

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



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

Spain

www.empowering-teachers.eu

WP1 - Deliverable 1.3

November, 2021





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Version	Date	Comment
01	May 2021	First version.
02	November 2021	Second version
03	December 2021	Third version
04	March 2022	Revised and definitive text

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





National report – Spain

Introduction

This aims at analyzing the professional career of teachers, and describes the state of the art regarding the incorporation of new teachers into the Spanish education system. Consequently, it also aims to identify difficulties and positive elements for the implementation of an induction program based on mentoring.

The report is based on desk research coupled with the use of a set of surveys, interviews and focus groups discussions.

In the first section, an overview of the teaching career from initial to in-service training is discussed, with a special emphasis on early career teachers. This is a hot topic on which educational administrations in Spain, both from the state government and regional authorities, are finalizing documents to address in a more consistent way a problem that has so far had an irrelevant practical expression.

The second section presents the results of the surveys carried out. It provides the participants' answers about their motivation and their perceptions of the teaching function.

The third section synthesizes the results of the interviews and the focus group with experienced teachers, new teachers and school principals. Initial training and what new induction training should look like are relevant aspects that are discussed in this third section. Finally, the conclusions recapitulate the three sections in the perspective of implementing a quality and effective program for new teachers entering the education system.





Executive Summary – Spain

The national context in Spain

- The topics of teacher education, teacher professional competences, the organization of the initial teacher preparation (ITP) system and teacher progression in Spain has received an increasing attention during the last 10 years.
- Education governance in the Spanish system is a contested field, with remarkable differences in some policies, while in other policy areas differences in policymaking among regions are very limited. As result, initial teacher preparation (ITP) policies scarcely differ in Spanish regions.
- Although some international reports wrongly assume that the Spanish ITP system has a one-year, formal induction program, this "probation time" is basically a bureaucratic accreditation process required to get a position in a public school, a process in which newly qualified teachers are mostly alone, with isolated support activities. Further, it illustrates loneliness that characterizes the entrance into teaching in Spain is largely present in the whole teacher career.
- Currently, one in four Spanish school teachers has an interim contract, the highest rate since 2009. This feature has been largely ignored in teacher policies and helps to explain why induction programs have been mostly irrelevant in the Spanish educational landscape.
- The distribution of powers between decision-making bodies in the field of education in Spain is divided into four main actors: the Ministry of Education and Vocational Training, the Departments of Education of each region, Education councils and consultive agencies, and other relevant education institutions, such as ITE providers, reform movements and local authorities, among others.
- The Spanish system is further characterized by a flattened curve in teachers' professional careers and a segmented initial preparation system. While pre-primary and primary school teachers (ISCED 02 and 1) follow a 4-year bachelors' degree focused on pedagogy and teaching in which candidates are simultaneously exposed to theory and practice, secondary school teachers (ISCED 2, 3 and 4) follow a consecutive model: first, a 4-year bachelors' degree in a specific area of knowledge, and secondly a 1-year Masters' degree in teaching and pedagogy.
- Taking part in some kind of in-service training is commonplace among teachers and principals in Spain, with 92% of teachers and 100% of principals attending at least one professional development activity in the year prior to the survey. This is high level of participation is heavily influenced by three factors: first, a rich offer of activities and forms of CPD available at the regional and local level; second, the reliance of teachers on the external rewards presented in this system, such as monetary incentives and certifications; and third, an intrinsic motivation of teachers in Spain regarding their sense of competence and autonomy.
- Spain shares one of the largest proportion of teachers that does not receive any form of support (75%, OECD average is 62%) while only 15% of teachers report having participated in a formal

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induction programme in their first assignment. Similarly, the proportion of school heads who report having formal induction programmes for new recruits is similar in primary and secondary schools, with only one in three schools being involved in such initiatives.

 While existing formal induction and mentoring programs in Spain are somehow discouraging, there are non-formal supportive resources and local, scattered initiatives that can be acknowledge as "de facto" induction and mentoring approaches. This review has identified three different trends that can be considered first attempts towards the design of a wider, more coherent, and tailored system of support for new teachers. First, ITE providers creating more opportunities grounded in practice; second, the advancement of residency models; and third, schools creating cultures of practice anchored in teachers' collegiality.

Teachers needs and motivations for their career

- Teachers, in relation to their identity as teachers, declare their comfort and satisfaction with their profession. This view is shared by both experienced teachers and teachers who have just joined the system. Motivation about their profession scores the highest. And the vast majority see themselves as lifelong teachers.
- In general, teachers who responded to the surveys shared the lack of training in aspects such as pupil behavior problems, relations with families and family participation in the classroom and school, and socio-cultural diversity in the classroom. They also lack more training in pupil selfassessment, classroom assessment strategies, co-teaching and cooperative work with pupils.
- Principals (or members of the management team) point out that in their initial training they were
 not prepared for relationship, communication and mediation skills, aspects that they have later
 perceived as very important in their leadership activity in schools. On the other hand, all teachers
 value the practices they did during their initial training and the help they received from other
 teachers, both in the initial training practices and in their first steps in the profession.
- In relation to induction programmes, all teachers would have liked to have had some kind of
 induction training and that they did not have access to a training plan, not even in the first school
 where they worked. Moreover, some novice teachers raise the precariousness and problems of
 constantly changing schools in the first years of starting out, and miss being able to spend a whole
 year in the same school.
- The most widely accepted definition reflecting the way teachers perceive the term "induction" is the following: "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."
- Half of the new teachers, the school leaders and the experienced teachers believe that the duration of such programs should be one school year. The answers, though, of the three target groups converge when it comes to the number of hours that a teacher initiating his/her career can devote to induction activities on a weekly basis (3-4 hours per week).





- Mentoring is defined by many of the participants in all three groups as "a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth." Most participants in all three groups believe that a formal induction programme should be based on peer mentoring activities with experienced teachers.
- Teachers rate the mentoring activity very positively as a professional possibility for experienced teachers. This group considers 100% affirmative that, indeed, the teaching career should provide experienced teachers (more than 20 years of experience) the opportunity to become mentors of their peers initiating their careers. In the groups of novice teachers and school leaders, the percentage is 85%.
- All mentor competences are seen as very necessary. The results endorse a figure with cocommunicative skills, empathetic and motivated to perform the role of mentor, with relevant teaching experience and with the ability to put themselves in the other person's shoes, to work cooperatively and to relate to the environment.

Main features of formal induction and mentoring programmes

- All teachers, both experienced and novice teachers, as well as teachers who are part of management teams in schools, clearly state that there is no formalised and consistent structure for entry into the teaching profession.
- Most teachers point to the role of the "parallel" teacher as a fundamental form of informal support, and therefore without formal recognition. In many schools in Catalonia and Spain, there are two groups of pupils of the same age at each level, in infant, primary and secondary education. This figure already allows us to orientate the profile of what a mentor should be, in the sense that the new teacher feels accompanied by those professionals who are in the same situation.
- Most answers from the questionnaires highlight the need to move forward in the establishment
 of induction plans and strategies for the training of mentors. There is a need to articulate clear
 conditions, especially in terms of time and dedication to the mentoring function, in order for it to
 be effective. Some elements linked to the teaching career in Spain, as well as the temporary
 nature of the teaching positions held by our new teachers, make it difficult to effectively
 implement induction and other policies to support new teachers.
- All respondents highlight the need to move forward in the establishment of induction plans and strategies for the training of mentors and school leaders believe that their schools would or at least could benefit from organising mentoring-based induction programmes.
- Classroom management appears as the most important dimension to address in induction programmes. This classroom management must be understood from two points of view: on the one hand, the management of diversity and the personal and group needs of pupils; on the other hand, management in terms of time, space, work units and teamwork. That is, how to act in the day-to-day classroom where we live with people who have to learn and who have very different backgrounds and environments.

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- The interviewees do not specify basic criteria for the duration or periods of a hypothetical induction programme. What they do see as indispensable, however, is that training be combined with day-to-day teaching. In a mixed formula of alternation during the week or month.
- Novice teachers consider it essential that it is carried out by practicing teachers who combine
 mentoring with regular teaching practice. To be able to see how they work in the classroom, to
 share teaching strategies and to reflect together on the same practice. For experienced teachers
 and school principals, it is also relevant that mentoring is carried out by teachers without giving
 up their teaching duties or the school.
- Members of the management teams and experienced teachers also highlight as an interesting aspect, the possibility of having recently retired teachers who have a great teaching background and who could be good mentors and the system would benefit from the wisdom and experience of this group.
- According to school heads, both the induction programme and mentoring must be closely linked to the school's pedagogical project and with strong leadership from the management team. They consider that schools have a positive role if they have the capacity to transmit values and knowledge that are considered meaningful for the community; if this is not the case, the school ceases to be a place of training and education.
- The need for close collegiality, for feeling part of a team, for feeling that one is accepted in a school, is an important issue for new teachers. They see the loneliness of the early days as a teacher as a feeling that should be avoided, and therefore all forms of professional collaboration are necessary. Co-teaching is also seen as a lever for change and innovation in schools.

Key messages to improve teachers' induction and mentoring

programmes.

- There is a broad consensus among key stakeholders and researchers in approaching induction and mentoring not as an isolated mechanism, but as a fundamental step within a broader reform including ITE, CPD, and a deeper rearrangement of teachers' professional careers. However, national authorities must strengthen the decentralization of competences, while regional authorities should in turn give more autonomy to universities and schools, to promote partnerships among different players and between public and private organizations.
- The new education law passed in 2021, the LOMLOE, has promised to introduce, within a year, a specific proposal to transform ITE, CPD, the entrance into teaching and the development of a teacher career. It explicitly includes the implementation of a residency model strongly inspired by the medical residency model, which will become the central induction resource for new teachers entering the profession. Estimations suggest that education expenditure must reach at least a 5% of the national GDP to secure the investment needed to reform the existing ITP system explorative costs stand at around 1500M€ and introducing a national induction scheme based on a residency/mentoring model with an estimated cost of 700M€





- There is a need to focus on the experience of teachers rather than on the status of teachers when targeting who and when is eligible for induction. Further, a change in the mindset of experienced teachers is needed to avoid acknowledging these hard first years as the "natural" induction of new teachers entering the profession.
- If induction and mentoring schemes are accompanied with a rigorous system of selection, accreditation and evaluation at different stages of the ITP system, teachers and teacher unions can find these at threatening and therefore try to subvert or undermine – if not explicitly resist – reform policies along these lines.
- This report has identified and ongoing debate regarding ITE vs. induction reforms. There are voices coming from universities arguing that an induction system can only come after ITE reform is fulfilled, or at least after more opportunities for grounded and pre-service practice is introduced, which is a priority for secondary teachers.





(Section 1). National context in Spain

The topics of teacher education, teacher professional competences, the organization of the initial teacher preparation (ITP) system and teacher progression in Spain has received an increasing attention during the last 10 years (REDE, 2019). While this is the result of an ongoing international trend, it also shows the notable but scattered efforts of different initiatives across the country aiming at improving teacher readiness and leveraging the efficiency and efficacy of schools. Of particular importance is the fact that 3 out of 8 teachers in Spain will retire in the next 10 years. Thus, it is essential to design good policies to take the most of what has been qualified as an "historic opportunity" to improve the training and initial experiences of early career teachers (Manso & Garrido, 2021).

In this overview we want to highlight some common, structural features that shapes the teachers' career in Spain, some of which will be further developed in other sections of this report.

1.1 The teachers' career in Spain: an overview

1.1.1 A mixed system of education governance

Spain is commonly described as a (quasi) decentralized system (OECD, 2019a). However, the reality is more complex. Typically, the national government frames national/general laws that then regions implement according to the competences that have been transferred to them – nowadays, most regions in Spain share the same educational competences/responsibilities. As a result, most day-to-day policy making and management is done by regional and local authorities. On the other hand, schools have very limited autonomy, and in some educational areas, national authorities have been more reluctant to transfer some key competences to regional authorities than in others. In a nutshell, the field of "who can do what" is a contested field, with remarkable differences in some policies, while in other policy areas differences in policymaking among regions are very limited. This picture is further complicated by the relatively autonomy teachers have in their schools, in particular those teachers who are fully accredited as civil servants.

There is also significant regional differences in school performance. PISA results in Spain – as in many countries – are strikingly diverse. In PISA 2015 gaps between the strongest and lowest performing regions were greater than 40 points in science, reading and mathematics, which is equivalent to one year of study. Since it is not easy to establish a correlation between regional GDPs and PISA outcomes, the focus on regional policymaking and the organisation of educational resources, have been at the forefront of public debates. These differences are particularly relevant when looking at the inequal spending across regions: while, on average, the education expenditure increased almost 15% during the period 2005-2014 in Spain, for the Basque Country and Andalusia this increase meant 28.9% and 21.3%, respectively, with Catalonia (8.9%) and Madrid (2.4%) at the lower end of the Spanish average. Other relevant differences include demographic and linguistic variables -in Catalonia, the language immersion program in Catalan

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developed during the 80's stands as a policy milestone-, the proportion of public/charter/private schools and other key context variables shaping regional policies.

This divide between regional and state authorities sheds some light about the seemingly lack of impact of many educational reforms done in Spain, or the way many local initiatives do not scale up easily into other regions. Although there is a dependency between these two levels, there is an arguably low degree of permeability between what happens at the national and regional level.

In terms of teacher policies, all regions have assumed most if not all of these competences, which includes the management of teacher workforce, selection, labour conditions, teacher education or linguistic policies. However, while there are important differences in say, curriculum development and implementation, ITP policies scarcely differ in Spanish regions (Marín-Blanco et al., 2019), regardless of the opportunities regional governments and universities have to adapt and contextualize the Organic Law 2/2006 of Education, which sets the bases for teacher training. An exception to this trend is some initial teacher education innovative initiatives that have spread in recent years in several universities (see sections 3 and 5). However, the access to the profession still remains strongly organised under national regulations – these are among the competences that have not been easily transferred to regions, and which include accreditation processes or school requirements to take in newly qualified teachers (NQT).

