was essentially disciplinary. The only type of training provided, however not compulsory, was constituted by "corsi abilitanti" which could provide aspiring teachers with basic skills on "how to teach", primarily based on some practical knowledge. In 1990, Law no. 341 established the SSIS (Schools of Specialization for Secondary Teaching) and sanctioned first, the principle of the importance of post-graduate training for aspiring teachers, aimed at acquiring a systematic preparation for all those skills not included in the course of degree and, second, the fact that the University should be responsible for this initial training.

In 2009 the SSIS courses were deactivated, and in 2010 the TFA (Active Training Internship) was established (DM n.249). The Italian Education Ministry initiated three cycles of the TFA. It was definitively archived in 2017 as part of a broader project for the reorganization of the teaching function envisaged by Law 107/2015, with the establishment of the FIT (Initial Training and Internship). It provided for an entire course of 84 ECTS, composed of 24 preparatory to a three-year internship course progressively paid and ending with the entry into the role, and 60 in the first year of the system itself.

With Law 145/2018, the FIT was also filed (a decision not devoid of the political will to distance itself from the reforms of the previous three years), establishing that the teaching qualification should be achieved exclusively through regular competitions. The achievement of the 24 credits preparatory to the FIT (PF24) thus became, without changes from the original setting, the only initial training course for aspiring teachers.[1]

This path provides (DL 59/2017): "24 university training credits acquired in curricular, additional or extra curricular form in anthropo-psycho-pedagogical disciplines and in teaching methodologies and technologies, guaranteed in any case the possession of at least 6 credits in each of at least three of the following four subject areas: pedagogy, special pedagogy and inclusion teaching; psychology; anthropology; teaching methodologies and technologies ".

To sum it up,, the training path necessary to teach in the Italian school/university can be generally summarized as follows:

● To teach in kindergarten and primary schools: the discipline generated is dictated by the legislative decree 16 April 1994, n. 297; the Gelmini reform subsequently introduced the obligation to obtain a master's degree in primary education sciences at the end of a five-year course of study, with internships starting from the second year of the course, with a limited number with an admission test. According to the Decree of the President of the Republic of 25 March 2014, the opinion of the Council of State of 11 September 2013, n. 3813, and to the European Union decision of 31 January 2014, are assimilated to the degree in primary education sciences, for professional purposes, and, therefore, qualifying for teaching in primary school and kindergarten, the diplomas obtained at teaching schools at the end of courses completed within the 2001-2002 school year (equivalent qualifications based on art. 12 of the European Union Directive 2005/36 / EC).

- To teach in first grade secondary school and second grade secondary school, based on 13 July 2015, n. 107 the achievement of the title of master's degree with the acquisition of at least 24 ECTS - according to the MIUR Decree of 10 August 2017 n. 616 valid if obtained at an online university for no more than 12 - in anthropological, psychological, pedagogical subjects and teaching methodologies and technologies is an indispensable condition for access to a specific competition. The legislative decree 13 April 2017, n. 59 provides that after passing the same it is possible to access an "initial training course and test", a year of paid theoretical-practical internship that qualifies the teaching profession and allows entry into the role for the specific competition class. A similar procedure is envisaged for ITP (practical technical teachers), unlike the admission qualification. In this case, to access it is sufficient to have specific three-year degrees (with the acquisition of 24 CFU) consistent with the reference competition classes, which are not necessary until the school year 2024/2025. Finally, it is possible to teach - only and exclusively as a substitute teacher or as a support teacher - upon presenting a specific request called MAD "messa a disposizione". Any limitations are provided for by the circulars of the Ministry of Public Education, for example the regulation on substitutes referred to in the D.M. n. 131 of 13 June 2007, regarding support teachers, states that it is not possible to apply in two different provinces.

- To teach at an Italian university or other higher university institutions, it is necessary to become a university researcher, although it is also possible to teach as an adjunct professor. The achievement of a doctorate, or a medical specialization diploma or having benefited from research grants before the entry into force of the Gelmini reform, is an indispensable requirement for participation in a competition for university researcher, announced by universities in Italy after obtaining a national scientific suitability provided for by law no. 240. However, in some cases it is possible to carry out teaching activities in the cases provided for by law, such as foreign language readers, or the call of well-known scholars, according to law no. 230.

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

As regard the continuous teachers training opportunities, paragraph 124 of Law 107/2014 establishes the principle of in-service training for permanent teachers as a "mandatory, permanent and structural" action and at the same time requires schools to include proposals in the PTOF not only for teachers but for all staff of the school. Nevertheless, there are still disagreements with the social partners, not yet resolved, concerning the placement and mandatory nature of the hours devoted to training within the overall framework of the hours provided for the teaching function.

The current legislation provides for different financial flows: to individual schools, to networks (areas), to regional directorates, to the national centre. The Ministry of Education has the function of scientific guidance and supervision, the USRs of qualitative coordination, and effective management in the territory. The single school

has a strategic function to build, also through training, an innovative professional community. Harmonization between the various bodies should be able to enhance the quality of training actions further. On the one hand, the initial capacity of schools must be recognized, and on the other, the "compensatory" and "rebalancing" role played by the regional school offices and institutional networks.

Specifically, The national labour contracts that can be incorporated at the local level by agreements with the relevant trade unions control continuing professional development of educators in public ECEC settings for children aged less than three years. Therefore, due to the variety of regulations, continuing professional development in public ECEC settings cannot be described in detail in the following sections.

Central legislation and the national labour contracts guarantee rights and duties of teachers at public schools, CPD included. The Ministry of Education has established that *professional development (CPD) for teachers is compulsory, continuing, and structural*. The collective labour contract for school staff establishes that CPD is both a right and a professional duty for teachers.

Indeed, each school defines CDP activities, also establishing networks with other schools in their territory. Activities must be consistent with the school three-year plan of the educational offer, with the self-evaluation report and the improvement plans of schools, according to the Ministry of Education's priorities in the National training plan published every three years. For the three years 2016-2019, the Ministry of education has established the following priorities:

- foreign languages

- digital competencies

- school and work autonomy

- evaluation and improvement

- competence-based teaching and innovative teaching methods

- integration, civic competencies, and global citizenship

- inclusion and disability

- social cohesion and prevention of youth discomfort

Training initiatives are generally not part of the teaching timetable, and teachers have the right to participate as CPD contributes to the development of their professional life. Furthermore, teachers have the right to have five days with exemption from service during the school year to participate in training initiatives.

Finally, as regards possible incentives for continuous teacher improvement, in order to help teachers in their CPD activities, law 107/2015 foresees financial support delivered in the form of an electronic card. The card is personal and not transferable. It is intended for permanent full-time and part-time teachers working in state schools, including teachers in their induction period. The Ministry of education and the Ministry of finance have defined the criteria and methods for the attribution of the card. Every year, each teacher will receive a maximum of 500 € for:

- purchasing books, magazines, hardware and software;

- attending courses offered by accredited bodies or by higher education institutions;

- attending cultural events (representations, movies, live events) and visit museums and exhibitions;

- carrying out activities consistent with the three-year educational plan of the school and with the National training plan.

The sum is not considered ancillary retribution, and it is not taxable. Within the end of August of each year, teachers must send the statement of expenses for CPD activities to their school administration that makes them available to auditors. In case of late or incomplete documentation, unjustified costs are recovered from the sum allocated to the teacher the following year.

5. Formal and non-formal induction programmes and practices

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

According to the most recent laws in effect, the following section describes primary teacher education and recruiting procedures. Today, staff working in ECEC settings and public schools have been taught and recruited using various processes that have been used through time but are not specified here.

Teacher for children aged 0-3

Educators working in educational services for children aged 0 to 3 years must have either a Bachelor's degree in educational sciences (ISCED 6) or a Master's degree in primary education sciences (ISCED 7) along with a specialization course focused on the teaching of young kids (D.Lgs 65/2017). Two ways to become instructors in public nurseries have been recognized (Legislative Decree 65/2017 and Ministerial Decree 378/2018).

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- The first stage of training is finishing a three-year degree in education and training sciences (ISCED 6) with a total of 180 ECTS. If the three-year degree course includes studies in pedagogy, psychology, sociology, and medicine with specialized content for children, particularly for the age range 0-3 years, it is regarded as legitimate for children's educational services. Out of the 55 ECTS necessary, internship activities must be awarded 10 ECTS, while laboratory activities must be awarded 5 ECTS (Annex B to Ministerial Decree 378/2018). As a result, the training approach is continuous.

- A master's degree in primary education sciences (ISCED 7) earned at the completion of a five-year single-cycle course of study is required for the second path to work as a kindergarten instructor (300 CFU). it is needed to take a separate specialized course (consecutive training method) in this instance. Specialization courses are arranged by master's degree-granting universities and authorized by the Ministry of University and Research. The goal is to get those specialized abilities not included in the master's degree but are required while dealing with children aged 0 to 3. It takes a year to complete the specialization course (60 CFU). Lessons, workshops, and direct and indirect tutoring are used to organize the training activities in a concurrent theoretical and practical manner. The direct internship requires a 175-hour commitment and can be completed in any country's educational services for children; however, at least half of the internship must be completed in kindergartens. The indirect internship requires a 75-hour commitment and includes planning and reparation tasks that must be completed in groups. Internships are required and must be supervised (Annex A to Ministerial Decree 378/2018).

Teachers in pre-primary and primary level

After completing a five-year single-cycle program in primary education sciences, teachers in ECEC settings for children over three years of age and primary schools must obtain a Master's qualification (ISCED 7). From the second year of the course, traineeship activities that qualify graduates as teachers are included in the study program (DM 249/2010).

The courses are five years long and result in 300 ECTS credits. The following is how the courses are organized:

- 135 credits of subject-related courses in topics taught at the primary level;

- 78 credits of general studies in the fields of education, teaching, psychology, sociology, and anthropology;

- Pupils with unique educational needs are included in activities relating to their integration (31 credit)

- Laboratories, English language, technologies for teaching, final exam (total of 32 credits);

- Traineeship (total of 24 credits).

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A concurrent training paradigm is used for prospective teachers at the pre-primary and elementary levels. The future teacher begins their traineeship as early as their second year of studies. The total period of direct and indirect traineeships is 600 hours (24 ECTS credits), with activities organized by the institutions themselves (DM 249/2010).