Under these regulations, selection into ITE and entrance into teaching are almost entirely homogeneous processes across Spanish regions. The certification and hiring of teachers follow the state requirements to become a civil servant - as in any other area -, which is composed by a two-steps process: first, a subject and pedagogical knowledge exam; and then a "probation time" in which, at least theoretically, NQT receive some support. This formal support is commonly wrongly identified as "induction time" in Spain, as we will discuss in the next subsection.

1.1.2 Induction narratives, inexistent practices

Some international reports wrongly assume that the Spanish ITP system has a one-year, formal induction program (e.g. Eurydice, 2018). In fact, the Spanish Ministry of Education formally describes this probation time as a "induction or practice stage" of 6 to 12 months, and as a key stage to access the teacher profession. This stage is further described as a time were NQT are entitled to receive the supervision of an appointed experienced teacher, more training, and continuous assessment.

However, rather than being a proper induction program (that is, a collaborative matter strongly based on the socialization of teachers into the school culture and the teaching profession), this "probation time" is basically a bureaucratic accreditation process required to get a position in a public school, a process in which NQT are mostly alone, with isolated support activities (Donaire, 2020). Moreover, this can be hardly considered a "probation time", for almost 100% of NQTs receive a positive evaluation after these months. Not surprisingly, recent research has raised a cautionary alert about the apparent good induction system in Spain, for despite having a formal, one-year induction program, only 1 in 10 teachers recognize to have received some support during their initial years in the profession (Manso & Garrido, 2021).

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This loneliness that characterizes the entrance into teaching in Spain is largely present in the whole teacher career (see subsection 1.4), and it is not only a feature of their initial years into the profession. This rather disappointing picture is further complicated by the importance of substitute or interim teachers, who might or might not be recognized as "fully qualified" teachers - in the sense that they have gone through an accreditation exam, which is not the case in Catalonia as a prerequisite to start working as an interim teacher. In fact, the abovementioned "Spanish induction stage" only applies to those teachers pools in the organization of the teacher workforce in Spain, for whom there is basically no induction support, Álvarez-López et al. (2019) conclude that induction is, plain and simple, inexistent in Spain. This contradictory image, given the growing strength of induction narratives in public discourses and current policy trends in Spain, rather shows the lack of continuum among education narratives, policies and initiatives – as in many areas of educational narratives across international settings.

1.1.3 Substitute Teachers: the elephant in the room

It is important to note the difference between Newly Qualified Teachers (those who are no longer candidates and are fully entitled to apply for a tenure position in a public school) and those who work on a temporary basis (interim or substitute teachers, who are mostly beginning, novice or early career teachers). Currently, one in four Spanish school teachers has an interim contract, the highest rate since 2009 (OECD, 2018). To reduce this, the government decided in 2016 to replace 100% of permanently employed retiring teachers (rather than only 50% as in the previous years) and opened recruitment competitions for permanent posts in the public sector in early 2018.

At stake here is the fact that, in Spain, most of "fully recognized" teachers, or those who have secured a position in a public school after going through the entry exam and passing the probation period, have spent a minimum of one or two years as a substitute teacher, usually working in the most challenging schools for short periods of time. Paniagua and Sánchez (2018) have highlighted how these beginning teachers are commonly depicted as a "deviant outsider" in the literature, and the negative impact of these initial experiences have on their expectations and professional identities. This is particularly important given the importance impact of teacher experiences during the first four or five years on their effectiveness (Rice, 2010).

In summary, the very first year of professional experience in Spain is one of the most isolated and challenging times in teachers' careers. During this initial year most of their expectations and survival orientations are framed, and which are so detrimental for teachers professionalism. It is therefore intriguing why the role of interim teachers has remained absent in most educational debates and policies, both nationally and internationally, for it is a key area to consider when designing programs and initiative to support novice teachers. Furthermore, the hidden and fundamental role of substitute/interim teachers probably explains why induction programs have been more or less irrelevant in the Spanish educational landscape.

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1.1.4 Scarce opportunities for career progression

Another key feature in Spain is the existence of a flattened curve in teachers' professional careers. During the initial years, Spanish teachers have significantly better salaries than their colleagues across OECD countries (OECD, 2021). That said, while statutory salaries of teachers with maximum qualification at the top of their salary scales were, on average, between 86% and 91% higher than those of teachers with the minimum qualifications at the start of their career, in Spain maximum salaries were only 42% to 50% higher than minimum salaries. In Spain, teachers' salaries are essentially linked to their years of service. In addition, NQTs' appointment is based exclusively on rating tables, which in turn are based in their experience, but not on performance or the development a professional portfolio.

Of course, salaries per se doesn't explain the lack of progression in the Spanish teachers' career. The lack of differentiation pathways during their careers, the lack of a coherent continuous professional development linked to the acquisition of new responsibilities or roles, and the disconnection between excellence and professional progression, are important variables to explain the lack of incentives available for teachers to progress *within* the teaching profession – as opposed to become a school principal or gain a position in regional education authorities, which are, by far, the most common ways of teacher progression in Spain.

This feature is further illustrated by the relatively low involvement of Spanish teachers in key continuous professional development (CPD) activities. Spanish teachers do not reflect about teaching practice, or undertake peer collaboration or include shared practice, compared to other OECD countries (OECD, 2019b). This is further reflected in the way public expenditure allocated for CPD in Spain has been almost halved between 2005-2014, moving from 0.78% down to 0.47% of the GDP (Marín-Blanco et al., 2019).

1.1.5 A segmented initial teacher preparation system

A final and important element that characterizes the Spanish ITP system is that the requirements and nature of teacher training is very different depending on the educational level. While pre-primary and primary school teachers (ISCED 02 and 1) follow a 4-year bachelors' degree focused on pedagogy and teaching in which candidates are simultaneously exposed to theory and practice, secondary school teachers (ISCED 2, 3 and 4) follow a consecutive model: first, a 4-year bachelors' degree in a specific area of knowledge, and secondly a 1-year Masters' degree in teaching and pedagogy. The introduction of this requirement in 2009 was received very well and is considered a turning point in teacher education of secondary teachers – before that, secondary teachers were only required to follow a 3-month course. However, the readiness of secondary teachers has continued to be an area of controversy, for it is argued that secondary teachers do not have enough opportunities for pre-service practice.

1.2 Main Actors

The governance of teachers' careers in Spain is embedded in the wider education system as whole, and it is mainly derived from the interaction between national, regional, and local actors. As discussed before,

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some dimensions related to teachers' careers are significantly different in each region, such as the organisation of continuous professional development or linguistic requirements – which is of relevance for vocational education and training (VET) teachers. In contrast, other dimensions or competences, such as the process of accreditation and entrance into the teaching profession is very similar across all regions in Spain.

In general terms, the Eurydice Network describes the distribution of powers between decision-making bodies in the field of education in Spain as follows:

- Ministry of Education and Vocational Training:
 - General organisation of the Spanish education system.
 - Regulation of the conditions for the obtaining, issuing and recognition of academic and vocational qualifications, and of the basic rules for the development of the right to education.
 - Establishment of the general plan for education.
 - $\circ~$ Evaluation and innovation of the different types of provision of the Spanish education system.
 - Educational inspection.
 - The design, planning and management of the system of financial support.
 - The promotion of equality, non-discrimination and universal accessibility policies within the scope of its powers.
 - The management of the teaching policies and oversee trends of the teacher workforce.
 - Lead the Erasmus+ Programme of the European Commission.
- Departments for Education of each region:
 - Assume the regulations developed by the State rules and for the non-basic elements or aspects of the education system.
 - Developing and implementing the executive and administrative competences for managing the education system in its own region.
 - Promote and strengthen school autonomy.
 - Evaluate school results and implement action plans.
- Education Councils and other consultive agencies:
 - These are national, regional and local councils where representatives from Parents Associations, Teachers Unions and other stakeholders have their say.
- Educational institutions:
 - Within the regional and local frameworks, other educational institutions are allowed to partner with schools, ITE providers or local authorities to prepare, enact and execute school development plans and innovative initiatives.

This multi-level dynamic is well illustrated in the case of school curriculum. The Ministry of Education and Vocational Training (MEFP) sets the baseline, or what is called as the first level of the curriculum, while regional authorities add specific contents, objectives, and methodologies beyond that global description of curricular attributes. Finally, each school lands the curriculum in a specific way, according to their context and educational project. This is known as the "third level of curriculum contextualisation" and

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involves the final translation of the national curriculum into projects, topics, activities and specific methodologies and evaluation procedures in school classrooms.

Most if not all regional authorities have their own University & Research departments, who oversees the coordination of the initial teacher education among all universities of the region, sets a common curriculum and guarantees the quality assurance of training delivery. Again, the Spanish discrete process of implementation is at stake here, for each University has a degree of freedom to implement regional requisites in their own way. In Catalonia, there have been some changes in the last 5 years:

- In 2013, more regional legislation was passed in Catalonia to develop both the national law of 2007 and the regional law of 2009 regarding the regulation of teacher tutors in schools since 2009, Catalonia has its own Education Law.
 - In this case, the new legislation requested teacher tutors to have a tenure position; demonstrate at least 5 years of experience; a portfolio of innovative projects; a coherent specialization in relation to the work plan of the teacher candidate; and have experience as a teacher educator.
- In 2014, more specific requirements have been implemented to improve the quality delivery of ITE.
- Since 2017, those candidates who want to pursue a teacher education degree at the ISCED level 02 and 1 (pre-primary and primary education) need to demonstrate specific competences and linguistic capacities before entering ITE.

Thus, the ecosystem of any region in Spain is composed by four groups of actors, that are specific in each region. For the case of Catalonia, we offer a simplified overview of these main actors:





Ministry of Education and VET (Spain)	Department of Education (Catalonia) -General Secretariat of Education - Directorate for territorial coordination and management. -Secretariat for transforming education -Directorate of innovation, digitalization and research. -Directorate of curriculum and inclusion. -Other departments involved: -Departments of culture, research and universities.		
 State Secretariat of Evaluation and Territorial Cooperation: Directorate for Evaluation and Territorial cohesion. Directorate for Vocational Training. Directorate for Educational Planning and Management. Other ministries involved: -Ministry of Science. -Ministry of Innovation and Universities. -Ministry of Culture and Sport. 			
Advisory Bodies	Actors Educational Institutions (Catalonia)		
 National State school council. National Council for Artistic Education. National observatory for school climate. National Council of VET. Catalonia -Catalan school council. -General Secretary for the evaluation of the school system. 	 -Reform movements. -Teacher unions. -Federations of Parents' Associations. -Council for ECEC and young adults. -Third Sector organitzations (NGOs & Foundations): -Jaume Bofill Foundation. -Education providers, including networks and alliances. -Municipal entities (metropolitan areas , city councils). -Public partnerships: -Catalan Institute for the Evaluation of Public Policies -Program for Improving Teacher Education (MIF) 		

As mentioned before, while the organization of education governance does not differ drastically among territories at the regional level, a much more diverse ecosystem of actors flourish once we look within each sub-regions, municipalities and neighborhoods. It is in this contextualized level or meso-level – between the macro and the micro – where strong differences appear according with the historical, cultural, and political idiosyncrasies of each region and municipalities.

For the case of Catalonia, in which the UVic-UCC is located, it is worth mention the role that some agents have played and continue playing in the regional education governance. One example comes from the social movements to innovate education (reform movements), who played a central role in the 70s and 80s to update pedagogical approaches and push to widen public education. These federations still play an active role in the public arena and the advisory bodies, and work hand in hand with schools and local and regional authorities to help implement innovations, to lobby in favor of public education and to offer continuous professional development activities to teachers.

Also In Catalonia, there have been important alliances and partnerships among the civil society, universities and regional authorities to help improve teacher education and induction (MIF program, discussed afterwards), to fight against school segregation, to favor inclusive education, or to strengthen the evaluation of public policies (e.g. IVALUA, the institute for the evaluation of public policies).

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Moreover, the Institutes of Educational Sciences (ICEs) that are part of Education Faculties have traditionally been sources of teaching innovation and training, and in the promotion of the involvement of experienced teachers in research. Other recent experiences include the network of innovative schools promoted by the Jaume Bofill Foundation, an institution that also encourages the advancement of evidence-based policies and intervention plans, school projects, and partnerships among key stakeholders.

As discussed in section 5, many if not all the examples of induction and mentoring in Spain are located at the municipal level, with networks of schools, local partnerships and innovative projects of particular ITE providers at the forefront, rather than depend on formal schemes arranged by national and regional authorities. This makes the exercise of mapping programs and practices quite challenging. However, as the examples provided in section 5 reveal, some induction experiences and projects are growing bottom-up in different regions with the involvement of diverse local and regional agents. And in doing so, these experiences are also enriching the debate around the reform of the ITP system outlined in recent laws and education plans (see section 6).

1.3 Teachers initial training

As introduced in the first section, the requirements to become a teacher and the provision of ITE in Spain is segmented according to ISCED levels. Before presenting these different requirements and forms of delivery of ITP programmes, it is interesting to briefly comment on some milestones of teacher education policies in Spain.

Before 1970, teacher education was fulfilled outside the university system and did not require advanced qualifications. With the General Education Law of 1970, teacher education gained the status of university studies, but instead of being provided by universities directly, teacher education was confined in the new "University Training Teacher Schools". It is not until 1983, with the University Reform Act, when teacher training is fully integrated into the university and located in Faculties of Education. At that time, ITE provision for ECEC and Primary Education lasted three years, while secondary and VET teachers only needed to pass a three-month training (CAP) after completing a first degree in any area of knowledge.

The year 1990 marks a turning point for the education system in Spain. The passing of the LOGSE (Organic Law to reorder the education system) meant the further recognition of the 3-6 age period – ISCED 02, not compulsory but fully provided by public funding and universal in access and participation in Spain – and the widening of compulsory education, from 14 to 16 years old, among other important transformations. This law modified the syllabuses, reinforcing the professional nature of the curriculum and introducing more specializations: Early Childhood Education – ISCED 0-, Hearing and Speech, Special Education, English as a second language (ESL), Primary Education, Music Education and Physical Education. With a teaching load of three academic years, the degrees reinforced the professional nature of the curriculum. The National Order 1393/2007 and the entry of the Spanish university system into the European Higher Education Area (EHEA), put competences as a central element of the curricula and

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organized ITE around two degrees: the four years degrees in Early Childhood Education Primary Education. Thus, the length of teacher education was increased from three to four years, or 240 ECTS.

With regards to teaching certification in secondary education and VET, in 2009 the intensive, threemonths course required to teach was transformed into a master's degree - and for those specialities that cannot take a master's degree, an equivalent official certification is required. This meant that teachers candidates need spend one year – 60 ECTS – after acquiring a specialization in one area of knowledge. Although this was considered a remarkably change, the training of secondary teachers continues to be an area of much concern, and it is frequently reported as not offering enough time for pre-service teaching, for fostering collaboration between schools and universities, and does not offer a coherent system to select and train teacher educators and school tutors or to strengthen the links between theory and practice.

The following table presents an overview of the different ITP provisions for each educational level, types of degrees, and other some key features:

Educational Level	Type of Degree	Provision	Highlights
ISCED 01 Order ESD/4066/2008	Advanced Vocational Training Cycle in ECEC (ISCED 4)	Upper VET, consecutive model. 2 years.	 The low requirements are linked to a lack of recognition and public provision of ECEC in Spain. An improvement of training delivery is commonly linked to the need to expand the public provision of ECEC.
ISCED 01 & 02 Order ESD/3854/2007	Early Childhood Education Teacher's Degree (ISCED 6)	Universities. Simultaneous model, 4 years.	 Closely linked to the provision of 3-6 education, which is universal but not compulsory. Need to improve the links between theory and practice.
ISCED 1 Order ECI/3857/2007	Primary Education Teacher's Degree (ISCED 6)	Universities. Simultaneous model, 4 years.	 -Need to expand pre-service opportunities. -Need to improve Pedagogical Content Knowledge and, more generally, content knowledge.
ISCED 2 – 5, incl. VET Decree 665/2015	Bachelor's degree, degree in Engineering or Architecture, or the corresponding degree or other equivalent qualifications for teaching purposes	Universities. Not related to education, just content provision.	-Discussion about including pedagogical content and/or offering training specializations in pedagogical content knowledge.
	Master's Degree in Teacher Training for Secondary Education, ISCED 4, VET, and Language Teaching. For some specialities, an equivalent official	Universities. Consecutive model, 1 year.	 -Only 1 year of education & teaching specialization. -Need to expand pre-service opportunities. -Improve the coherence and coordination of the curriculum and its implementation.





certification will be required from 2015 (Order ECD/1058/2013	
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1.4 Continuous teachers training opportunities for teacher's induction and career diversification

The 2018 OECD TALIS report (OECD, 2019b) offers a synthetic overview of the types of continuous professional development (CPD) activities teachers in Spain engage in. Overall, as in many countries, teachers' participation in CPD is almost universal, regardless of the level of education they teach. Taking part in some kind of in-service training is commonplace among teachers and principals in Spain, with 92% of teachers and 100% of principals attending at least one professional development activity in the year prior to the survey.

This is high level of participation is heavily influenced by three factors: first, a rich offer of activities and forms of CPD available at the regional and local level; second, the reliance of teachers on the external rewards presented in this system, such as monetary incentives and certifications; and third, an intrinsic motivation of teachers in Spain regarding their sense of competence and autonomy.

Although the Ministry of Education and Vocational Training (MEFP) sets the common regulations, regional authorities are free to:

- Establish their own priority guidelines for continuing training, considering the training needs of the teaching staff within their jurisdiction.
- Establish the content of the training.
- Decide on the institutions in charge of its provision.

The network of CDP activities at the regional level is carried out not only by local authorities and resources centers but also by different institutions such as Institutes of Educational Sciences (Universities), professional associations, trade unions, reform movements, and other third sector organisations. Types of professional development in Spain include the main strands defined in the Talis report, such as:

- courses/workshops (e.g. on subject matter or methods and/or other education-related topics);
- education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems);
- qualification programme (e.g. a degree programme);
- observation visits to other schools;
- participation in a network of teachers formed specifically for the professional development of teachers;
- individual or collaborative research on a topic of professional interest; and





• mentoring and/or peer observation and coaching, as part of a formal school arrangement.

Importantly, the participation on these activities is significantly diverse. In Spain, while the 72% of teachers participate in courses and workshops, the proportion of teachers participating in training based on peer learning and coaching is falls to 19%, which is lower than the OECD average (44%) and one of the lowest proportions across TALIS participants. Furthermore, only 24% of teachers in Spain report participating in a network of teachers - OECD average is 40%. The results are particularly worrisome for the LOOP project, given the fact that, across the OECD, teachers report that professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them. The proportion of teachers visiting other schools or classroom observations is also low, with less than 1 in 5 teachers reporting having taken part in such activities.

As mentioned before, and it will be discussed further in the next section, the continuous training of teachers - focused on any forms of induction and mentoring as an opportunity for career diversification, is extremely low in Spain. The priority guidelines for 2020 set by the MEPF are focused on digital competences, diversity and equity, methodologies and other cross-cutting skills and personal competences, but does not offer any clear, coherent pathway to progress and diversify teachers' career – apart from promoting to become a school leader or work for regional authorities.

Given the rich offer of organisations participating in the development of CDP activities, it is easy to imagine ways in which the system could be aligned to offer training pathways to develop more personal profiles according to schools needs and teachers' competences. Or to streamline different courses to offer comprehensive training schemes and professional pathways and link them to the diverse experiences, interests and backgrounds of teachers. Regional authorities have plenty of freedom to frame CPD activities and enrich teachers' careers in Spain along these lines.

An illustrative example in diversifying teachers' careers is the recent development of "professional profiles" in Catalonia in 2016. Within this scheme, teachers can acquire an individual profile related to a combination of competences, certifications and experience, which then can be linked to particular positions offered by schools, who can also request specific teacher profiles. Regarding the LOOP project, this CPD landscape offers a valuable window of opportunity for designing training schemes and accreditation systems regarding the training and recognition of mentoring skills and competences, as well as other closely related forms of induction and collaboration.

1.5 Formal and non-formal induction & mentoring programmes and practices

Given the dearth of both induction and mentoring programmes in Spain, and the particular nature of the support available for new teachers, induction and mentoring experiences are both described and discussed here. As discussed earlier, national and regional authorities formally endorse the main conclusions and recommendations of international organizations regarding ITP. For example, official documents explicitly mention some of the conclusions of the EU council conclusions of 20/may/2014 on

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effective education. In this sense, it is recognized that the provision of high-quality initial teacher education, good early career support and continuous professional development are key factors in ensuring that suitable candidates are attracted to the teaching profession. Furthermore, there is a recognition that professional competence frameworks can serve to improve quality standards by specifying the knowledge, skills and attitudes that teachers.

Yet in practice Spain is still far when promoting initiatives aiming at supporting these statements. Apparently, Spain has a one-year phase of induction for those new teachers *in the sense that they are successfully accredited and placed in a public school after a competitive exam.* We have already discussed the shortcomings of this official programme:

- First, this "induction phase" is a type of probatory time with no coherent system of support to address the needs of new teachers. Research done in Spain has continuously pointed that this way of entering the profession in Spain is not well adjusted and doesn't offer the steady, grounded and personalized support new teachers need.
- Second, evaluation schemes and teacher appraisal actions are scarce and in many cases these resemble a ritual process, whereby teachers in probation time always receive a positive evaluation. That is, evaluation is not well aligned with identifying professional development needs.
- Third, most new teachers start working as substitute/interim teachers in the most difficult schools and with a lack of stability. Most importantly, they are not eligible for this "induction phase" (Álvarez-López et al., 2019; Donaire, 2020; Manso & Garrido, 2021; REDE, 2019).

Results from TALIS 2018 are illustrative of this situation. Spain shares one of the largest proportion of teachers that does not receive any form of support (75%, OECD average is 62%) while only 15% of teachers report having participated in a formal induction programme in their first assignment – again, one of the lowest rates. Similarly, the proportion of school heads who report having formal induction programmes for new recruits is similar in primary and secondary schools, with only one in three schools being involved in such programmes. These figures are just over 20 percentage points below the OECD-30 average. In Catalonia, these figures are even lower, with only 10% of principals reporting the existence of induction programmes in their schools.





% 70 60 0 50 0 40 0 0 0 0 0 30 0 0 0 0 0 .0 20 0 0 0 0 0 0 10 0 -16 -30 -38 -18 -34 -10 -19 89. 9 6-6--20 -17 -23 -23 -14 -15 -19 -13 -20 -14 -17 -13 -14 -15 -16 5 -10 -13 0 m -53 -22 -20 --25 -31 -31 Japan Israel Malta Viet Nam Korea Belgium Turkey Hungary Latvia France South Africa Singapore Australia United States Saudi Arabia Netherlands Colombia Bulgaria Norway Estonia **United Arab Emirates** Kazakhstan Brazil New Zealand Shanghai (China) England (UK) **Russian Federation** Alberta (Canada) (Belgium) Georgia Mexico **OECD** average-31 Czech Republic Portugal Iceland Romania Republic Sweden Chile Denmark Finland Austria ithuania. CABA (Argentina) Slovenia Slovak F Comm. Flemish

Percentage of lower secondary teachers who have an assigned mentor as part of a formal arrangement at the school¹

← 1. Mentoring is defined as a support structure in schools where more experienced teachers support less experienced teachers.

Source: OECD, 2019b.

While existing formal induction and mentoring programs in Spain are somehow discouraging, there are non-formal supportive resources and local, scattered initiatives that can be acknowledge as "de facto" induction and mentoring approaches. This review has identified three different trends that can be considered first attempts towards the design of a wider, more coherent, and tailored system of support for new teachers. Moreover, these trends also illustrate innovative ways of implementing induction and mentoring schemes, whether these are anchored to ITE provision, based on CPD activities, are created within communities of practices, or are promoted through action-research projects or residency models.

1.5.1 ITE providers creating more opportunities grounded in practice:

An increasing number of Education Faculties across Spain are improving opportunities grounded in practice or providing further integrated models of theory and practice (Burn and Mutton, 2015). The goal is not only to bring more opportunities for practicing and refining teaching skills or witnessing "judgement in action", but also for prospective teachers engaging in creative and critical reflection and evaluation of teaching and learning models.

This movement towards grounded practice include extending fields placements (pre-service experiences), placing teachers in school residencies or creating stronger partnerships between universities and schools, focusing on new teachers' learning. In the University of Lleida (Catalonia), the "Dual Training Model" was launched in 2012 and allowed students to distribute their formative time between the University and the school from the very beginning, while in the Universities of Barcelona and Girona, different research projects have introduced Service Learning to strengthen the ties between

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schools and universities, theory and practice. The UVic-UCC has recently finished a pilot action-research project that involves the active collaboration of schools in the pre-service of prospective teachers.

1.5.2 The advance of residency models

In recent years, the idea of implementing a model of access and initiation to teaching inspired by the system used in the health professions, known as the educational MIR, has gained momentum in Spain. Although different proposals have been presented, they share some key points: residencies need to become a mandatory and recognized formative time in real settings, *with* teachers fully accredited to work in public schools; should last a period of two years; there is a dedicated system of supports and the mentoring of experienced teachers; residencies are accompanied by a continuous teacher appraisal process (Egido, 2021). To this end, it is argued that the Spanish ITP system needs to create a regulated procedure to identify centres of excellence, professional tutors and promote a well-aligned system among universities, public authorities, and schools (Conference of Deans, 2017).

Other proposals draw a closer relationship between this residence model and ITE provision (Valle and Manso, 2018). Or as an opportunity to reform and extend the ITE of prospective teachers. This is the case of MIF programme in Catalonia, an alliance of all universities with local authorities to improve and innovate the Catalan ITP system. Under this model, induction would be a mandatory period of at least 1 year that would come after a new one-year residence period, thus extending the ITE period in one year (Martínez and Marin, 2018).

It is under this context in which it is possible to identify an increasing number of experimental, actionresearch projects aiming at developing mentoring schemes. One pioneering experience is in a deprived area in the south of Seville, in the region of Andalusia (Spain). The project aims at decreasing the turnover of teachers in complex schools seen as "difficult" while at the same time improving their training to work in schools with a high proportion of children from culturally, linguistically and socially diverse (CLSD) families. This experience shows the importance of addressing the induction of teachers in challenging contexts, the burdens of implementing a stand-alone, bottom-up system of mentoring (Martin-Cuadrado, 2021). Another experience that is gaining significant attention is the pilot project implemented by a nonfor-profit organization "Start by Educating", in collaboration with universities, schools and local authorities. Also targeting schools located in deprived areas, this programme works firstly by aligning the system and creating interagency collaboration, whereby a small number of prospective teachers are selected by high standards. These teachers then go through a special pathway consisting of a dual system that includes a residency time in a school and an enriched, competence-based program based on grounded practice (Goñi and Costa, 2019).