Teacher in secondary education

Aside from a master's degree, teaching in secondary schools necessitates specific competencies in anthropology, psychology, pedagogy, and teaching methods and technologies, which must be acquired through specific university courses totalling 24 ECTS credits. The qualifications and credits are required to participate in the open national competition that qualifies teachers for the profession and allows them to be hired. Once teachers have been hired, only a positive evaluation of the mandatory one-year induction period confirms their employment (D.Lgs. 59/2017, as amended by law 145/2018).

Teachers' initial education in lower and upper secondary schools takes place in two distinct and sequential steps. The first step, at the higher education level, equips future teachers with academic subject-related and teaching-related competencies, which can be acquired concurrently or sequentially depending on the course of study. The second step begins with the successful completion of the open competition and the hiring of teachers and includes a one-year induction period that serves as both training and evaluation.

To teach at the lower and upper secondary levels of education, you must have a master's degree (ISCED 7) in fine arts, music, or dance from a university or an institution of higher education (Alta formazione artistica, musicale e coreutica - Afam). Master's degrees are awarded after completing either a two-year or a single-cycle program in secondary school subject areas.

Aside from the master's degree, specific competencies in anthropology, psychology, and pedagogy and teaching methods and technologies are required for a total of 24 ECTS credits. Specific university courses that can be completed during and after the master's program can help gain these skills.

The qualification and the 24 credits do not complete secondary teacher initial education; instead, they are prerequisites for beginning initial education, which consists of three steps:

● passing an open competitive examination at the national level that qualifies a teacher to the profession;

● completing an induction programme of one year that includes initial training and evaluation;

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- receiving a positive evaluation at the end of the induction period to be confirmed in the profession.

Those who pass the competitive examination are hired as qualified teachers with permanent contracts and begin an induction period in the school to which they are assigned. The induction period must include at least 180 days of actual work (including exams and assessments), with 120 days of teaching activities (including all activities preparatory to teaching) and a minimum of 50 hours of training activities (see below for details). The teacher's position is confirmed by a positive evaluation of the induction period.

Support teachers at all levels of school education

In addition to the qualifications listed above, support teachers at all levels must complete a specialization course called "formative and active traineeship for support teachers" (Tirocinio formativo attivo - TFA per il sostegno) (DM 30.09.2011).

Specifically, those interested in working as support teachers must first satisfy all of the requirements for becoming a teacher at the respective levels of education: a master's degree in primary education sciences for teaching at the pre-primary and primary levels, or a master's degree plus 24 credits in anthropology, psychology, and pedagogy, as well as in teaching methods and technologies. They must also complete a support teacher specialisation course called "formative and active traineeship" (Tirocinio formativo attivo - Sostegno). According to the general framework established at the central level (DM of 30.09.2011) and within the limits of available posts, each university activates and organizes specialization courses for future support teachers in collaboration with other universities.

Specialization courses have an overall length of at least eight months and must lead to the acquisition of 60 credits organized as follows:

- Specific teaching areas such as particular teaching and pedagogy, psychology of development and education, public law, child neuropsychiatry (for a total of 36 ECTS);
- Laboratories tailored to the different levels of education (for a total of 9 ECTS);
- Traineeship for a total of 300 hours (12 ECTS);
- Final test (3 ECTS).

Direct traineeship occurs at school for 150 hours over no less than five months, while indirect traineeship activities include reworking activities with tutors and using digital technologies for special education for the remaining 150 hours.

Teachers of technical-vocational subjects in technical and vocational institutes

Teachers in technical and vocational institutes must possess a technical or vocational upper secondary qualification (ISCED 3) or a short-cycle qualification (ISCED 5) from a Higher Technical Institute (Istituto tecnico superiore – ITS). They will also need a master's degree starting in the school year 2024/2025. (ISCED 7).

Teachers of Catholic religion

Both the Italian state and the Catholic Church are involved in the initial education of Catholic religion teachers. Indeed, the Ministry of Education and the Italian Episcopal Conference, i.e. the assembly of Italian bishops (Conferenza Episcolale Italiana – CEI), have agreed on the qualifications required of Catholic religion teachers (DPR 175/2012). Teachers in Italy must have a higher-level qualification in religious sciences or theology or have completed seminary-based theological studies. Priests, deacons, and qualified religious persons can also teach the Catholic religion at the pre-primary and primary levels. Teachers at all levels must also meet the requirements outlined in the Canon Law Code, which states that a person is qualified to teach the Catholic religion if she/he demonstrates knowledge of Christian and Catholic contents, pedagogical skills, and the ability to live a Christian life.

Academic staff in higher education

University professors are not required to complete any formal training. Having a national scientific habilitation, on the other hand, is a requirement for applying for a professorship, both full and associate, through university public vacancies. The habilitation is only given to candidates whose publications have been rated as "high quality," who have received a positive assessment of their scientific output, and who have completed at least three qualified activities. The National Agency for University and Research Evaluation (Anvur) has established indicators and benchmarks, as well as the "threshold values" that candidates must meet in order to receive a habilitation. Academic recruitment takes place at the university level and begins with the publication of a public call for applications for open positions. The application is directed at holders of national scientific habilitation in the relevant field.

Universities can also hire highly qualified Italian or foreign experts directly for teaching purposes. Contracts are for one academic year and can be renewed for up to five years. Experts must have a minimum income and work in a public administration, body, or enterprise. Teaching activities can be paid or unpaid. Furthermore, universities can enter fee-for-service contracts with qualified subjects to meet specific integrative teaching needs (owners of PhD, medicine specialization).

On the other hand, researchers must have a PhD or a specialization diploma in medicine and any other requirements set forth by each university in its regulations. Candidates must have a PhD or a specialization diploma in medicine and any other requirements set forth by each university in its regulations. The vacancy is not open to anyone who currently works or has worked at the university permanently. Candidates' curriculum, academic qualifications, and scientific output are evaluated in advance; those who receive a positive assessment discuss their qualifications and output with the examining commission.

Professors in higher education institutions for the fine arts, music, and dance now follow the same initial training and recruitment procedures as upper secondary school teachers. Some Afam institutions (e.g. the Higher institutes for Artistic Industries – ISIA) hire professors through public job openings.

6. Formal and non-formal mentoring programmes and practices for teacher's peer-support

As part of the activities related to the training course for newly hired teachers, concerning the legal framework, a series of actions have been launched to support the training process, involving, in particular, the newly hired teachers and the tutor teachers assigned to them.

The Ministry of Education has defined the overall duration of the course, quantified in 50 hours of commitment, considering:

- face-to-face training activities/workshops;

- observation in the classroom, Tutor-Teacher and vice versa (to be also structured employing specific operational tools)

- Professional re-elaboration, which makes use of the tools of the "skills assessment", the "professional portfolio", and the "pact for training development".

Specific training activities have been activated for the tutor teachers, carried out in collaboration with local universities and identified following the acquisition of a specific expression of interest. The headmaster appoints the tutor teacher with the involvement of the teaching staff based on shared criteria. The tutor generally belongs to the same competition class as the new employee and has the relevant qualification.

The teacher identified to carry out the role of tutor must have adequate cultural skills, proven didactic, organizational and relational experiences, an aptitude to perform functions of accompanying the new hired in his professional career, and plan his intervention on the real needs of the newly hired teacher.

The tutor begins his coaching path and supports starting from the preparatory meetings for sharing information and valuable tools for managing the different phases of the training course. The tutor's activities (planning, observation, documentation, evaluation) can be certified and recognized by the Headmaster as a training initiative.

From the framework of objectives and tasks described, the primary skills required of the tutor are highlighted, which can be summarized in:

- Skills of a methodological-didactic nature, since as an "instructor", the tutor must have a considerable mastery of the teaching tools and applicable methodologies (in theoretical and experiential terms) precisely to transfer their experiences simply and gradually, appropriate to the growth of the teacher. In this sense, skills of this type must not only be adequate and transferred with respect to teaching to students but also with respect to the newly hired teacher, who in turn has learning methods and mechanisms that must be understood and valued;

- Skills of an organizational nature, since as a "mediator" the tutor must be able to understand how to make the teacher's welcome and introduction effective in the school context, whose operating mechanisms must therefore be mastered;

- Skills of a relational nature, since as a "facilitator", he must understand and facilitate the dynamics of the teaching group and be in front of the teacher to maximize the qualification of his skills for professional improvement.

These skills, associated with a specific motivation to conduct peer training experiences, make it possible to create the essential basis for defining an effective tutorship path.

The tutor is required to follow training courses to align the skills with the necessary profile. Several bodies organize these training moments: some organized by their area of belonging, others organized by the relevant USRs, as in the current school year, in which a collaboration between universities and accredited bodies has been activated. The training activities aimed at tutor teachers aimed to acquire operational tools and professional supervision methodologies (e.g., classroom observation criteria, peer review, teaching documentation, professional counselling).

The activities in which the tutor is involved, after the preliminary training phase, which we have already discussed in the previous chapter, follow a path well defined by the legislation, which can be summarized as follows:

1. Initial assessment of skills - the tutor supports the newly hired teacher in identifying the strengths and weaknesses, also concerning the framework of skills required by innovative teaching models, correlating the experiences gained in previous professional and personal fields, to make the focus on the skills possessed and those to be strengthened.

2. The signing of the training pact - the headteacher, the teacher and the tutor sign a Pact for the professional development of the newly hired teacher, based on the defined initial skills balance and the school's needs. The agreement constitutes the training program for the teacher in the trial year.

3. Planning and carrying out the peer-to-peer observation activities - the tutor and the teacher share the planning of the peer-to-peer observation activities, starting from the third month of service, which consists of:

   a. Observation of the tutor in the class of the newly hired teacher.

   b. Observation of the new employee in the tutor's class.

   c. Include ongoing experience verification activities (12 hours).

4. 4. Final assessment of skills - the tutor supervises the compilation of the final assessment of the teacher's skills, also supporting him in identifying areas for improvement.

5. Final evaluation meeting - the tutor presents to the Evaluation Committee the results of the teaching and training activities prepared and carried out by the teacher and his participation in the life of the school.

6. How the national framework can evolve to integrate formal teachers' induction programmes and mentoring programmes.

The problem of initial training, the recruitment of new teachers, and their career advancement represent a crucial issue for the quality of teachers and the school and Italy's overall social and economic development.