1.5.3 Creating school cultures anchored in teachers' collegiality

A growing body of scholars, educators and policy makers is making the case that schools should be reconceptualised as "learning organizations" that can react more quickly to changing external environments, embrace innovations in internal organization, and ultimately improve student outcomes (OECD, 2016). This model is based, among other things, on creating and supporting continuous learning opportunities for all staff, promoting team learning and collaboration among all staff, establishing a

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school culture of inquiry, innovation and exploration, and modelling and growing learning leadership. These features implicitly include the welcoming and inclusion of new teachers in a sort of "sheltered environment", where both experienced and novice teachers are expected to share, reflect upon practice and innovation, in equal terms Implemented as a form of Continuous Professional Development scheme in different Spanish regions, the "Atlantida Project" has promoted the collaboration and shared practices of teachers, aiming at creating a "community of practice" where all teachers learn from each other and with each other, including mentoring activities (Bolivar and Luengo, 2019).

1.6. How de national framework can envolve to integrate formal teacher's induction and mentoring programmes.

There are two main factors that have the potential to drastically improve the development of an induction system in Spain. The first one is the current broad consensus among key stakeholders and researchers across the system regarding the need to reform and improve the way new teachers enter the profession (Egido, 2021). Moreover, it is commonly argued that the introduction of an induction or mentoring system should not be seen as an isolated mechanism, but one fundamental step within a broader reform including ITE, CPD, and a deeper rearrangement of teachers' professional career (Manso and Garrido, 2021).

The second and probably most important factor is the new education law passed in 2021, the LOMLOE, and its promise to introduce, within a year, a specific proposal to transform ITE, CPD, the entrance into teaching and the development of a teacher career. This new law has been received both with enthusiasm and caution, given the abovementioned difficulties to translate educational laws into concrete programs and practices and the dual system of governance in place. In short, the new law explicitly addresses many of the recommendations and proposals made during the last years (e.g. REDE, 2019), which include:

- The improvement of the access and selection to ITE.
- Increasing the quality delivery of ITE programs.
- Deepen the grounded practice nature of ITE programs and the innovation of preservice experience more generally.
- The alignment of teachers' programs and the development of a truly holistic ITP system.
- The creation of feedback loops among education authorities and the support for more interagency collaboration.
- The implementation of a residency model strongly inspired by the medical residency model, which will become the central induction resource for new teachers entering the profession.

This law, and its promise to guarantee the resources and evaluative processes needed to fulfill them, has opened an historic window of opportunity to finally respond to the isolation of new teachers in Spain. Further, this top-down initiative can and must learn from these scattered but growing experimental practices currently taking place in different regions in Spain described in the previous section. Local and regional authorities need to learn from, and support further, these innovative, and contextualized efforts, identify international practices with a sounding evaluation.

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The challenges awaiting ahead are not small. First, a broader consensus among regional political bodies, universities and schools needs to be achieved. To this extent, national authorities must strengthen the decentralization of competences, while regional authorities should in turn give more autonomy to universities and schools, to promote partnerships among different players and between public and private organizations.

Second, education expenditure must reach at least a 5% of the national GDP to secure the investment needed to reform the existing ITP system – explorative costs stand at around 1.5M - and introducing a national induction scheme based on a residency/mentoring model – with an estimated cost of 0.7M (REDE, 2019). Finally, these reforms need to implement a long-term view, for these changes will need time to implement, for stakeholders and professionals involved in the reform of teachers' career need time to learn, adapt and implement these changes.

1.7. Other relevant issues that emerged from the National Research.

There are three relevant issues that any future intervention aiming at implementing a coherent system of induction of mentoring will have to address. First and foremost, the need to focus on the experience of teachers rather than on the status of teachers when targeting who and when is eligible for induction. As discussed, many teachers in Spain spend their first years as interims or substitute teachers, while many other fully accredited teachers - who formally go under that 1-year induction time - have already spent years working in different schools. Therefore, it is not surprising that recent research has shown that teachers in general can argue that mentoring and induction programs are needed while, at the same time, claim that their overall experience entering the teacher career is good or good enough (Manso and Garrido, 2021). There hard, initial years, are assumed and rather seen as the natural early years in the profession (Paniagua and Sánchez, 2018).

This issue goes hand in hand with contradictory, if not challenging, data coming from TALIS. Regardless of whether the induction system in Spain is inexistent or inefficient, teacher satisfaction and self-perfection of readiness is very high. Teachers in general, not only in Spain, consider themselves well or very well prepared for their profession, no matter how noisy the debate around teachers' career is. In an age of growing uncertainty and educational challenges, some schools and teachers engage in processes of innovation and the creation of communities of practices or learning communities. However, many others advocate for and engage in a defensive fallback on "tradition" and corporativism, which can pose serious barriers for these induction reforms to take place. This is particularly important given the existent bureaucratic procedures for entering the profession and gaining a public position in a school. If induction and mentoring schemes are accompanied with a rigorous system of selection, accreditation and evaluation at different stages of the ITP system, teachers and teacher union can find these at threatening and therefore try to subvert or undermine – if not explicitly resist – reform policies along these lines.

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Finally, this review has identified and ongoing debate regarding ITE vs. induction reforms. There are voices coming from universities arguing that an induction system can only come after ITE reform is fulfilled, or at least after more opportunities for grounded and pre-service practice is introduced, which is a priority for secondary teachers. The current attention placed on the residency model should not be disentangled from other goals regarding ITP as a system, and the overall creation of a continuum of teaching training, entering the profession and progressing in their careers. Otherwise, the idea of mentoring can be wrongly seen as to divert the attention from transforming and aligning ITE and CPD systems and the need to transform and diversify teachers' careers in Spain.





(Section 2) Teachers needs and motivations for their career

In this section, the report presents the findings of the surveys of the three target groups: new teachers, experienced teachers and school leaders. In total, 48 experienced teachers, 22 new teachers and 19 school leaders took part in the surveys. are professionals in pre-primary, primary and secondary education, all of them from the area of Catalonia. They work in the public sector, but also in the charter school sector (private schools with public funding). As already mentioned in the first part of this report, the double network of schools with some form of public funding is a relevant issue for understanding the Spanish education system and is also relevant when implementing measures, reforms and innovations in curricular, pedagogical and organisational aspects, such as the implementation of induction and mentoring programmes.

2.1 Perception, Satisfaction & Motivation

Teachers, in relation to their identity as teachers, declare their comfort and satisfaction with their profession. This view is shared by both experienced teachers and teachers who have just joined the system. Motivation about their profession scores the highest. And the vast majority see themselves as lifelong teachers. Commitment and motivation throughout their professional life are the axes on which the perspective from which they perceive themselves moves. In any case, both experienced and novice teachers vary their answers when it comes to assessing a possible professional diversification and the option of becoming mentors for novice teachers. Here the answers are more evenly spread. Novice teachers, logically, see this perspective as much more distant than experienced teachers do.

2.2 Initial Teacher Training

Initial training is seen as insufficient in all aspects. The area in which teachers see themselves as best trained when they leave initial training is that which deals with aspects related to the knowledge of a discipline, or of subjects: "Looking back, my initial training was poor in all respects, we were only taught and trained in subject knowledge, very little didactics and very little psychology. When we started to work, everything was shaky".

The teachers as a whole say that, as far as emotional aspects and administrative-bureaucratic aspects are concerned, they had little preparation. The new teachers did report a better assessment of the initial training in pedagogical and didactic aspects.

In general, the teachers who responded to the surveys shared the lack of training in aspects such as pupil behaviour problems, relations with families and family participation in the classroom and school, and socio-cultural diversity in the classroom. They also lack more training in pupil self-assessment, classroom assessment strategies, co-teaching and cooperative work with pupils. This is how one of the informants put it: "Diversity was also not dealt with in the initial training in the case of teaching I was given little information on how to deal with students with special needs in the classroom. In my case I was never informed about the different types of schools in the country: one-track, two-track, rural schools and how each school functions. As you can see sometimes a lot of theory is given and a lot of practice in the daily life of a school is missing".





Another teacher points out that "it is much more important to know how to manage a group of classes and to have a command of motivational learning methodologies than of the conceptual part. Knowing how to energise and motivate students to be part of the class group and to be responsible for their learning is decisive".

Aspects related to confidence and self-esteem are seen as aspects that are not sufficiently worked on in initial training: "I was not helped at all to have self-confidence, I was given too many hours listening to teachers and too few opportunities to put myself in front of a group and make proposals dynamic. I was not prepared for meaningful teaching. I could have done with some basic emotional and self-esteem support to be able to do this in front of children who depend on you. I was not given any tools for respectful communication or group management. The most valuable thing was what I experienced from the internship because I had a very nice mentor who helped me a lot and trusted me and my abilities. They gave me a minimum knowledge of didactics, which I didn't apply at all among my colleagues, they only told us about it, but we didn't practice anything and without practice you don't learn anything".

In their case, school heads (or members of the management team) point out that in their initial training they were not prepared for relationship, communication and mediation skills, aspects that they have later perceived as very important in their leadership activity in schools: "The basic skill of knowing how to be together with colleagues in the teaching staff at all times is fundamental to be able to coexist with a diversity of opinions, ways of working...". Finally, the teachers as a whole, in their three different profiles, value the practices they did during their initial training and the help they received from other teachers, both in the initial training practices and in their first steps in the profession. One of the teachers points to the accompaniment of experienced teachers who provided mentoring in a disinterested and unofficial way: "It helped me a lot to be able to apply a didactic programme prepared with all the materials offered to me by a teacher who taught Catalan in the first year at the trainee school where I was. It also helped me to work in the trainee school with the music teacher. Another teacher helped me to rectify a didactic proposal to work on a project "food and health" in the form of worksheets. Another teacher helped me to put into practice a very good idea I had, but did not have enough experience to apply it. They were all help from people who appreciated me and wanted to help me, but they were also really few considering the many schools I have worked in".

2.3 Induction Programmes

Thus, the teachers who responded to the surveys indicated that they would have liked to have had some kind of induction training and that they did not have access to a training plan, not even in the first school where they worked. This is how an experienced teacher put it: "I was given advice on how to prepare tasks with the pupils, I was shown examples of worksheets, teaching proposals, ...if I was lucky enough to find friendly teachers, but not always! The vast majority of my early days as a teacher were spent feeling "alone in the face of danger" and this continued until I had acquired many years of practice and self-confidence." Some novice teachers raise the precariousness and problems of constantly changing schools in the first years of starting out, and miss being able to spend a whole year in the same school: "I think we were missing a course from September to June in one school to be able to learn and see a course in a global way". is the problem of substitute teachers which has already been discussed in the first part of this document. They hardly received any training in organisational aspects and professional obligations (timetables, lists of students, meetings...).





The most widely accepted definition reflecting the way teachers perceive the term "induction" is the following: "Induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job." The other definitions fall far short of this first definition. All three target groups strongly believe in the value of induction programs mainly as a tool to strengthen teaching skills on the job but also for motivating new teachers.

Half of the new teachers, the school leaders and the experienced teachers believe that the duration of such programs should be one school year. The answers, though, of the three target groups converge when it comes to the number of hours that a teacher initiating his/her career can devote to induction activities on a weekly basis. most groups believe that they could dedicate 3-4 hours per week to the activities of an induction program. Among the different types of practices and activities proposed in the survey, all were considered relevant and useful and there is a remarkable balance of responses between them. Perhaps they do not find simulation activities and the completion of a portfolio as relevant. Everything that involves personal contact, shared experience, immersion activities, are highly valued by all three groups.

In relation to the aspects that would need to be addressed in an induction programme, the informants distributed their assessments in a very balanced and shared way with all the needs in the five areas that were put to them:

- Didactical-pedagogical area
- Subject area
- Bureaucratic and administrative area
- Emotional area
- Social and cultural area

We can detect one concern shared by all three groups of informants, and that is the behavioural problems of current pupils. If we go into a little more detail by areas, we can highlight the following:

- Didactical-pedagogical area: teachers value the possibility of having strategies to engage participation in the classroom, improve attention to students with special learning needs and/or disabilities and have educational resources, and support materials.
- Subject matter area: teachers value the updating in the respective areas and the identification of the competences associated with learning in the respective subject.
- Bureaucratic and administrative area: teachers believe it is necessary above all to be up to date in matters related to rights and duties.
- Emotional area: Respondents expressed the need to improve their personal training in order to cope with personal uncertainty, fears and insecurity.
- Social and cultural area: the relationship with families is a key factor that appears in different sections of the survey and has become a central issue in the teaching function.

Some of the interlocutors' assessments point to the need for sufficient time for induction training. They are concerned about the excessive bureaucratic burden: "We have a lot of work to do in order to facilitate

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administrative management. That would be too long an answer, there are many things to improve. I say this because in an induction programme you should talk about things that new teachers will find difficult to understand at first, there are so many things! I think that the mentor teacher should not have so much bureaucratic work in the current timetable we have. It would be good to allocate more hours at the school to be able to carry out these tasks.

The qualitative assessments insist on the need to specify the conditions of training, in addition to strengthening the contents already outlined in the survey.

2.4. Mentoring

Mentoring is defined by the majority of the participants in all three groups as "a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth." Also, a quarter of respondents put the following definition of mentoring in second place: "a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices".

The vast majority of participants in all three groups believe that a formal induction programme should be based on peer mentoring activities with experienced teachers. The participants of all three groups rate the mentoring activity very positively as a professional possibility for experienced teachers. This group considers 100% affirmative that, indeed, the teaching career should provide experienced teachers (more than 20 years of experience) the opportunity to become mentors of their peers initiating their careers. In the groups of novice teachers and school leaders, the percentage is 85%.

The majority of participants in all three groups express the need for mentors not to leave the classroom and to combine mentoring with teaching. They believe that a balance should be struck between teaching and mentoring, and that ideally the mentor should spend between 25% and 50% of his/her time on mentoring activities, but there are some differences between the three groups. The majority of the management team members rank 25% as the preferred option. Perhaps school heads see organisational problems in managing a mixed professionalism (mentoring-teaching) in the school they manage. Experienced teachers mostly consider a dedication of 50%. Novice teachers are in an intermediate position in relation to the other two groups. They also value positively the fact that the mentor is a professional from the same educational centre.

Among the various characteristics of a mentor, the ones most highlighted by informants are the following:

- Domain of didactical-pedagogical strategies and practices.
- Professional experience in teaching and learning fields
- Willingness to invest the necessary time to support mentees.
- High interest in being mentor and supporting mentees.
- Ability to actively listen and communicate effectively with me.
- Ability to respect different perspectives and positioning.
- Ability to work in a team and embrace collaborative cooperation.

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It must be said, in any case, that all scores are very balanced and all mentor competences are seen as very necessary. The results endorse a figure with co-communicative skills, empathetic and motivated to perform the role of mentor, with relevant teaching experience and with the ability to put themselves in the other person's shoes, to work cooperatively and to relate to the environment.

Concretando un poco más las competencias del mentor, éstas son las seis competencias más valoradas por las personas participantes en la encuesta, según el grupo (experienced teachers, school leaders and new teachers.

	School Leader	New Teachers	Experienced teachers
Domain of didactical-pedagogical strategies and practices.	x	x	x
Professional experience in teaching and learning fields	x		x
Willingness of investing the necessary time to support mentees.	x	x	x
High interest in being mentor and support mentees.		x	
Ability to actively listen and communicate effectively with me.	x		x
Ability to establish a trustful and friendly relationship with me.			
Ability to share his/her experience and expertise.	x	x	x
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	x	x	
Ability to work in a team and embrace collaborative cooperation.		x	x

As can be seen, there is a great deal of overlap in the six competences selected, out of a list of 19 competences.

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Finally, it should be noted that the participants (school leaders and experienced teachers) state that they do not have specific training to become mentors, although half of them are motivated to share experience and knowledge with new or younger teachers. But they lack resources, time, conditions and training. All teachers express their interest in participating in an initiative such as LOOP but it is not so clear that they are able or willing to involve their educational institution.

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

All teachers express their interest in participating in an initiative such as LOOP but it is not so clear that they are able or willing to involve their educational institution.76.9% of the people who are part of school management teams who responded to the survey stated that their school has not implemented any induction plan. The remaining quarter are schools that have organized some kind of induction plan for new teachers joining their school for the first time. These induction plans are not exactly an induction plan but are strategies that are implemented within an overall school quality management framework.

All school leaders believe that their schools would or at least could benefit from organising mentoring-based induction programmes. In all aspects of the survey. Perhaps the least valued aspect is the fact that mentoring can serve to increase the attractiveness of the school to potential professionals (new and experienced). All aspects that have to do with career development, professional promotion, etc., are not very well represented in the results. This is an aspect of the teaching profession that needs to be improved in Spain and this is reflected in the participants' evaluations.

2.6 Conclusion to the section

All responses highlight the need to move forward in the establishment of induction plans and strategies for the training of mentors. Everyone is convinced of this. Perhaps a relevant aspect that is raised more or less explicitly in the comments of the surveys is the need to articulate clear conditions, especially in terms of time and dedication to the mentoring function, in order for it to be effective. Some elements linked to the teaching career in Spain, as well as the temporary nature of the teaching positions held by our new teachers, make it difficult to effectively implement an induction plan that is meaningful and useful for individuals and for the education system as a whole.



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

The report will present the findings of the interviews and of the national focus group. As in the previous section, the teachers who have been interviewed and who have participated in the focus group are professionals in pre-primary, primary and secondary education, all of them from the area of Catalonia. They work in the public sector, but also in the charter school sector (private schools with public funding).

3.1 Induction Programmes

All teachers, both experienced and novice teachers, as well as teachers who are part of management teams in schools, clearly state that there is no formalised and consistent structure for entry into the teaching profession. There are some government initiatives in the form of materials and documentation for entry into the profession, and also one of the novice teachers reports having taken a short course in her own institution in a secondary school. However, its relevance, according to her, is low and very much focussed on administrative aspects.

All the new teachers interviewed agreed that there was indeed a shock with reality, and that they were not prepared for this entry into the profession. This is why all the participants categorically express an interest in improving access to the profession and initiatives such as the Loop project aimed at establishing improvements in access to teaching. In contrast to what was detected in the questionnaires (see previous section), the criticism of initial training is nuanced, not categorical. A certain difference is made between initial training and professional practice, and in general it is not considered to be very deficient. It is understood that initial training is correct, but the fact is that the reality of our schools is very shocking and reality is a strong shock, which makes it difficult for initial training to deal with it.

In any case, with regard to initial training, the novice teachers particularly point to the work placements as the part of the training that helped them the most in entering the profession. Two of the three novice teachers participated in placements in foreign schools thanks to the European Erasmus programmes, and they say that these situations are useful because of their immersive experiences. Some experienced teachers recall their experience in other non-formal educational settings (e.g. scouting, etc.) as factors that helped them to get started in the profession. It is interesting to note that these are real experiences of immersion in an educational setting and practice. From this point of view, all proposals should promote immersion in reality and not be limited to more or less general courses that run the risk of remaining superficial in terms of what the teaching function is.

The teachers with teaching experience say that one factor that benefited them in their incorporation into the education system was the fact that their entry into the profession coincided with the implementation of a new education system (LOGSE law reform of 1990) which was a time of great activity and also of tensions in schools: "we did a lot of training but we could also see the strong resistance to change on the part of other colleagues in the profession", says one of the experienced teachers.

We have already noted that the majority of teachers (experienced and novice) point out that there is a lack of structured and sufficient formal accompaniment. On the other hand, the majority of teachers

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point to the role of the "parallel" teacher as a fundamental form of informal support, and therefore without formal recognition. In many schools in Catalonia and Spain, there are two groups of pupils of the same age at each level, in infant, primary and secondary education. This is why the role of the teacher of the other class, the parallel class, takes on a special role. This figure already allows us to orientate the profile of what a mentor should be, in the sense that the new teacher feels accompanied by those professionals who are in the same situation (same age level of the pupils, same school, same official curriculum...) and this must be considered when implementing an induction programme.

When asked which of the five key areas (didactic-pedagogical, school subject, bureaucratic and administrative, emotional and social-cultural) they considered to be under-represented in initial teacher training, they generally expressed the difficulty of dealing with classroom management. But this classroom management must be understood from two points of view: on the one hand, the management of diversity and the personal and group needs of pupils; on the other hand, management in terms of time, space, work units and teamwork. We are therefore dealing with needs of a pedagogical nature in a broad and profound sense. It is not so much an expression of curricular or disciplinary needs, which also exist, but above all of how to act in the day-to-day classroom where we live with people who have to learn and who have very different backgrounds and environments. The people interviewed point out that classroom life is related to broader realities, with mechanisms that affect social relations, the relationship with families, with the community and with society in general.

In short, didactic or curricular aspects are not the aspects with the greatest needs, but these changes depending on the stage of education. The new teacher who teaches at secondary level says that in the first year she had a great need for disciplinary training. This is due to the fact that often the post awarded by the system does not correspond to the speciality studied in the initial training: the post is obtained on the basis of conditions that do not correspond to the disciplinary training received. A teacher of social sciences may teach in related but different areas: history, geography, economics, anthropology, etc. A language and literature teacher may be teaching in a specific language (Catalan, Spanish, English, etc.) in which he/she has not been trained as a teacher. In general, however, subject content is not the main concern of new teachers, who have resources for finding bibliographical support, on the web, etc.

With regard to other areas of teaching, emotional management is also perceived as an area in which more training is needed, both in initial and in-service training. Teachers also understand the need to update aspects related to the administrative-bureaucratic area. These are seen as an unavoidable but easily solvable need and less relevant from the point of view of the teaching function in the classroom.

In general, there is unanimous agreement on the need for an induction course in the first years. Most are in favour of it being articulated in the first two years. There is a certain disparity of criteria because some teachers consider the first year to be very different from the second year. For other participating teachers, a two-year course allows a broader coverage of what would be the same start in the profession.

The interviewees do not specify basic criteria for the duration or periods of a hypothetical induction programme. What they do see as indispensable, however, is that training be combined with day-to-day teaching. In a mixed formula of alternation during the week or month. This applies both to new teachers and to the people who teach the induction course or act as mentors. Some participants pointed out that there are big differences between the first year and the second year, but this is not an obstacle to structuring a course in two years, as long as they are adapted to the needs of the novice teacher. In





general, all participants share the view of one participant that an induction training should serve to get "a wide toolbox, to use the one you need depending on what is happening, which maybe was not foreseen, but because you have enough tools, you can adapt to the new reality".

3.2 Mentoring

As far as mentoring is concerned, novice teachers consider it essential that it is carried out by practising teachers who combine mentoring with regular teaching practice. To be able to see how they work in the classroom, to share teaching strategies and to reflect together on the same practice. For experienced teachers and school principals, it is also relevant that mentoring is carried out by teachers without leaving the classroom. For them, it is important that mentoring is carried out by people with a specific motivation. Some of them say that they already mentor informally, because the need for team building is part of their basic concerns and, in this sense, the presence of new teachers means working to bring the whole teaching staff together. classroom. For them, it is important that mentor informally, because the need for team building is part of them say that they already mentor informally, because the need for team by people with a specific motivation. Some of them say that they already mentor informally, because the need for team by people with a specific motivation. Some of them say that they already mentor informally, because the need for team building is part of their basic concerns, and in this sense, the presence of new teachers means working to bring the whole building is part of their basic concerns, and in this sense, the presence of new teachers means working to bring the whole building is part of their basic concerns, and in this sense, the presence of new teachers means working to bring the whole building is part of their basic concerns, and in this sense, the presence of new teachers means working to bring the whole teaching staff together.

Members of the management teams and experienced teachers also highlight as an interesting aspect, the possibility of having recently retired teachers who have a great teaching background and who could be good mentors and the system would benefit from the wisdom and experience of this group.

All those questioned stated that the role of mentoring should be clearly recognised by the education administration. It is not so much a question of remunerating it with money, but also with other interesting incentives from a professional point of view (sabbaticals, time, links with the university, etc.). Extrinsic incentives are one thing, but the profession-specific incentives that have to do with gaining time, with the calendar, with the timetable are another thing. With the possibility of participating in projects outside the school, in other centres, in the university, etc. They do not want a bureaucratised mentor, but rather a non-standard, individualised recognition...

According to school heads, both the induction programme and mentoring have to be closely linked to the school's pedagogical project and with strong leadership from the management team. They consider that schools have a positive role if they have the capacity to transmit values and knowledge that are considered meaningful for the community; if this is not the case, the school ceases to be a place of training and education.

Thus, both the induction programme and mentoring need to be contextualised in terms of the specific workplace and position. This is relevant, but at the same time complex, since in the public system, many new teachers change schools every year and it is not until several years after joining the system that they are able to consolidate in their own, definitive position in a particular school.

Consequently, a particularly essential element of teacher education arises, which is not to teach how to teach, but to teach how to continue learning in different school contexts.

For experienced teachers, playing the role of mentor can indeed be a professional stimulus, a recognition of their career and the possibility of making their experience known and being able to share it. Above all, it is the possibility of contributing to strengthening the teaching capacity of new teachers so that their

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individual action can be shared with colleagues in a progressive construction of professional culture, which is still weak in the teaching field. And also to help to train them in contextualised learning based on school tasks, but also open to the outside world and related to the life of the students and their environment.

3.3 Conclusions to the section

In general, there is little knowledge of induction programmes or systematically organised mentoring experiences. However, some principals and experienced teachers have autonomously participated in the creation of small experiences, arising from their own schools or associations of schools, to organise programmes for the reception, accompaniment and mentoring of new teachers. Always from their own initiatives, not from the national or regional education administration. In any case, the question of the incorporation of new teachers is increasingly seen as a central element in the improvement of the education system and there is interest and attention to learn about new experiences and proposals. Not only those that may come from educational administrations but also those that may arise from school networks, teachers' associations or European projects such as the present LOOP project.

Another aspect that has emerged repeatedly in the conversations with teachers, in all three categories, there is also a strong interest in the promotion of co-teaching formulas, as a very valuable instrument for shared training.

The need for close collegiality, for feeling part of a team, for feeling that one is accepted in a school, is an important issue for new teachers. They see the loneliness of the early days as a teacher as a feeling that should be avoided, and therefore all forms of professional collaboration are necessary. Co-teaching is also seen as a lever for change and innovation in schools.

Finally, some teachers raise doubts about which schools should take on new teachers. There are highly complex schools with students with many difficulties and in an environment that is not at all accommodating. However, it was also pointed out that for good training, the most important thing is the possibility of developing the beginnings of the teaching profession within powerful teams with great pedagogical capacity. The quality of the teams is perceived as more decisive than the conditions and social contexts of the schools.