From the perspective of possible implementations of digital technologies in the management of initial and continuous training of teachers, Italy since 2016 has implemented the digital platform S.O.F.I.A. which allows teachers to enrol in continuous training courses to develop a professional plan. Teachers have at their disposal a rich catalogue of training proposals to subscribe directly from the portal at any time. When the catalogue is set up, schools, accredited bodies, qualified associations, and accredited subjects can propose their courses on the portal. This wide availability of training promotes and maximizes the connections between national priorities, training plans and teachers' professional needs.

Nevertheless, a possible proposal for change is related to an organic theoretical-practical model of training, recruitment and subsequent career advancement that differs from conventional ones, based on the priority of a long theoretical-academic training articulated in the canonical university formats of lectures, laboratories, accompanied and followed by internships in which the aspiring teacher relies on models and "mentors" present in the school.

Therefore, it is possible to outline a training path that, starting from a core curriculum of basic teaching skills that starts from the real problems of the teacher in the classroom, moves the bulk of on-the-job training into an internship process that must continue over time, to bring the teacher to master more advanced levels of didactic expertise. The core of the path is based on the teacher's continuous commitment to knowing how to identify the disciplinary objectives better and report the achievement through an improvement-oriented mentoring in which an important role can be played by the University or by other institutions such as INVALSI. In this way, the internship does not become a pure driving force for conserving old self-referential patterns and models and can become an active factor of change.

In addition to permanent employment, the path should proceed towards more advanced levels of professional competence but which, to be recognized and adequately compensated, must be proven by actual progress achieved within the improvement plans of one's school according to adequate criteria advancement. This approach also addresses the need for an earlier introduction of new energies into the school, as well as the necessity to show the teaching solution to future generations of graduates as an area in which personal excellence, acknowledged and valued in its entirety, may be the true reason for career advancement.

7. Other relevant issues that Emerged from the National Research.

The education system is one of the strategic resources invested in, starting with school personnel. Therefore, the training of school staff throughout their professional career is a decisive factor in improving and innovating the Italian educational system. The Italian regulatory framework mediates by proposing additional evidence for the professional development of all school operators. In particular, the in-service training of teaching staff, "compulsory, permanent and structural," is developed through the principle of mandatory in-service training in a strategic and functional logic of improvement. Therefore, training represents the fundamental prerequisite for the professional development of the individual and the entire teaching community, identifying the teaching staff as the critical resource for improving the quality of educational systems in Italy.

A fundamental aspect of the Italian educational landscape is the tutor's role, which operates for newly hired teachers during the training year. The reform of the model of the training year introduces as a training paradigm the activity of professional supervision among teachers and provides. For each newly hired teacher, a tutor accompanies with the task of

- welcoming him in the professional community,
- encouraging his participation in the different moments of school life,
- and exercising every proper form of listening, advice, and collaboration to improve the quality and effectiveness of teaching.

Specifically, the action of the tutor is expressed in at least three primary activities: the formulation of the initial assessment of skills, mutual observation in the classroom (peer to peer activities) and its critical review, the summary document of the annual training course that is presented to the Evaluation Committee. Finally, the tutor is the person who can highlight the value of the teacher he or she has assisted in terms of professional growth and contribution to the educational community.

Another relevant aspect that emerged from the National Research is the role and use of digital platforms for mentoring and tutoring activities. In fact, to facilitate and interconnect new aspiring teachers and tutors, the online platform INDIRE has been set up to enable this network. The digital aspect in teacher training of all career stages is fundamental to the strategic plans of the Italian Ministry of Education. Therefore, every year the environment is accessible with the credentials of the Ministry of Education's information system, allowing tutor teachers to complete:

- the association with the teacher(s) for whom they are acting as a tutor
- the monitoring questionnaire related to the peer-to-peer activity for each tutored teacher.

In addition, the digital platform includes the "Toolkit" section that contains valuable materials and tools for teachers, tutors, and referents. In particular, regional experiences have been made available to tutors' models of the training agreement, in-person and remote observation models, observation grids, and formats for the final report. Furthermore, this section is constantly enriched throughout the year with new content and materials.

In conclusion, the training and professional growth of teachers, their active participation in the cultural debate, and their concrete contribution to the innovation and qualification of the educational system and, therefore, of the country's system represent the conditions for restoring a renewed social credibility that allows the concrete development of the general level of the Italian educational system.

(Section 2) Teachers needs and motivations for their career

In this section, the report presents the results of the questionnaires addressed to the three identified target groups:

- New Teachers with up to 5 years of experience.
- Experienced teachers with a long career in the school.
- School Directors.

Specifically, the results will show essential insights related to five thematic areas:

- Perception, Satisfaction & Motivation
- Initial Teacher Training
- Induction Programs
- Mentoring
- Induction Programs at the School

The questionnaire collected a total of 76 responses from 23 experienced teachers, 50 new teachers, and 3 school leaders.

Section 2.1 Perception, Satisfaction & Motivation

In this sub-section of the report, the perceptions and motivations that prompted teachers to pursue a career in education are explicated. In addition, the degree of satisfaction concerning the occupation is reported and emphasized.

Experienced teachers (47%) and new teachers (70%) declare that they feel empowered to do their jobs. However, a small portion of the clusters disagrees with this statement. Similarly, the sample is again aligned about motivation in doing the job as a teacher. Approximately 65% of new teachers are highly motivated, while 5% of experienced teachers do not appear motivated, and 5% of the same cluster neither agree nor disagree. In addition, most of both categories of teachers are committed to their jobs (74% experienced and 88% new).

Exploring teachers' relationship with the school environment, more than half of experienced teachers feel integrated and supported by their peers in daily activities. Similar findings emerged for the cluster related to

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novice teachers. Additionally, participants looking into the future and assessing their degree of happiness as a teacher appear to be aligned in their assessment. Both 60% of new teachers and 47% of experienced teachers agreed with this prediction. Furthermore, mixed results emerged on career diversification: experienced teachers agree (37%) and totally agree (37%) that they would like to diversify their teaching career options, embracing other roles rather than teaching. On the other hand, among new teachers, uncertainty in response dominates (70% neither agree nor disagree), and they would not want to diversify their teaching careers (about 25%). Finally, about four-fifths of experienced teachers expressed a desire to become a mentor, while new teachers do not seem to agree or disagree.

Section 2.2 Initial Teacher Training

The questionnaire investigated relevant and crucial aspects during the initial teacher training, developing crucial insights about preparation provided by the university and experience related to formal and informal training courses.

When analyzing the preparation provided by the university, it did not offer teaching/pedagogical skills (e.g., classroom management or differentiation of learning styles) for 80% of new teachers, 58% of experienced teachers, and 25% of school leaders. However, the university has allowed teachers to have in-depth knowledge about the subject matter they currently teach, although a good portion of each cluster did not express a clear preference (the 30% of new teachers' group, the 26% of experienced teachers' set, and the 38% of school directors cluster expressed neither agree nor disagree).

Concerning the preparation on the administrative-bureaucratic area, the three clusters are aligned on the university's failure to provide adequate expertise on legal and legislative aspects related to the teaching profession. Similar results were found when analyzing preparation related to the emotional level: self-esteem and self-confidence are soft skills developed and matured outside the university context. Finally, the university was responsible for preparing teachers from a socio-cultural perspective. As a result, about 50% of new teachers and 26% of experienced teachers agree on the university's role to transmit skills on the relational and social levels.

Further part of the investigation included the analysis of participants' experience related to formal continuing education programs. Specifically, new teachers had access to formal training programs, with a focus on topics related to emotional sphere skills (36%), didactic-pedagogical skills (30%), content knowledge of the subject matter being taught (30%), emotional sphere control (30%), and, administrative-bureaucratic skills as they relate to the school environment (18%). On the other hand, experienced teachers appear not to have received support from professional training programs. Only 5% of the participants received administrative-bureaucratic skills, while didactic/pedagogical skills (32%), social/cultural skills, and increased understanding of the subject matter being taught (21%), are skills provided during continuing education courses. Furthermore, school leaders reported that they had access to formal continuous training programs.

The three clusters analyzed also seem to agree on the previous receipt of informal training programs: 76% of new teachers, 52% of experienced teachers, and 75% of school leaders reported having experienced informal training with experienced teachers. However, the two groups of teachers involved stated that they had not participated in this training within their school.

Finally, all of the Italian participants stated that they would have appreciated the opportunity to have participated in a formal induction program with the support of mentors, as the mentor would have improved teachers' performance and social inclusion at school.

Section 2.3 Induction Programmes

Italian teachers involved in the quantitative analysis agreed on the definition of induction, defined as "a professional development program that incorporates mentoring and is designed to offer support, guidance, and direction for beginning teachers as they transition to their first teaching job." In addition, according to their perspective, induction programs motivate teachers during their first experiences in school and reinforce skills related to the teaching profession.

For new teachers, the formal induction program is expected to last three years (20%) and longer (72%). Among school directors, we found similar results: 67% of the cluster stated that the formal induction program should be longer than three years. On the other hand, 47% of experienced teachers believe that the induction program should be between 1 and 2 years in duration. Moreover, regarding weekly involvement, most respondents indicated that the induction program should consist of 3-4 hours per week.

Among the multiple types of practices and activities proposed in the questionnaire, all were found relevant and valuable by the vast majority of the three groups. Expressly, the teachers indicated the assistance of a senior teacher of the same subject as an essential activity for the training of aspiring teachers (100% of preferences). Among the top-rated activities, *attend lessons held by teachers who are experts in the same subject* and *participate in class simulations with teachers starting their careers,* should be included in the induction program.

The cluster of expert teachers defined the one-to-one confrontation activity with the mentor as a specific crucial implementation for induction programs (95% of preferences). Similarly, regular meetings with novice teachers have been defined as a fundamental practice for introducing new teachers. However, the opposite result emerges concerning the practice of attending lectures held by teachers who are experts in the same subject (32% of the cluster agrees with this statement).

However, for school managers, a crucial activity that can be implemented in the induction program is being involved in a network of teachers. Also, the one-to-one confrontation with the mentor was identified as crucial for this cluster.