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5. Annexes

- Surveys to school leaders
- Surveys to experienced teachers
- Surveys to new teachers
- Summary of interviews with experienced teachers
- Summary of interviews with school leaders
- Summary of interviews with new teachers
- Summary of Focus Group

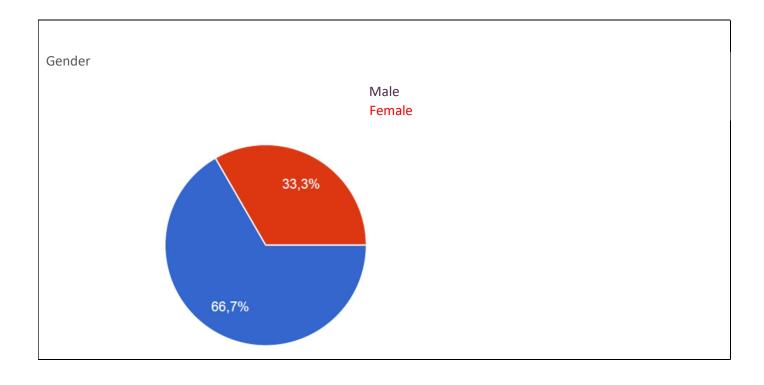


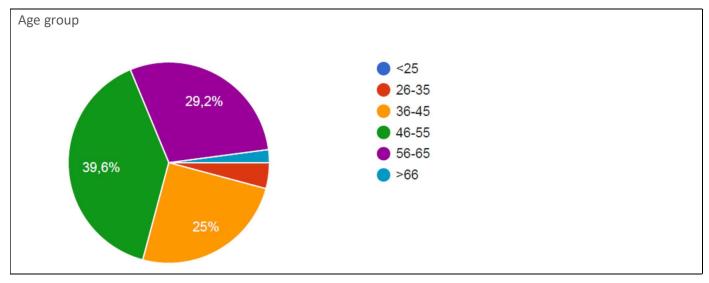


5.1. Survey to experienced teachers

48 results. Selection of the most relevant data

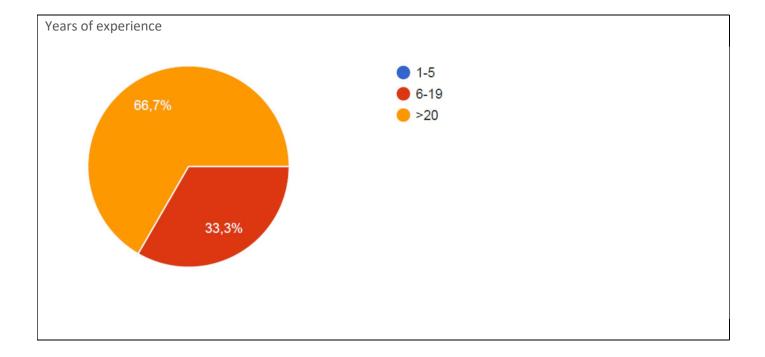
Some data from the respondents

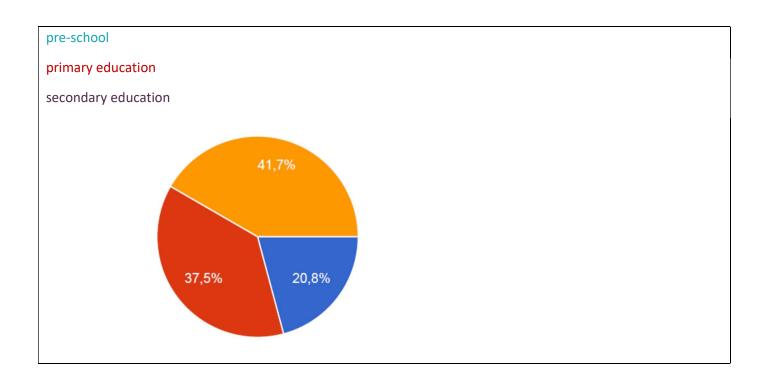
















Perception, satisfaction and motivation about teaching career. In the initial years of my teaching career...

	Totally disagree	Disagre e	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on didactical-pedagogical Knowledge and skills	6	18	15	8		1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on updating and/or deepening the content knowledge of the school subject(s) I would teach.	4	18	11	10	4	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on bureaucratic / administrative skills	20	17	8	1	0	2
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on the emotional skills	14	23	6	2	1	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on social/cultural skills	11	14	15	4	2	2

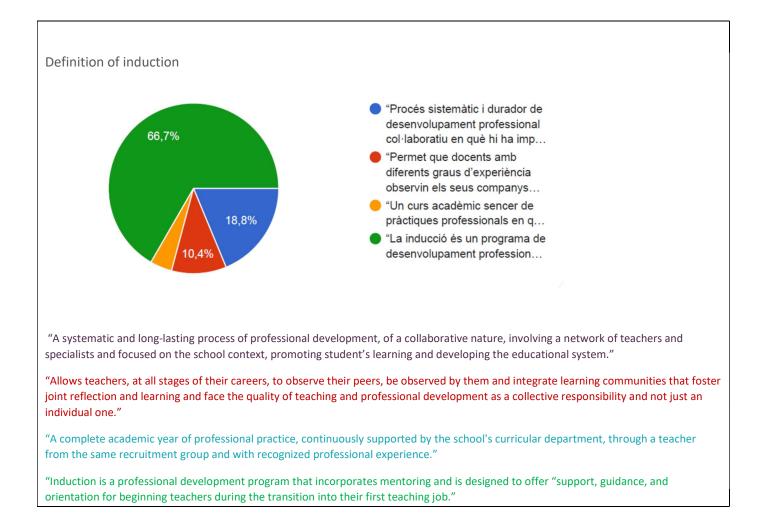
In the initial years of my teaching career...

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on didactical-pedagogical Knowledge and skills	8	15	5	16	5	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on updating and/or deepening the content knowledge of the school subject(s) I would teach.	7	15	10	13	10	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on bureaucratic / administrative skills	15	22	5	5	1	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on the emotional skills	15	22	4	7		
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on social/cultural skills	22	9	9	6	2	
I had received informal support from experienced teachers during the initial stage of my career		2	1	14	29	2
The school(s) where I've worked in the first years of my career, had their induction programme where experienced teachers supported the beginners		22	9	9	6	2
I would have appreciated the opportunity of having participated in a formal induction programme with mentors' support		2	1	14	29	2
The participation in an induction programme with mentor support would have improved my professional performance and social/cultural inclusion at school		2	7	14	23	2





About Induction

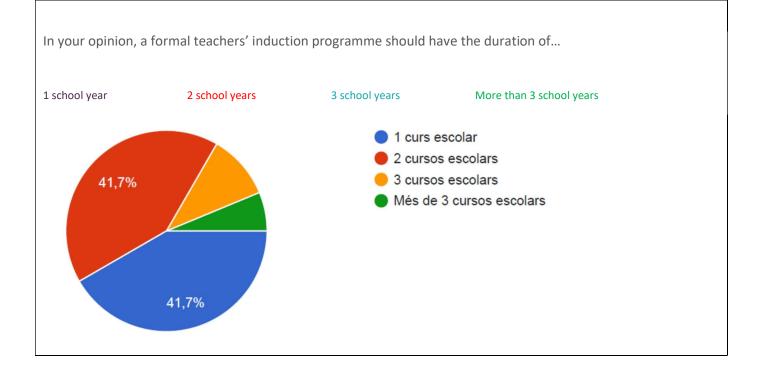


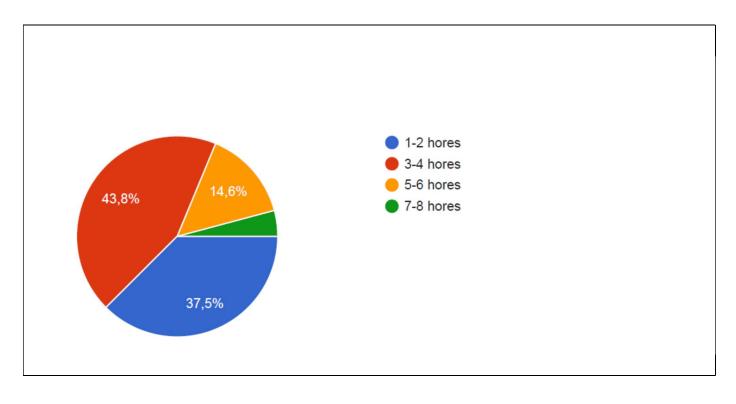
In your perspective, formal induction programmes are needed...

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
to motivate teachers at the beginner level	1	2	4	17	23	1
for the reinforcement of competences on the job			4	15	28	1













A formal teacher induction programme will have to rely on multiple types of practices and activities. From the examples below, which ones are relevant?

	Totally irrelevant	Irrelevant	Neither relevant	Relevant	Totally Relevant	Not applicable / I do not know
Assist classes of experienced teachers of the same subject(s)			1	16	31	
Assist classes of experienced teachers in another subject(s)			8	24	16	
An experienced teacher of the same subject(s)assisting my classes	1	1	13	16	27	
Regular 1:1 meetings with a mentor to discuss observed classes			1	14	33	
Regular group meetings with teachers initiating their careers to exchange experiences and practices			3	18	26	1
Participate in classes simulation with teachers initiating their careers	2	6	18	12	10	
Reflective learning portfolio	1	4	11	19	12	1
Observational visits to other schools		1	11	15	21	
Be involved in a network of teachers	3	1	8	16	19	1
Integrate a school club/project		2	14	19	11	2

From the examples below, which ones are relevant to be included in the didactical-pedagogical area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Managing curricula		6	11	23	8	
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation		1	5	17	25	
Student's evaluation: continuous learning assessment			6	29	13	
Adapting classes and evaluation to students different learning styles			2	18	28	
Strategies to improve and keep alive students' motivation			1	9	36	2
Strategies to engage less participative students			2	13	31	2
Preparing appealing educational resources, exercises, and other support materials			3	16	28	1
Managing group/collaborative work in the classroom			6	13	29	
Dealing with students lacking discipline in the classroom			5	12	29	2
Dealing with problematic behavior students			5	12	29	2
Dealing with students with special learning needs and/or disabilities			2	12	32	2
Planning/preparing classes using mixed teaching methods approach)			7	18	21	2





From the examples below, which ones are relevant to be included in the subject area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
What can I take from other subjective areas that is useful for my classes		2	9	29	17	1
Identifying and promote competences associated with key learning outcomes			4	21	23	
Updating my knowledge with the most recent advances with regards to the content of the school subject(s) I teach		1	3	21	23	
Adapting the content of the school subject(s) I teach to the readiness of my students		1		13	33	1
Integrating the school strategies during the curriculum implementation			8	26	13	1

From the examples below, which ones are relevant to be included in the bureaucratic and administrative area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Legislation and legal aspects related to the teaching profession	1	1	17	26	3	
School administrative procedures	1	1	20	17	8	1
Class management administrative procedures		2	11	25	10	
Duties and rights (legal)		4	12	22	10	
Career development information	1	1	9	24	12	1

From the examples below, which ones are relevant to be included in the emotional area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Self-confidence			2	9	36	1
Conciliation between professional and personal life		1	5	22	20	
Dealing with fears and insecurities related with student's misbehaviour		1	2	9	36	
Dealing with fear to deal with families (parents and guardians)		1	4	14	29	
Dealing with fears and insecurities related with working with peers and school leaders		3	4	19	22	





From the examples below, which ones are relevant to be included in the social and cultural area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Know-how to act according to the values and principles of the teacher's profession			5	18	25	
Know-how to manage the curricula, planning the work and the key learning outcomes		1	5	23	19	
Assimilate the school culture		2	10	22	14	
Knowing the school code of conduct			9	24	14	1
Interacting with peers			2	15	31	
Interacting with parents			4	13	31	
Interacting with students			1	2	44	1
Interacting with local school authorities and other external stakeholders	1	4	13	23	7	
Dealing with students with diverse cultural background		1	2	10	35	

From the definitions identified below, please select the one that better fits your understanding of "mentoring" (select one option):

"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 growth."



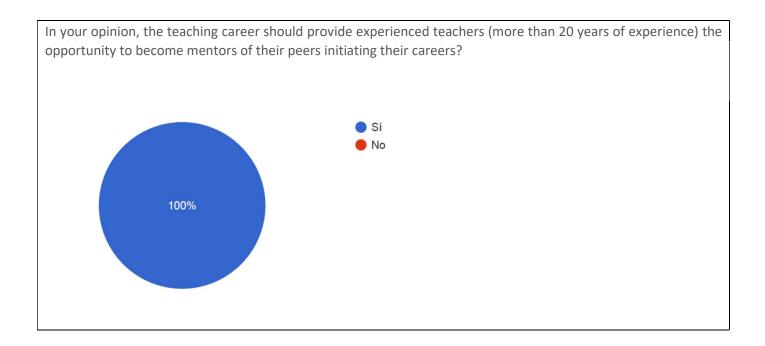




What is your perception about the relevance of the key features of a formal induction programme for teachers initiating their careers?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
A formal induction programme shall rely on peer-mentor activities with experienced teachers	1	1	5	21	19	1

About Mentoring



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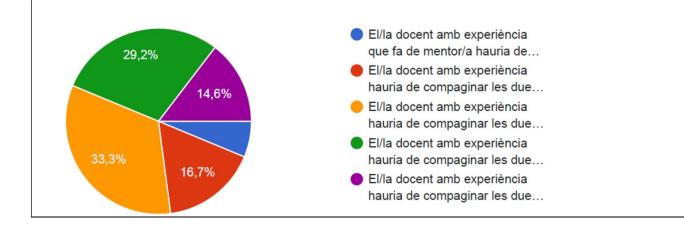
If you have responded "Yes" in previous question, should an experienced teacher become a full-time mentor or a balance between teaching time and time for mentoring time should be achieved?

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

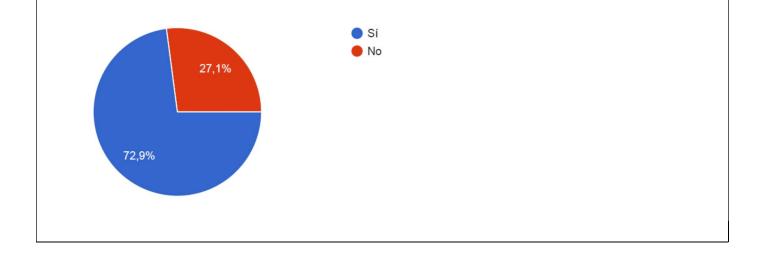
No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 50% of his/her time to mentoring activities?

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?

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



If you have responded "Yes", should the mentor be an experienced teacher of the same school or school cluster?







Considering the desired profile of a mentor, from the list of skills and competences below, which ones are the most relevant?

	Totally irrelevant	Irrelevant	Neither relevant	Relevant	Totally Relevant	Not appl/I don't know
Knowledge about the teaching subject in which provides mentoring.		1	9	18	20	
Domain of didactical-pedagogical strategies and practices.			1	7	40	
Knowledge of legal and bureaucratic aspects of the teaching profession and career.		1	15	21	11	
Professional experience in teaching and learning fields			2	7	39	
Willingness to invest the necessary time to support mentees.			2	7	39	
High interest in being mentor and supporting mentees.			2	9	37	
Value lifelong learning and continuous professional development.			2	12	34	
Knowledge related to the process of continuous professional development of the country.		1	11	22	14	
Ability to actively listen and communicate effectively with me.			1	7	40	
Ability to establish a trustful and friendly relationship with me.			7	17	24	
Ability to share experience and expertise.			2	10	36	
Ability to respect different perspectives and positioning.			2	8	38	
Ability to motivate me to accomplish the goals defined.			4	15	29	
Ability to encourage me to take risks and have initiative.			7	9	32	
Ability to provide concrete and constructive feedback.			1	12	35	
Capacity to provide concrete feedback			5	17	26	
Ability to overcome challenges and solve problems.			3	11	34	
Ability to work in a team and embrace collaborative cooperation.			2	7	38	1
Ability to create a friendly and encouranging environment			1	7	38	2

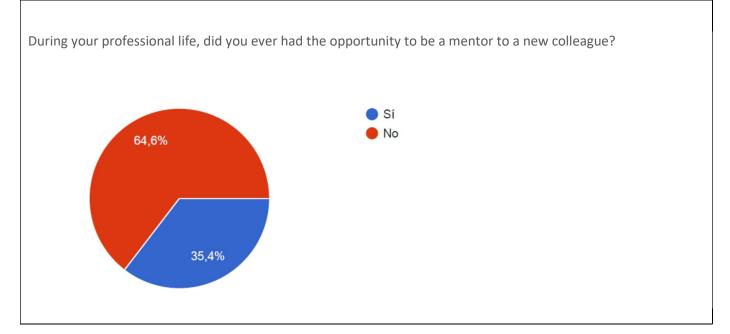
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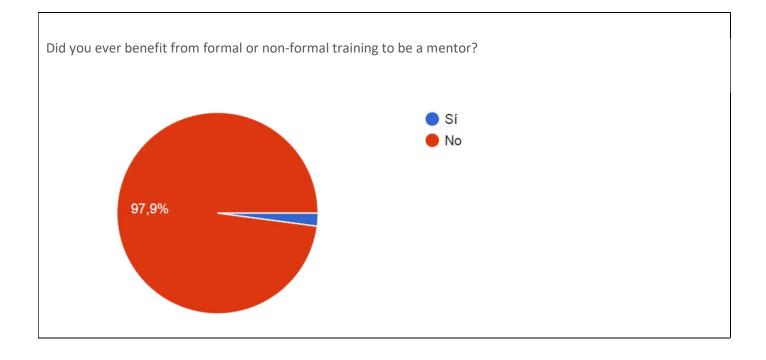
From the list of experience and competences identified in the following list, identify the 6 that, in your perspective, are more relevant in a mentor.

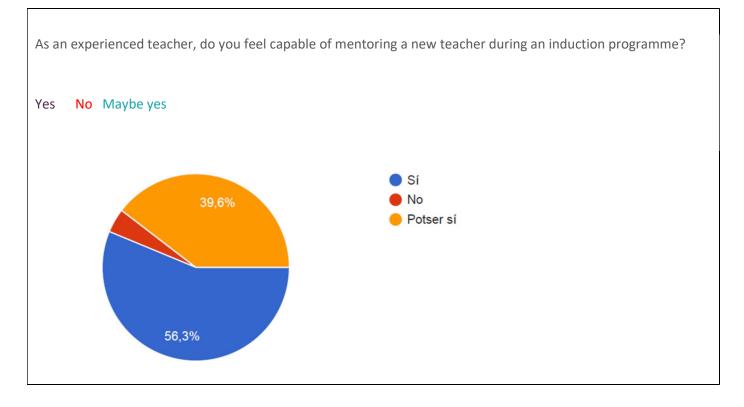
Knowledge about the scientific area in which provides mentoring.	16
Domain of pedagogical strategies and practices.	32
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	4
Professional experience in teaching and learning fields	31
Willingness of investing the necessary time to support mentees.	23
High interest in being mentor and support mentees.	18
Value lifelong learning and continuous professional development.	16
Knowledge related to the process of continuous professional development of my country.	1
Ability to actively listen and communicate effectively with me.	24
Ability to establish a trustful and friendly relationship with me.	12
Ability to share his/her experience and expertise.	24
Ability to respect different perspectives and positioning.	14
Ability to motivate me to accomplish the goals defined.	8
Ability to encourage me to take risks and have initiative.	12
Empathy	21
Ability to provide concrete and constructive feedback.	19
Capacity to provide concrete feedback	2
Ability to undercome challenges and solve problems.	8
Ability to work in a team and embrace collaborative cooperation.	26















What would motivate you to be a mentor?

The opportunity to diversify my teaching career, dropping my teaching responsibilities	3
The opportunity to diversify my teaching career, but keeping partially my teaching responsibilities	21
The possibility of sharing my knowledge and experience with teachers initiating their careers	45
Independently of other motivations that I might have to be a mentor, I would only change my career if an increase in salary was offered	1
Independently of other motivations that I might have to be a mentor, I would only change my career if a decrease in the total working time per week was offered	15

Imagine that you would have the opportunity of being a mentor of new/recent teachers in your school and of attending and participate in formal mentoring training. What would you need to know or have, to feel prepared to be a mentor? In your perspective what should be included in the training?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Definition and characterization of mentoring (relationship)	1		8	20	19	
Process and actors in a mentoring (relationship)		1	10	25	12	
Principles of a mentoring (relationship)		2	10	23	13	
The mentor in a mentoring (relationship): competences, characteristics and experience			10	20	18	
Understand the role and relevance of mentors in schools			6	24	18	
How to establish and maintain a mentoring relationship.	1		4	21	22	
Benefits of being a mentor	1		17	22	8	
How to start/be a mentor	1		11	20	16	
Access to strategies and tools to be used for effective mentoring relationships			4	15	29	
Examples of good practices			4	15	29	
Instruments for observing classes and the type of feedback used by mentors.		2	4	13	29	
Participate in groups of discussion with other mentors (peer-mentoring).		4	6	19	19	
Have regular meetings with a school's leaders to discuss the mentoring.	1	3	15	21	8	
Participate in forums/blogs to exchange experiences, strategies, know-how and supports with other mentors.		4	12	22	10	
Understand the needs and specificities of working with beginning teachers			3	38	17	
Prepare a plan for developing your work as a mentor.		1	5	24	18	
Ability to create a pleasant and motivating environment.		1	5	14	27	1

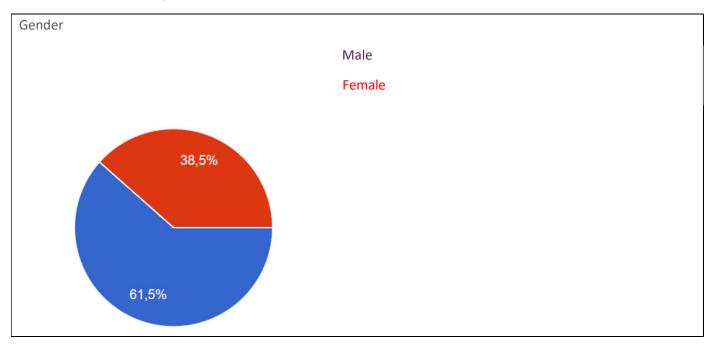


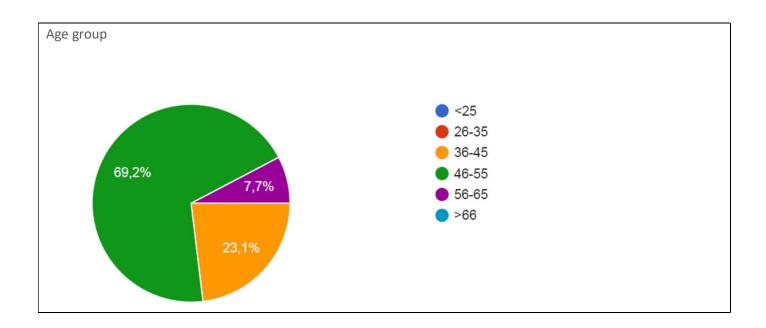


5.2. Survey to school leaders

19 results. Selection of the most relevant data

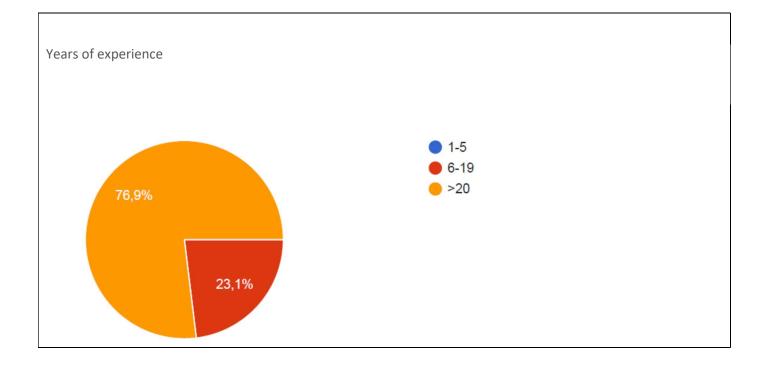
Some data from the respondents

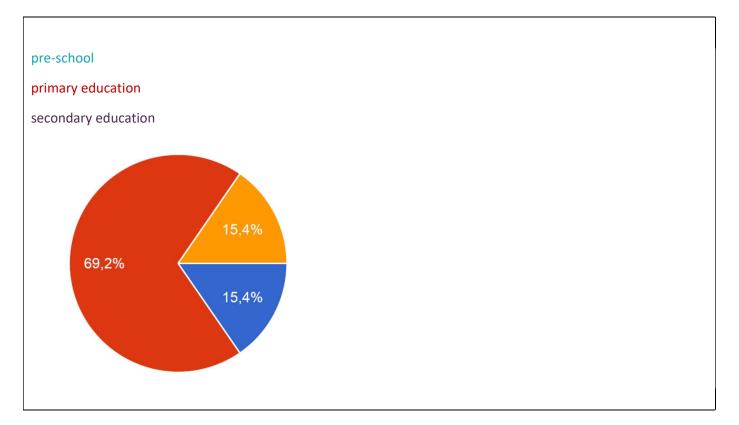
















Perception, satisfaction and motivation about teaching career. In the initial years of my teaching career...

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on didactical- pedagogical Knowledge and skills	1	7	6	3	2	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on updating and/or deepening the content knowledge of the school subject(s) I would teach.		4	6	7	2	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on bureaucratic / administrative skills	7	5	4	1	2	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on the emotional skills		6	7	4	2	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on social/cultural skills		6	7	4	1	1

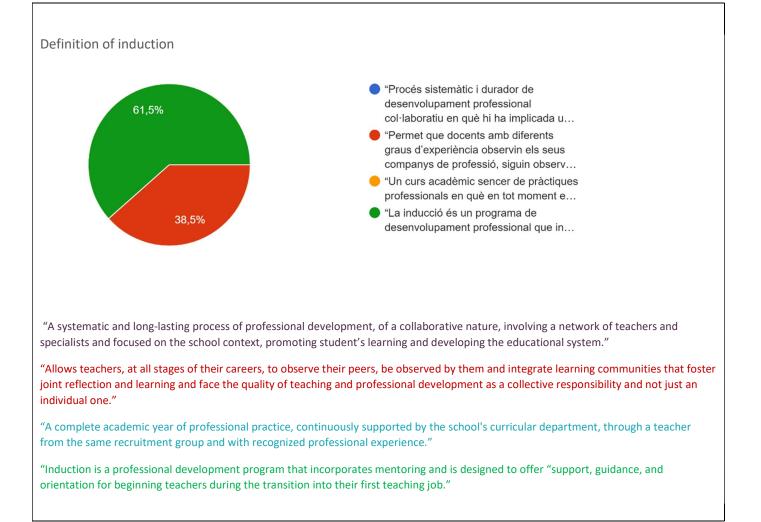
In the initial years of my teaching career...

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on didactical-pedagogical Knowledge and skills	1	8	3	4	2	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on updating and/or deepening the content knowledge of the school subject(s) I would teach.	2	6	2	6	2	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on bureaucratic / administrative skills	1	8	1	4	1	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on the emotional skills	1	9	3	3	2	1
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on social/cultural skills	1	9	3	2	2	2
I had received informal support from experienced teachers during the initial stage of my career	2	2	3	3	8	1
The school(s) where I've worked in the first years of my career, had their induction programme where experienced teachers supported the beginners	3	5	5	3	2	1
I would have appreciated the opportunity of having participated in a formal induction programme with mentors' support	1	1	3	6	8	
The participation in an induction programme with mentor support would have improved my professional performance and social/cultural inclusion at school	2	1	3	5	7	1





About Induction



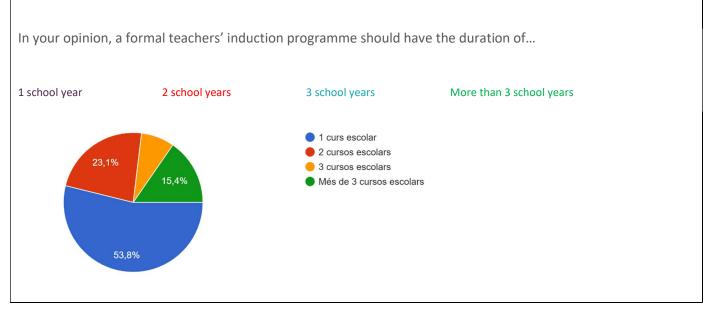
In your perspective, formal induction programmes	are needed
--	------------

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
to motivate teachers at the						
beginner level		4	2	5	8	
for the reinforcement of competences						
on the job				9	10	

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A formal teacher induction programme will have to rely on multiple types of practices and activities. From the examples below, which ones are relevant?