In terms of expected content from an induction program, the following topics per domain were identified as the most valuable by the participants. Specifically, as regards the didactic-pedagogical area, the expert teachers stated that adapting classes and evaluation to students different learning styles, strategies to improve and keep alive students' motivation, managing group/collaborative work in the classroom, and dealing with students with special learning needs and/or disabilities, are the most critical skills that any novice teacher should learn. However, analyzing the responses of the group of teachers with less than five years of experience, we note that curriculum management and student assessment are not crucial skills to be obtained. Finally, even for school managers, the competencies pertaining to the didactic pedagogical area should not focus too much on the student's evaluation activity.

Regarding the relevance of the activities of the subject area taught, both new teachers and experienced teachers agree on the importance of identifying and promoting competencies associated with key learning outcomes. Furthermore, the ability to adapt the content of the school subject to the readiness of my students has been found to be essential for new teachers and school leaders.

The bureaucratic-administrative area does not seem to show important preferences among the proposed activities. However, the skills related to the legal aspects of the teaching profession are the most voted activity by all the participants of each cluster.

For almost the unanimity of the respondents, the ability to reconcile the professional view with the private one is the most relevant activity in the emotional area for all the participants of every cluster. On the other hand, for new teachers, increasing self-confidence is not an activity that can be implemented in the emotional area of the induction program.

A clear contrast represents the characterization of the socio-cultural area. Expressly, the new teachers affirm that *the know-how to act according to the teachers' profession's values and principles* and *the in-depth knowledge of the school code of conduct* are the crucial activities to be implemented in the socio-cultural area. On the other hand, for both experienced teachers and school managers, there is not a clear preferece among all the proposed activities.

Section 2.4 Mentoring

Survey participants undertook further investigation about mentoring programs. For all school leaders and 63% of experienced teachers, mentoring is defined "as a professional relationship in which one 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." On the other hand, only 24% of new teachers agree with the previous statement. Furthermore, for 50% of new teachers, Mentorship is a "relationship between two colleagues, in which one colleague supports the development of another's skills and knowledge by guiding that individual based on their own experiences and understanding of best practices."

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However, all respondents agreed that a formal induction program should be based on activities conducted with the support of a mentor.

In addition, there was unanimity of thought regarding the possibility of experienced teachers becoming mentors for the initiation of new teachers. However, there is evidence of unevenness in the results on which mentoring and teaching activities are balanced. For most experienced teachers, an experienced teacher is expected to devote 25% of their activities to mentoring practices. In contrast, for both groups of new teachers and school leaders, a teacher with experience is expected to serve as a mentor for 50% of their activities.

Teachers involved in the survey provided additional information about the desired profile of a mentor and what crucial attributes to possess. Precisely, for experienced teachers, willingness to invest the necessary time in mentoring practices, with high interest in supporting mentees, can be defined as a critical attribute for mentors. Moreover, to complete the profile, professional experience in teaching and continuous professional development are other characteristics to consider.

Furthermore, for new teachers, willingness to invest time in mentoring activities and in-depth professional experience shapes the good mentor's profile. However, for about 30% of this surveyed group, knowledge of the subject matter being taught appears to be an irrelevant attribute for good mentoring. Finally, all of the teachers involved seem to converge on the additional necessary skills helpful in profiling the characteristics of a good mentor. Relational skills - e.g., the ability to share experiences, motivate mentees and provide constructive feedback, and solve challenges with a collaborative approach - were indicated as essential to perform mentoring practices effectively.

These findings were again confirmed by identifying the critical competencies listed earlier. Specifically, school leaders emphasized:

- Ability to motivate mentees to accomplish the goals defined (22%).
- Knowledge related to the process of continuous professional development of the country. (28%)
- Knowledge about the teaching subject in which provides mentoring (28%).
- Professional experience in teaching and learning fields (22%).

On the other hand, new teachers do not seem to detect a clear preference among the identified competencies; however, the highest-rated competencies are to be found in the relational profile, i.e., the ability to establish trustful relationships, and in the professional profile, i.e., the domain of didactical-pedagogical strategies and practices.

Even for experienced teachers, the relational ability with mentees (19% of preferences) and knowledge of didactic pedagogical strategies and practices (14% of preferences) were the most voted attributes. In addition, they further emphasize the mentor's willingness to devote much time to these practices. Finally, among the experienced teachers, only 42% had the opportunity to be a mentor.

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

Exploring possible past experiences of organizing and developing formal induction programs, Italian school leaders who participated in the LOOP investigative phase unanimously stated that they had never had formal induction programs based on mentoring activities within their school. However, three school leaders reported having had an induction program in their school.

Moreover, according to two-thirds of the cluster, the school they represent could benefit from formal induction programs. Specifically, school leaders believe that the induction program could enhance the sharing and retention of knowledge among peers, motivate experienced teachers, and engage them in the school's activities.

In addition, they believe that establishing a formal induction program within their institution does not bring significant benefits in terms of the attractiveness of the school to potential professionals (half of the cluster disagreed with this statement).

Section 2.6 Additional Information

In this final sub-section of the report, the statements of the teachers and school leaders are made explicit about possible experiences and practices not covered by the items illustrated in the questionnaire.

Specifically, school leaders stated that, during their training experiences, they did not receive expertise on the profile of relationship management and community psychology. On the other hand, experienced teachers emphasize the lack of training in communication and social relations, elements of psychology and learning. In addition, it is essential to note that many of the teachers who participated in the questionnaire stated that their career design was not oriented to teaching.

A small proportion of the teachers also stated that they had participated in the INDIRE (Italian institute) training course for newly hired teachers. However, significant informal induction was provided by the voluntary support of colleagues who initially helped with school induction. All the other teachers, who had never done training and induction, stated that they filled the gap through experience, "the precariousness lived in different schools and out-of-school experiences were a good reservoir of ideas and best practices," and through study and support from experienced colleagues.

Considering the five identified areas included in the induction program, faculty suggested possible additional components to have:

Instructional-pedagogical area:
- effective communication

- managing collegial work
- improving relationship with support teachers and class council

Subject area taught:
- Universal design for learning
- knowledge of ICF
- ethical-sustainable relationships
- emotional intelligence
- updated specific teaching
- implementation of recent topics in the syllabus.

Bureaucratic-administrative area:
- legal protection of teacher
- information on retirement issues
- role and actions of middle management
- opportunities abroad

Emotional area:
- conflict management in workgroups,
- behavioral analysis
- monitoring of the psychological balance of the teacher.

Socio-cultural area:
- analysis of emotional stereotypes in diverse social groups.

Finally, concerning the desired profile of the mentor, the participants in the investigation stressed the importance of empathy.

(Section 3) Main features of formal induction and mentoring programs

The LOOP project also included an extensive investigation using qualitative techniques, interviews, and focus groups. Specifically, this report section highlights and describes the most critical information about the perception of induction activities to the teaching profession and mentoring practices in the Italian territory. The following sub-sections describe the phenomenon in detail by understanding insights from experienced and novice teachers about the experience and perceptions of formal and non-formal induction practices. Next, experiences and perceptions of mentoring practices are highlighted.

Section 3.1- Induction Programs

Concerning formal and non-formal induction programs, all of the experienced Italian teachers interviewed had benefited from a formal induction program, describing it as a "training path" and "comprehensive." On the other hand, teachers from the complementary target group analyzed (new teachers) had never done a formal or informal induction program. The cause of this clear differentiation is due to the change of the Italian legal framework concerning the educational system. Furthermore, as a confirmation of this particular practice, new teachers suffered a major shock when they took on a role in the educational system: "It comes as a shock in that no one prepares you and accompanies you to mitigate the impact. At school, it is taken for granted that you already know how to do your job, without even wondering if it's your first experience or if you've already been working for years, so for everything from teaching to bureaucratic procedures, you have to make do on your own, perhaps asking for help from more experienced colleagues."

In addition, during the interviews, both categories of teachers were asked what needs to be improved in integrating new teachers into their careers and what kinds of activities need more attention. In general, in the experience of "senior" teachers, activities directed toward improving computer and digital skills, focusing on the psychological dynamics of classroom management, are the elements that best reflect the needs and related support for novice teachers. On the other hand, the new teachers interviewed agree on the need to receive more information from the bureaucratic and administrative points of view. In addition, the need to receive more support and training on the bureaucratic and administrative specifics of the teaching profession was a topic that was much discussed during the Focus Group. Participants expressed a strong need for support for activities related to classroom management and school administrative procedures, with the possibility of having an ongoing confrontation with the school administrative area. The possibility of implementing processes and methodologies more akin to the business context, with high-profile professionals who convey the mindset of large organizations, is undoubtedly the most insistent request of the participating teachers. Furthermore, in terms of perceptions about the primary needs and challenges for new teachers, the teachers

interviewed expressed the need to receive more support about effective and functional methodologies to promote interest and provide knowledge, but more importantly, skills. In addition, new teachers should have a mentor at least in an initial period to help them from both a bureaucratic/administrative and instructional/emotional perspective.

According to the teachers, the introduction program to the teaching profession must cover additional activities related to the five macro-areas identified (didactical-pedagogical, school subject, bureaucratic/administrative, emotional, and social-cultural areas). In addition, participants prioritized the areas to be implemented in the induction program:

1. Emotional area
2. Didactical-pedagogical area
3. Socio-cultural area
4. School subject area
5. Bureaucratic/administrative area

Specifically, first, to improve understanding of school bureaucratic-administrative processes, the novice teacher should:

· Assist the experienced teacher in the same subject area during instruction.
· Participate in workshops organized by senior members of the institution.
· Integrate a school project for training
· Integrate professional figures within the organizational system of the institute.

Second, within the induction process, in order to improve their emotional skills, the aspiring teacher should have recurrent meetings with other colleagues at the same level to share practices and experiences and develop their reflective learning portfolio. In addition, visits to other institutions have been identified as essential activities for developing specific psycho-emotional skills. Thirdly, the improvement of the teacher's knowledge about the subject matter being taught can be made explicit through the support activities during the mentor's lessons from the same subject area. Finally, participation and involvement within a network of teachers was defined as a necessary activity for implementing and improving the sociocultural area.

The investigation also analyzed the teacher induction program's duration and weekly involvement in terms of hours. In this case, teachers, regardless of their identified role and target audience, although generally supportive of the average duration of the induction program, contrasted dichotomously on the issue of weekly involvement. Indeed, although almost all of the teachers interviewed agreed with the overall weekly involvement of 1/2 hour, there were clear signs of calls to increase this involvement to more hours per week. Specifically, according to one experienced teacher, the induction program should be a proper pathway to

replace the national competition with a valuable outcome for a ranking. In other words, include the induction program as an integral part of the professional school path framed within the Italian legal framework.

In conclusion, although the investigation found generational differences in the role of the new teacher and the practices to be adopted, all teachers are strongly oriented to the awareness of the unavoidability of the figure of the mentor and on the benefits that an induction program can provide in the first years of the teaching career

Section 3.2 - Mentoring

This subsection makes explicit teachers' experiences and perceptions of the mentor figure and what practices might be included during the training process.

Notably, among the experienced teachers interviewed, a small group has never played this specific role within their school. However, the teachers who were mentors during their induction year and who were able to serve as a trainer for several years at the setting where their school was located did not comment further about the challenges and needs related to the mentoring process due to the ever-changing legal framework that did not allow for the formal establishment of this figure.

In addition, following the reflections on the role and vocation in becoming a mentor, the teachers agree on the need to involve experts who have experienced in their professional life different methodologies applied in different context situations; their training and experimentation are an added value that cannot be lost but valued. Often the training of newcomers is purely theoretical and entrusted to universities, while it would be preferable to give practical elements in training. Particular emphasis was given to the balance that should be struck between mentoring and the classic classroom teaching activity. Therefore, the balance between the two practices is necessary to enable the teacher to carry out his or her primary activities. Moreover, concerning the possible challenges that each mentor faces, the first is undoubtedly determined by the mentor's capacity for time management and ability to manage commitments independently. In addition, the teachers interviewed identified a lack of and difficulty in communication with colleagues or superiors as a critical factor for stability in the career path.

Similarly, it was asked what motivations might drive experienced teachers to become mentors in their schools. Specifically, teachers once again stressed the concept of streamlining bureaucratic procedures within the school system, identified as the primary deterrent in effectively implementing this responsibility within their careers. In addition, each mentor must have the innate drive in wanting to help and support future teachers, not by placing themselves in a status of superiority, but by treating the teachers being mentored as equals. Finally, passion for one's work and the idea of creating a network of teachers capable of facing and managing difficulties and successes together was certainly identified as a key motivation in being a good mentor.

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The investigation phase produced essential insights about the optimal profile that every mentor should have. Concerning the psychological and behavioral traits of the mentor, the possession of efficient interpersonal skills and empathy is the key characteristic identified. In addition, patience and readiness to respond to colleagues' questions while actively supporting them during the mentoring process are the other essential attributes that every mentor should have. Finally, each mentor should be highly knowledgeable in the subject they teach, bringing interesting insights in terms of teaching methodologies and approach with students.

In addition, the Focus Group allowed for a detailed clustering of what might be the macro-categories of the psychological and behavioral traits of a good mentor. The teachers identified three categories (School Awareness, Soft Skills, and Capability to be a Mentor). Specifically, the skills related to "School Awareness" are:

- Knowledge about the subject area in which provides mentoring.
- The 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
- Knowledge related to the process of continuous professional development of my country.

Regarding the characteristics pertaining to the "soft skills" category, the following attributes were identified:

- Ability to actively listen and communicate effectively with me.
- Ability to respect different perspectives and positioning.
- Ability to motivate me to accomplish the goals defined.
- Ability to encourage me to take risks and have initiative.
- Empathy
- Ability to work in a team and embrace collaborative cooperation.

Finally, in the category of "capability to be a mentor," the following attributes were identified:

- The willingness to invest the necessary time to support mentees.
- High interest in being a mentor and supporting mentees.
- Value lifelong learning and continuous professional development.
- Ability to establish a trustful and friendly relationship with me.
- Ability to share his/her experience and expertise.
- Ability to provide concrete and constructive feedback.
- Capacity to provide concrete feedback

- Ability to undercome challenges and solve problems.

Finally, participants discussed what could be an additional crucial trait that every mentor should have and what type of activity needs to be implemented to improve said competency. Expressly, mentors agreed that multidisciplinary knowledge shared during seminars and workshops with experts in the field could be an indispensable activity for comprehensive mentor training.

Section 3.3 – Additional Information

This final section reports additional information not related to the imputations given to participants during the qualitative investigation phase. Specifically, although there is no relevant additional information not covered during the previous phase, it is essential to emphasize the willingness of the participants to integrate the programs offered by the LOOP project and participate in the co-design phase of the programs themselves. However, once again, participants are skeptical about how it can be integrated, considering the various administrative/bureaucratic processes that are quite extensive.

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Annex1

The following annexes include the charts of the three surveys.

1. Survey to Experienced Teachers

1.1. Perception, Satisfaction & Motivation

Chart 1 : Perception, satisfaction and motivation about the teaching career in general

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1.2. 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)	an emotional level (e.g. self-esteem, self-confidence, etc.)	at the social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.)
Not applicable / I do not know	5%	11%	5%	5%	5%
Totally agree	5%		5%	5%	5%
Agree	11%	11%	5%	16%	26%
Neither agree nor disagree	21%	37%	26%	21%	16%
Disagree	26%	26%	32%	26%	16%
Totally disagree	32%	11%	32%	32%	32%
		5%			

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

Chart 2: My initial teacher training at the university prepared me well for my job

43
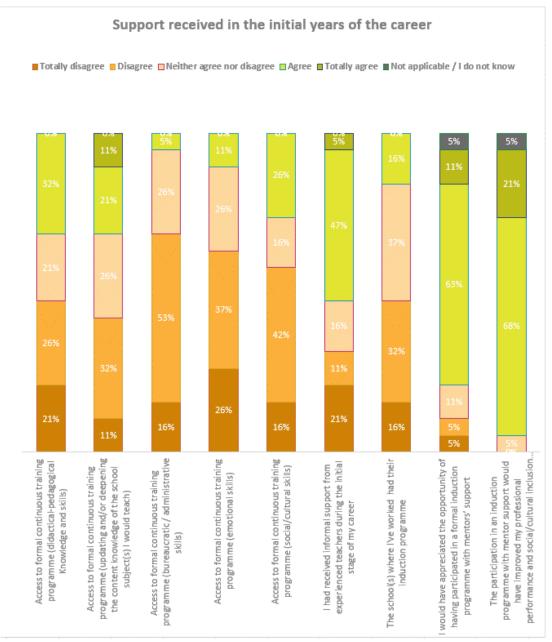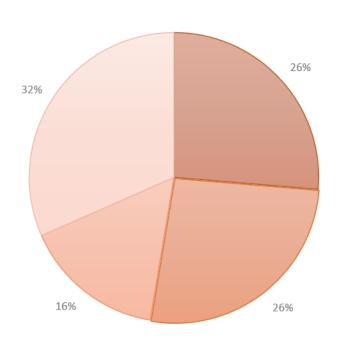
Chart 3: Support receive in the initial years of the career

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1.3. Induction Programmes

Definition of "Induction"

26%

32%

16%

26%

■ "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, 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 respons

■ "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"

Chart 4: Definition of "Induction"

Formal induction programes are needed...

	...to motivate teachers at the beginner level	... for the reinforcement of competences on the job
	0%	0%
	74%	63%
	21%	32%
	5%	0%

■ Totally disagree   ■ Disagree

Chart 5: Formal induction programmes are needed

Duration of a formal teachers induction programme

11%
26%
42%
21%

■ 1 school year   ■ 2 school year
■ 3 school year   ■ More than 3 school years
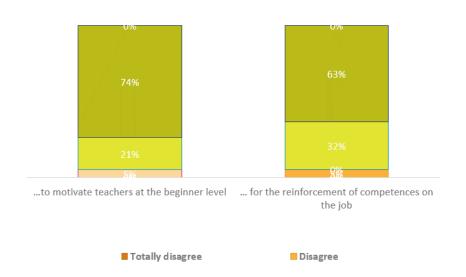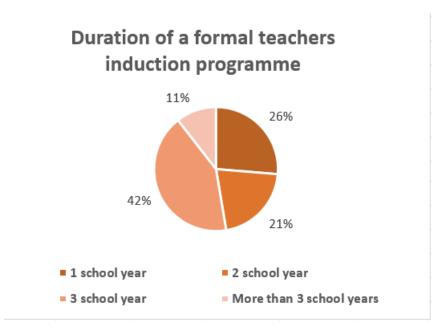
Chart 6: Duration of a formal teachers induction programme

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

11%   0%
37%
53%

■ 1-2 hours ■ 3-4 hours ■ 5-6 hours ■ 7-8 hours

Chart 7: How many hours per week a teacher initiating his/her career can devote to induction activities

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

■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know
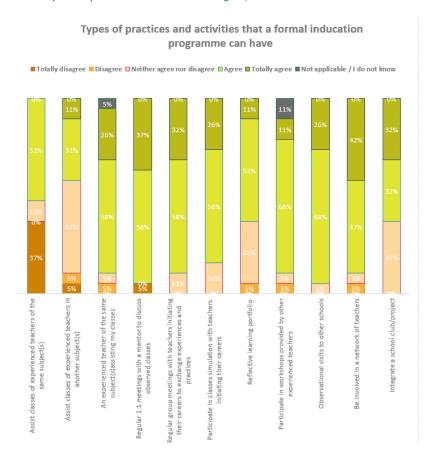
Chart 8: Types of practices and activities that a formal induction programme can have

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Formal induction programe: 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	Disagree	Totally disagree
Managing curricula	0% / 16%	63%	11%	11%	0%
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation	0% / 32%	68%		0%	
Student's evaluation: continuous learning assessment	0% / 32%	68%		0%	
Adapting classes and evaluation to students different learning styles	0% / 53%	42%		5%	
Strategies to improve and keep alive students' motivation	0% / 58%	42%		0%	
Strategies to engage less participative students	0% / 58%	37%		5%	
Preparing appealing educational resources, exercises, and other support materials	0% / 42%	53%		5%	
Managing group/collaborative work in the classroom	0% / 16%	84%		0%	
Dealing with students lacking discipline in the classroom	0% / 32%	47%	16%	5%	
Dealing with problematic behavior students	0% / 37%	47%	11%	5%	
Dealing with students with special learning needs and/or disabilities	0% / 42%	58%		0%	
Dealing with students with diverse cultural background	0% / 42%	58%		0%	

Chart 9: Formal induction programmes: didactical-pedagogical related topics

48

Formal induction programe: subject matter to be taught related topics

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

Chart 10: Formal induction programme: subject matter to be taught related topics

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Formal induction programe: emotional related topics
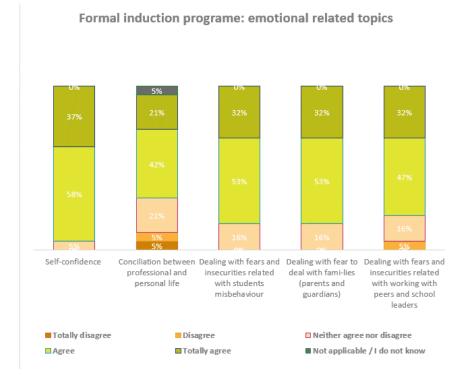
Chart 11: Formal induction programme: emotional related topics

Formal induction programe: social and cultural related topics
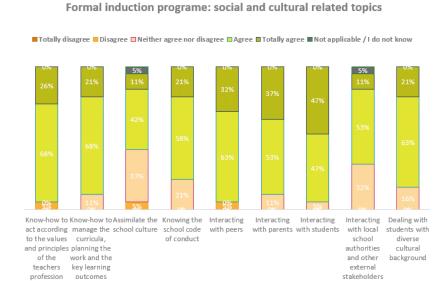
Chart 12: Formal induction programme: social and cultural related topics

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1.4. Mentoring

Definition of "Mentoring"

- "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"

- "Mentorship is a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices"

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

- "Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal g

5%
21%
11%
63%

Chart 13: Definition of "Mentoring"

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Relevance of mentoring for formal teachers induction programme

16% 0%5%8%

79%

- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree

Chart 14: Relevance of mentoring for formal teachers' induction programmes

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

0%

100%

- Yes - No

Chart 15: The teaching career should provide experienced teachers the opportunity to become mentors

Should an experienced teacher become a full-time mentor

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?

Chart 16: Should an experienced teacher become a full-time mentor?

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

26%

74%

■ Yes ■ No

Chart 17: Should the mentor be an experienced teacher of the same school or school cluster?

Desired profile of a mentor (part I)

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

Categories (x-axis):
- 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.

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

Desired profile of a mentor (part II)

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 / I do not know
Ability to establish a trustful and friendly relationship with me.	37%	58%	5%	0%
Ability to share experience and expertise.	47%	53%	0%	0%
Ability to respect different perspectives and positioning.	32%	63%	0%	5%
Ability to motivate me to accomplish the goals defined.	42%	47%	5%	5%
Ability to encourage me to take risks and have initiative.	47%	53%	0%	0%
Ability to provide concrete and constructive feedback.	42%	58%	0%	0%
Capacity to provide concrete feedback	42%	58%	0%	0%
Ability to overcome challenges and solve problems.	32%	58%	5%	5%
Ability to work in a team and embrace collaborative cooperation	53%	47%	0%	0%
Ability to create a friendly and encouraging environment	47%	53%	0%	0%

Chart 19: Desired profile of a mentor (part II)

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Most relevant competences for a mentor (part I)

Competence	Value
Ability to establish a trustful and friendly relationship with me.	19%
Knowledge related to the process of continuous professional development of the country.	0%
Value lifelong learning and continuous professional development.	9%
High interest in being mentor and supporting mentees.	0%
Willingness to invest the necessary time to support mentees.	13%
Professional experience in teaching and learning fields	12%
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	6%
Domain of didactical-pedagogical strategies and practices.	14%
Knowledge about the teaching subject in which provides mentoring.	0%

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

Most relevant competences for a mentor (part II)

Competence	Value
Ability to work in a team and embrace collaborative cooperation.	0%
Ability to work in a team and embrace collaborative cooperation	0%
Ability to overcome challenges and solve problems.	0%
Capacity to provide concrete feedback	0%
Ability to provide concrete and constructive feedback.	8%
Ability to encourage me to take risks and have initiative.	0%
Ability to motivate me to accomplish the goals defined.	0%
Ability to respect different perspectives and positioning.	8%
Ability to share experience and expertise.	12%
Ability to establish a trustful and friendly relationship with me.	0%

Chart 21: Most relevant competences of a mentor (part II)

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

42%

58%

■ Yes ■ No

Chart 22: During my professional life, I had the opportunity to be a mentor to a new colleague

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

11%
0%

47%

42%

■ Yes ■ Yes, but I would need to receive training ■ No ■ Maybe

Chart 23: Did you ever benefit from formal or non-formal training to be a mentor?

Motivation to be a mentor

Ability to establish a trustful and friendly relationship with me. — 5%

Professional experience in teaching and learning fields — 0%

Knowledge of legal and bureaucratic aspects of the teaching profession and career. — 37%

Domain of didactical-pedagogical strategies and practices. — 37%

Knowledge about the teaching subject in which provides mentoring. — 21%
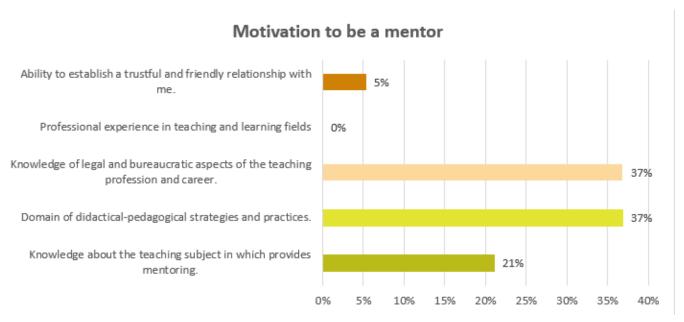
Chart 24: Motivation to be a mentor

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

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

	Definition and characterization of mentoring (relationship)	Process and actors in a mentoring (relationship)	Principles of a mentoring (relationship)	The mentor in a mentoring (relationship): competences, characteristics and experience	Understand the role and relevance of mentors in schools	How to establish and maintain a mentoring relationship.	Benefits of being a mentor	How to start/be a mentor	Access to strategies and tools to be used for effective mentoring relationships
Not applicable	0%	0%	0%	5%	0%	0%	5%	11%	0%
Totally agree	21%	16%	16%	16%	16%	26%	5%	5%	26%
Agree	58%	68%	58%	68%	74%	68%	53%	47%	74%
Neither	21%	16%	21%	11%	11%	5%	32%	32%	0%
Disagree	0%	0%	5%	0%	0%	5%	5%	5%	0%

Chart 25: What should be included in a training course for mentors (part 1)

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

■ 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
Access to documents and supports to be used during a mentoring process	0%	0%	21%	58%	21%	0%
Examples of good practices	0%	0%	0%	63%	37%	0%
Instruments for observing classes and the type of feedback used by mentors.	0%	0%	0%	68%	26%	5%
Participate in groups of discussion with other mentors (peer-mentoring).	0%	0%	11%	68%	21%	0%
Have regular meetings with a school's leaders to discuss the mentoring.	0%	5%	16%	58%	16%	5%
Participate in forums/blogs to exchange experiences, strategies, know-how and supports with other mentors.	0%	5%	5%	74%	16%	5%
Understand the needs and specificities of working with beginning teachers.	0%	0%	0%	74%	26%	0%
Prepare a plan for developing your work as a mentor.	0%	0%	11%	63%	21%	5%

Chart 26: What should be included in a training course for mentors (part 2)

2. Survey to New Teachers

2.1 Perception, Satisfaction & Motivation

Perception, satisfaction and motivation about the teaching career in general
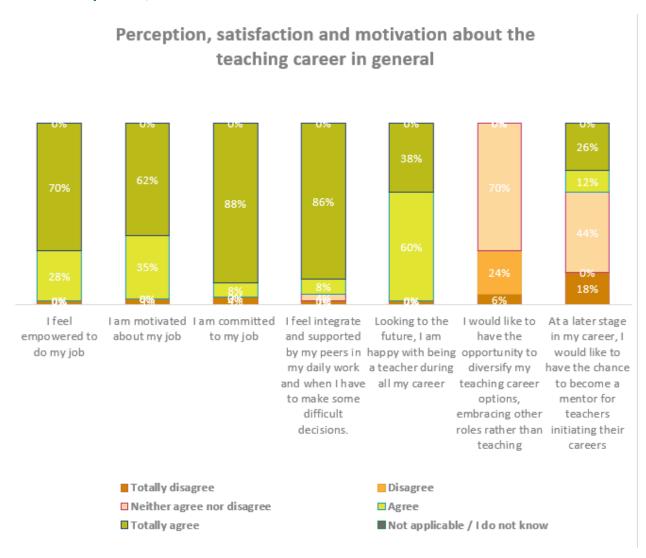
Chart 27: Perception, satisfaction and motivation about the teaching career in general

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2.2 Initial Teacher Training

My initial teacher training at university prepared me well for my job at the
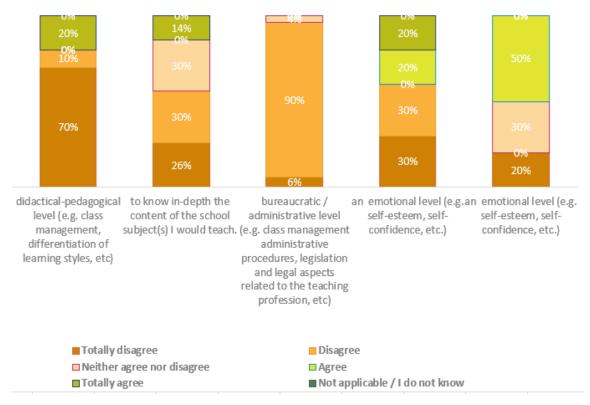
Chart 28: My initial teacher training at the university prepared me well for my job

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Support received in the initial years of the career

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

Chart 29: Support receive in the initial years of the career

63

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2.3 Induction Programmes

Definition of "Induction"

14%

0%

24%

62%

- "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, 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 respons"

- "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"

Chart 30: Definition of "Induction"

Formal induction programes are needed...

...to motivate teachers at the beginner level | ... for the reinforcement of competences on the job

■ Totally disagree   ■ Disagree

Chart 31: Formal induction programmes are needed

Duration of a formal teachers induction programme

■ 1 school year   ■ 2 school year
■ 3 school year   ■ More than 3 school years

Chart 32: Duration of a formal teachers induction programme

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

2%

24%

24%

50%

■ 1-2 hours ■ 3-4 hours ■ 5-6 hours ■ 7-8 hours
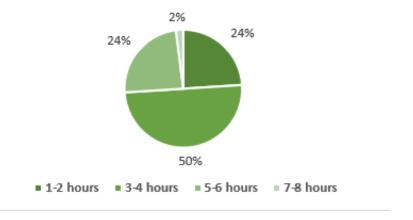
Chart 33: How many hours per week a teacher initiating his/her career can devote to induction activities

66

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

Legend: Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know
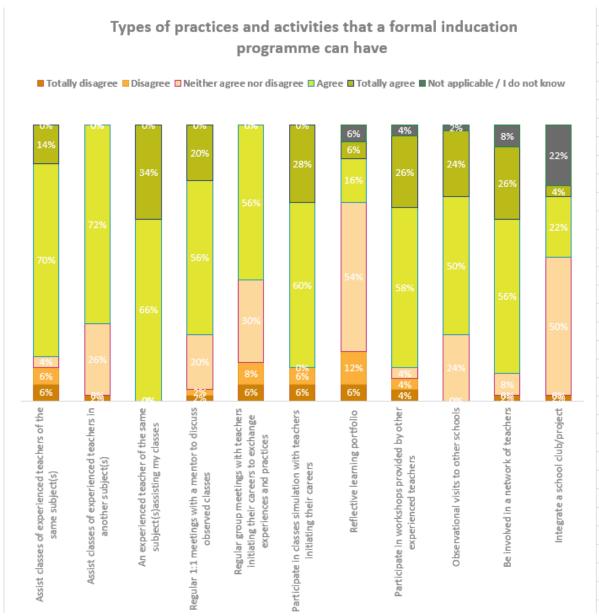
Chart 34: Types of practices and activities that a formal induction programme can have

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Formal induction programe: didactical-pedagogical related topics

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

Chart 35: Formal induction programmes: didactical-pedagogical related topics

Formal induction programe: subject matter to be taught related topics

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

Chart 36: Formal induction programme: subject matter to be taught related topics

Formal induction programe: bureaucratic and administrative related topics

Chart with the following data:

Topic	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
Legislation and legal aspects related to the teaching profession	50%	0%	26%	24%	0%
School administrative procedures	26%	0%	50%	24%	0%
Class management administrative procedures	26%	0%	50%	24%	0%
Duties and rights (legal)	26%	0%	50%	24%	0%
Career development information	24%	0%	50%	26%	0%

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

Chart 37: Formal induction programme: bureaucratic and administrative related topics

Formal induction programe: emotional related topics

Chart 38: Formal induction programme: emotional related topics

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Chart 39: Formal induction programme: social and cultural related topics

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2.4 Mentoring

Definition of "Mentoring"

0%

26%

50%

24%

■ "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"

■ "Mentorship is a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices"

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

■ "Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal g

Chart 40: Definition of "Mentoring"

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Relevance of mentoring for formal teachers induction programme

0%

28%   28%

0%

44%

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

Chart 41: Relevance of mentoring for formal teachers' induction programmes

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

0%

100%

- Yes   - No

Chart 42: The teaching career should provide experienced teachers the opportunity to become mentors

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Should an experienced teacher become a full-time mentor

- ■ 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?

Chart 43: Should an experienced teacher become a full-time mentor?

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

■ Yes ■ No

Chart 44: Should the mentor be an experienced teacher of the same school or school cluster?

Chart 45: Desired profile of a mentor (part I)

Desired profile of a mentor (part II)

■ Totally disagree ■ Disagree □ Neither agree nor disagree □ Agree ■ Totally agree ■ Not applicable / I do not know
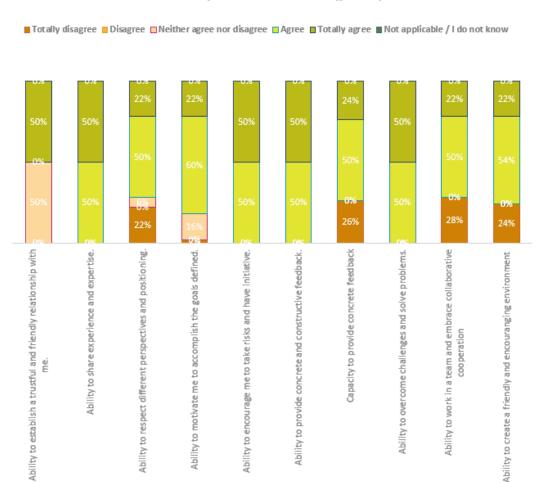
Chart 46: Desired profile of a mentor (part II)

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Most relevant competences for a mentor (part I)
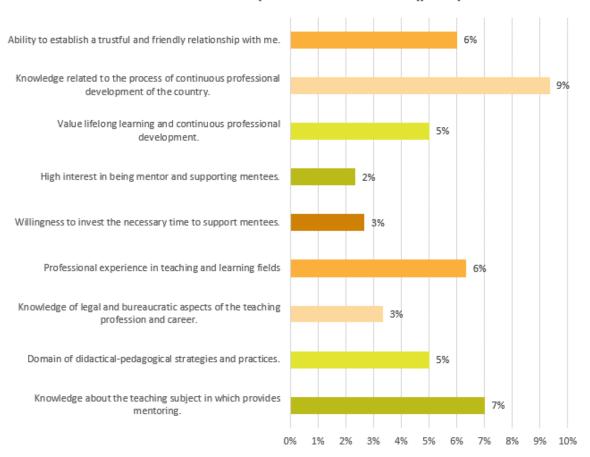
Chart 47: Most relevant competences of a mentor (part I)

Most relevant competences for a mentor (part II)

Competence	Percentage
Ability to work in a team and embrace collaborative cooperation.	4%
Ability to work in a team and embrace collaborative cooperation	4%
Ability to overcome challenges and solve problems.	5%
Capacity to provide concrete feedback	4%
Ability to provide concrete and constructive feedback.	6%
Ability to encourage me to take risks and have initiative.	6%
Ability to motivate me to accomplish the goals defined.	5%
Ability to respect different perspectives and positioning.	4%
Ability to share experience and expertise.	4%
Ability to establish a trustful and friendly relationship with me.	9%

Chart 48: Most relevant competences of a mentor (part II)

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3. Survey to School Directors

3.1 Initial Teacher Training

My initial teacher training at university prepared me well
for my job at the
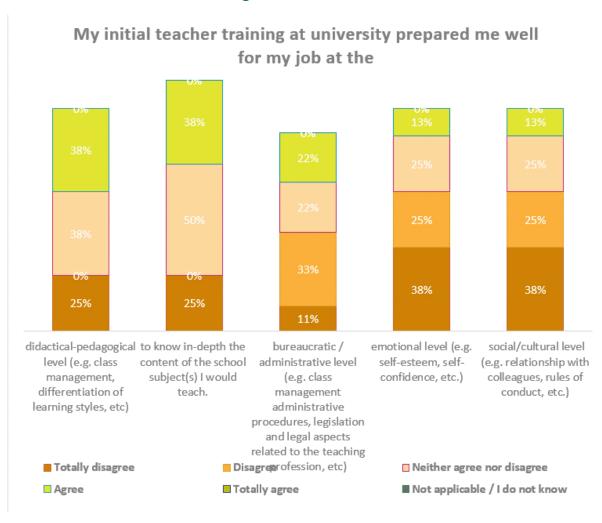
Chart 49: My initial teacher training at the university prepared me well for my job
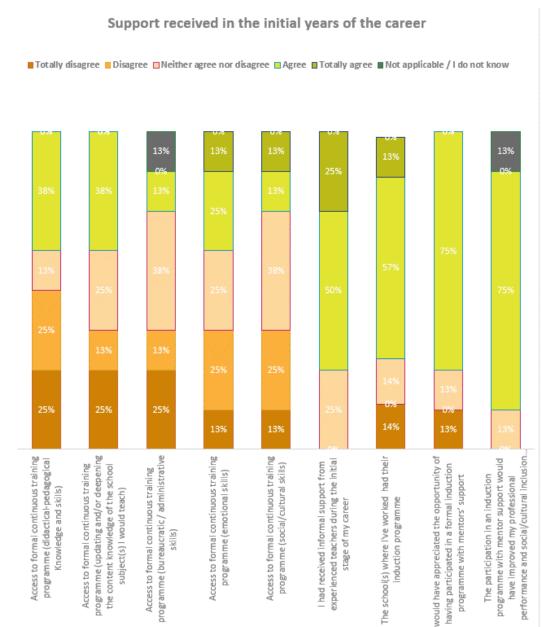
Chart 50: Support receive in the initial years of the career

3.2 Induction Programmes

Definition of "Induction"

13%

■ "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 25% responsibility and not just an individu

63%

■ "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"

0%

■ "Induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job"

Chart 51: Definition of "Induction"

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Formal induction programmes are needed...

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

...to motivate teachers at the beginner level

... for the reinforcement of competences on the job
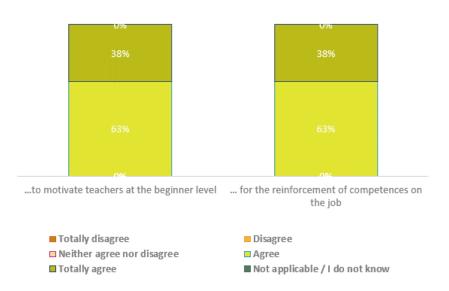
Chart 52: Formal induction programmes are needed

Duration of a formal teachers induction programme

| | 1 school year | | 2 school year |
| | 3 school year | | More than 3 school years |
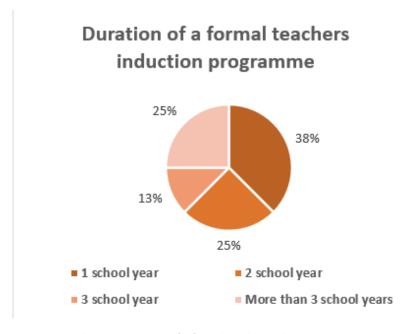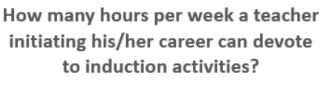
Chart 53: Duration of a formal teachers induction programme

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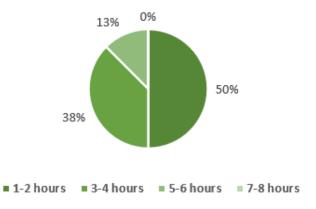
Chart 54: How many hours per week a teacher initiating his/her career can devote to induction activities
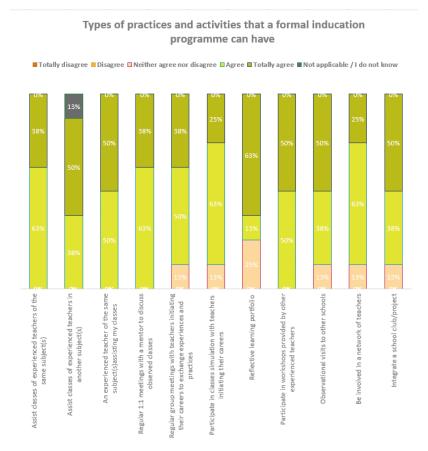
Chart 55: Types of practices and activities that a formal induction programme can have

Formal induction programme: didactical-pedagogical related topics

■ Totally disagree ■ Disagree □ Neither agree nor disagree □ Agree ■ Totally agree ■ Not applicable / I do not know
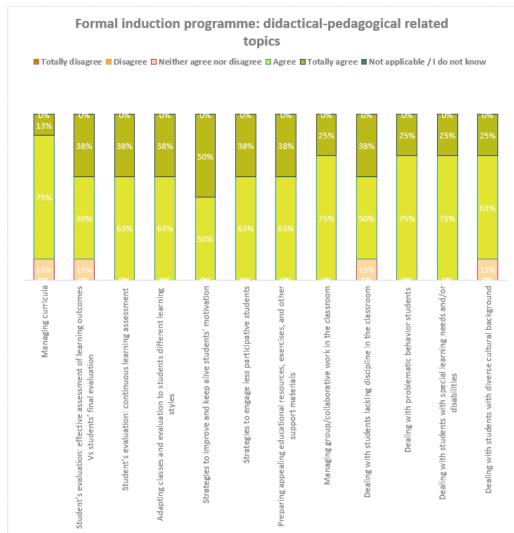
Chart 56: Formal induction programmes: didactical-pedagogical related topics

Formal induction programme: subject matter to be taught related topics

	What can I take from other subjec-tive areas that is useful for my classes	Identifying and promote compe-tences 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 implementa-tion
Totally agree (0%)	0%	0%	0%	0%	0%
	25%	50%	38%	38%	50%
Agree	63%	25%	50%	50%	50%
		25%			
Neither	13%		13%	13%	
	0%	0%	0%	0%	0%

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

Chart 57: Formal induction programme: subject matter to be taught related topics

Chart 58: Formal induction programme: bureaucratic and administrative related topics

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 fami-lies (parents and guardians)	Dealing with fears and insecurities related with working with peers and school leaders
Totally agree (top)	63%	38%	63%	50%	50%
Agree	25%	63%	38%	50%	50%
Neither agree nor disagree	13%				

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

Chart 59: Formal induction programme: emotional related topics

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	38%	38%	25%	38%	0%	38%	63%	50%	50%
Agree	50%	50%	75%	50%	63%	63%	38%	38%	38%
Totally agree (dark)					38%				
Neither agree nor disagree	13%	13%		13%				13%	13%

Chart 60: Formal induction programme: social and cultural related topics

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3.3 Mentoring

Definition of "Mentoring"

25%   25%

25%   25%

- "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"

Chart 61: Definition of "Mentoring"

Relevance of mentoring for formal teachers induction programme

0%

25%

75%

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

Chart 62: Relevance of mentoring for formal teachers' induction programmes

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

0%

100%

- Yes
- No

Chart 63: The teaching career should provide experienced teachers the opportunity to become mentors

Should an experienced teacher become a full-time mentor

0%

13%

38%

50%

■ 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?

Chart 64: Should an experienced teacher become a full-time mentor?

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

25%

75%

■ Yes ■ No

Chart 65: Should the mentor be an experienced teacher of the same school or school cluster?

92

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.	38%	63%	0%	
Domain of didactical-pedagogical strategies and practices.	63%	25%	13% / 0%	
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	50%	38%	13% / 0%	
Professional experience in teaching and learning fields	50%	50%	0%	
Willingness to invest the necessary time to support mentees.	50%	50%	0%	
High interest in being mentor and supporting mentees.	50%	50%	0%	
Value lifelong learning and continuous professional development.	75%	25%	0%	
Knowledge related to the process of continuous professional development of the country.	38%	63%	0%	
Ability to actively listen and communicate effectively with me.	50%	38%	0%	13%

Chart 66: Desired profile of a mentor (part I)

93

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Desired profile of a mentor (part II)

■ Totally disagree   ■ Disagree   ■ Neither agree nor disagree   ■ Agree   ■ Totally agree   ■ Not applicable / I do not know
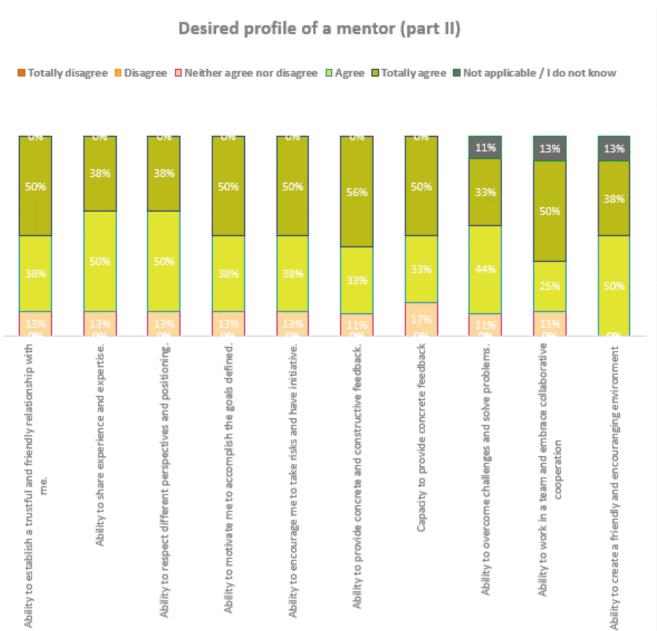
Chart 67: Desired profile of a mentor (part II)

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Most relevant competences for a mentor (part I)

Competence	Value
Ability to actively listen and communicate effectively with me.	0%
Knowledge related to the process of continuous professional development of the country.	0%
Value lifelong learning and continuous professional development.	18%
High interest in being mentor and supporting mentees.	23%
Willingness to invest the necessary time to support mentees.	0%
Professional experience in teaching and learning fields	18%
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	0%
Domain of didactical-pedagogical strategies and practices.	18%
Knowledge about the teaching subject in which provides mentoring.	23%

Chart 68: Most relevant competences of a mentor (part I)

Most relevant competences for a mentor (part II)

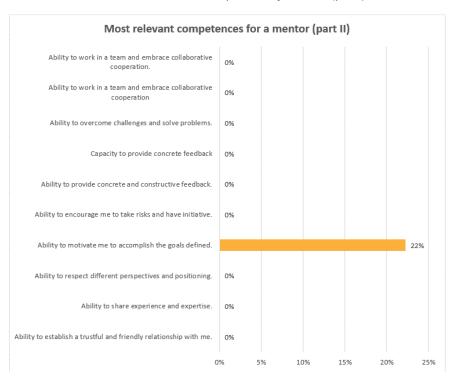| Competence	Value
Ability to work in a team and embrace collaborative cooperation.	0%
Ability to work in a team and embrace collaborative cooperation	0%
Ability to overcome challenges and solve problems.	0%
Capacity to provide concrete feedback	0%
Ability to provide concrete and constructive feedback.	0%
Ability to encourage me to take risks and have initiative.	0%
Ability to motivate me to accomplish the goals defined.	22%
Ability to respect different perspectives and positioning.	0%
Ability to share experience and expertise.	0%
Ability to establish a trustful and friendly relationship with me.	0%

Chart 69: Most relevant competences of a mentor (part II)

3.4 Induction programs at school (school directors)

Does your school has/had an induction programme

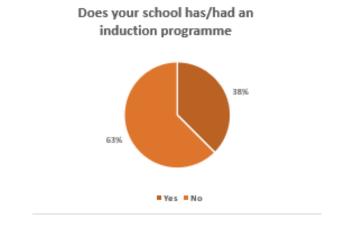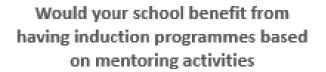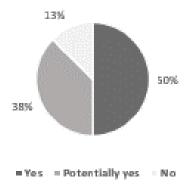*Chart 70: Does you school has/had an induction programme? (school leaders)*

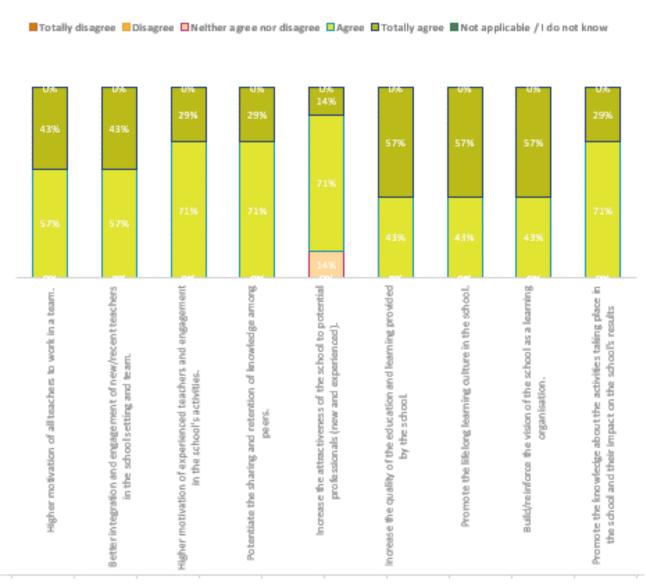### Would your school benefit from having induction programmes based on mentoring activities

Chart 71: Would your school benefit from having induction programmes based on mentoring activities? (school leaders)

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

Chart 72: Main reasons why a school would benefit from organizing a mentoring based induction programme (school leaders

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