	Totally irrelevant	Irrelevant	Neither relevant	Relevant	Totally Relevant	Not applicable / I do not know
Assist classes of experienced teachers of			2	7	9	1
the same subject(s)		2	2			4
Assist classes of experienced teachers in another subject(s)		2	2	8	6	1
An experienced teacher of the same subject(s)assisting my classes			2	5	12	
Regular 1:1 meetings with a mentor to discuss observed classes			2	7	9	1
Regular group meetings with teachers initiating their careers to exchange experiences and practices			2	6	11	
Participate in classes simulation with						
teachers initiating their careers	1	2	6	5	4	1
Reflective learning portfolio		2	4	6	6	1
Observational visits to other schools		2	4	8	5	
Be involved in a network of teachers		2	5	7	5	
Integrate a school club/project		3	5	7	4	

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From the examples below, which ones are relevant to be included in the didactical-pedagogical area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Managing curricula			3	11	5	
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation				7	12	
Student's evaluation: continuous learning assessment				10	9	
Adapting classes and evaluation to students different learning styles				9	10	
Strategies to improve and keep alive students' motivation				10	9	
Strategies to engage less participative students				10	9	
Preparing appealing educational resources, exercises, and other support materials				10	9	
Managing group/collaborative work in the classroom			4	6	9	
Dealing with students lacking discipline in the classroom				10	9	
Dealing with problematic behavior students				9	10	
Dealing with students with special learning needs and/or disabilities				7	12	
Planning/preparing classes using mixed teaching methods approach)		2	1	10	6	

From the examples below, which ones are relevant to be included in the subject area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
What can I take from other subjective areas that is useful for my classes		2	4	9	4	
Identifying and promote competences associated with key learning outcomes				11	8	
Updating my knowledge with the most recent advances with regards to the content of the school subject(s) I teach			2	12	5	
Adapting the content of the school subject(s) I teach to the readiness of my students			2	7	10	
Integrating the school strategies during the curriculum implementation			1	8	10	





From the examples below, which ones are relevant to be included in the bureaucratic and administrative area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Legislation and legal aspects related to the teaching profession		1	4	9	5	
School administrative procedures				12	7	
Class management administrative procedures			2	12	5	
Duties and rights (legal)			2	8	9	
Career development information			1	9	9	

From the examples below, which ones are relevant to be included in the emotional area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Self-confidence				9	10	
Conciliation between professional and personal life			4	7	8	
Dealing with fears and insecurities related with student's misbehaviour				8	11	
Dealing with fear to deal with families (parents and guardians)			2	6	11	
Dealing with fears and insecurities related with working with peers and school leaders			2	8	9	

From the examples below, which ones are relevant to be included in the social and cultural area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Know-how to act according to the values and principles of the teacher's profession				12	7	
Know-how to manage the curricula, planning the work and the key learning outcomes				14	5	
Assimilate the school culture			2	10	7	
Knowing the school code of conduct			2	10	7	
Interacting with peers				11	8	
Interacting with parents			2	7	10	
Interacting with students				8	11	
Interacting with local school authorities and other external stakeholders		1	5	8	5	
Dealing with students with diverse cultural background			7	4	8	



About mentoring



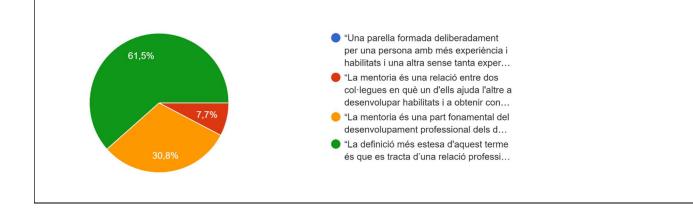
From the definitions identified below, please select the one that better fits your understanding of "mentoring" (select one option):

"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 growth.



What is your perception about the relevance of the key features of a formal induction programme for teachers initiating their careers?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
A formal induction programme shall rely on peer-mentor activities with experienced teachers	1	1	4	6	7	





In your opinion, the teaching career should provide experienced teachers (more than 20 years of experience) the opportunity to become mentors of their peers initiating their careers? Sí No 84,6% If you have responded "Yes" in previous question, should an experienced teacher become a full-time mentor or a balance between teaching time and time for mentoring time should be achieved? 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? No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate less than 25% of his/her time to mentoring activities? El/la docent amb experiència que fa de mentor/a hauria de dedicar el 100 % d... El/la docent amb experiència hauria de 45.5% 18.2% compaginar les dues tasques, però ha... El/la docent amb experiència hauria de compaginar les dues tasques, però ha... 9.1% El/la docent amb experiència hauria de compaginar les dues tasques, però ha... El/la docent amb experiència hauria de compaginar les dues tasques, però ha... If you have responded "Yes" in question 29, should the mentor be an experienced teacher of the same school or school cluster? Sí No 100%





Considering the desired profile of a mentor, from the list of skills and competences below, which ones are the most relevant?

	Totally irrelevant	Irrelevan t	Neither relevant	Relevant	Totally Relevant	Not appl
Knowledge about the teaching subject in which provides mentoring.			4	7	8	
Domain of didactical-pedagogical strategies and practices.				6	13	
Knowledge of legal and bureaucratic aspects of the teaching profession and career.			2	6	11	
Professional experience in teaching and learning fields				9	10	
Willingness to invest the necessary time to support mentees.				6	13	
High interest in being mentor and supporting mentees.				7	12	
Value lifelong learning and continuous professional development.				9	10	
Knowledge related to the process of continuous professional development of the country.		2	2	9	6	
Ability to actively listen and communicate effectively with me.				5	12	
Ability to establish a trustful and friendly relationship with me.			1	7	11	
Ability to share experience and expertise.				6	13	
Ability to respect different perspectives and positioning.				9	10	
Ability to motivate me to accomplish the goals defined.				7	12	
Ability to encourage me to take risks and have initiative.				7	12	
Ability to provide concrete and constructive feedback.				6	13	
Capacity to provide concrete feedback				9	10	
Ability to overcome challenges and solve problems.				7	12	
Ability to work in a team and embrace collaborative cooperation.				7	12	
Ability to create a friendly and encouranging environment			2	4	13	

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From the list of experience and competences identified in the following list, identify the 6 that, in your perspective, are more relevant in a mentor.

Knowledge about the scientific area in which provides mentoring.	5
Domain of pedagogical strategies and practices.	8
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	
Professional experience in teaching and learning fields	9
Willingness of investing the necessary time to support mentees.	8
High interest in being mentor and support mentees.	3
Value lifelong learning and continuous professional development.	1
Knowledge related to the process of continuous professional development of my country.	
Ability to actively listen and communicate effectively with me.	9
Ability to establish a trustful and friendly relationship with me.	1
Ability to share his/her experience and expertise.	8
Ability to respect different perspectives and positioning.	2
Ability to motivate me to accomplish the goals defined.	2
Ability to encourage me to take risks and have initiative.	3
Empathy	8
Ability to provide concrete and constructive feedback.	6
Capacity to provide concrete feedback	
Ability to undercome challenges and solve problems.	2
Ability to work in a team and embrace collaborative cooperation.	5

Does the school you represent has (or ever had) induction programmes based on mentoring activities to support the professional development of new/recent teachers?







In your perspective, the school you represent would benefit from having induction programmes based on mentoring activities to support the professional development of new/recent teachers? Yes Potentially yes No

If have responded "Yes" or "Potentially yes" in previous question, please identify the main reasons why the school will benefit from it, by identifying your level of agreement related to the following statements

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Higher motivation of all teachers to work in a team.		2	3	10	3	1
Better integration and engagement of new/recent teachers in the school setting and team.			4	7	7	1
Higher motivation of experienced teachers and engagement in the school's activities.			3	9	6	1
Potentiate the sharing and retention of knowledge among peers.			3	9	6	1
Increase the attractiveness of the school to potential professionals (new and experienced).	1	3	3	6	5	1
Increase the quality of the education and learning provided by the school.		1	2	7	8	1
Promote the lifelong learning culture in the school.			2	9	7	1
Build/reinforce the vision of the school as a learning organization.		1	2	9	6	1
Promote the knowledge about the activities taking place in the school and their impact on the school's results		1	3	10	4	1

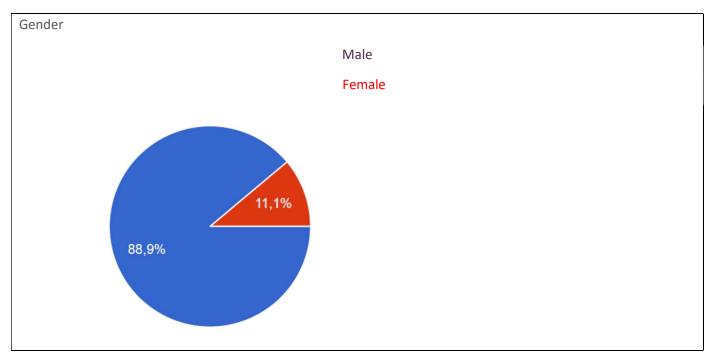


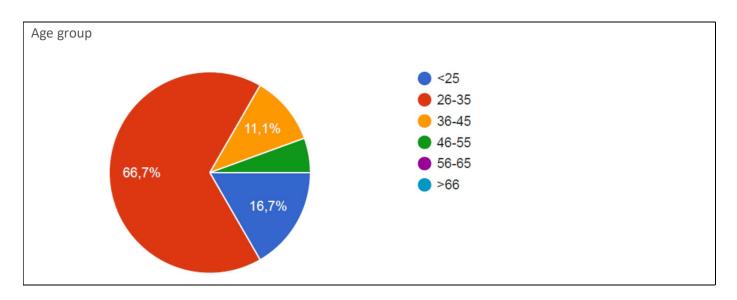


5.3. Survey to new teachers

22 results. Selection of the most relevant data

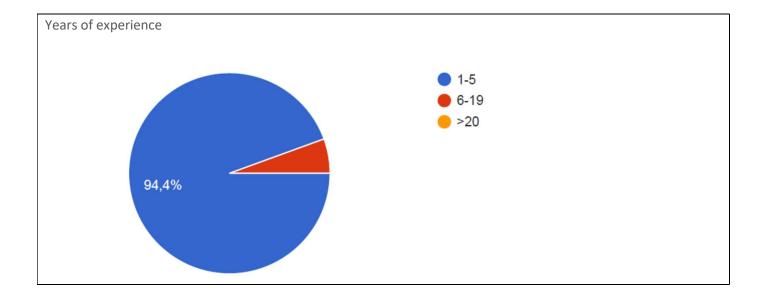
Some data from the respondents

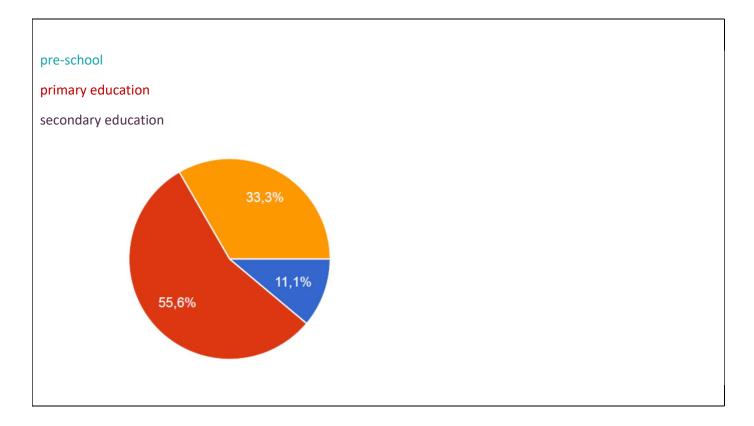
















Perception, satisfaction and motivation about teaching career.

Considering the opportunities that a teachers' career offers, what is your perception of the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
I feel empowered to do my job			1	12	9	
I am satisfied and fulfilled with my job				2	20	
I am motivated and committed to my job				4	18	
I feel integrate and supported by my peers in my daily work and when i have to make some difficult decision			5	11	6	
Looking to the future, I am happy with being a teacher during all my career			3	6	13	
I would like to have the opportunity to diversify my teaching career options, embracing other roles rather than teaching		4	5	8	5	
At a later stage in my career, I would like to have the chance to become a mentor for teachers initiating their careers			5	4	12	1

Going back to the moment you started your teaching career, how much do you agree or disagree with the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
My initial teacher training at the university prepared me well for my job at the pedagogical level (e.g. teaching management, differentiation of learning rhythms, etc)	2	6	5	5	4	
My initial teacher training at the university prepared me well for my job at the scientific level	2	4	7	9		
My initial teacher training at the university prepared me well for my job at the bureaucratic / administrative level (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc)	6	5	5	6		
My initial teacher training at the university prepared me well for my job at the emotional level (e.g. self-esteem, self-confidence, etc.)	2	5	8	5	2	
My initial teacher training at the university prepared me well for my job at the social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.)	2	4	7	8	1	





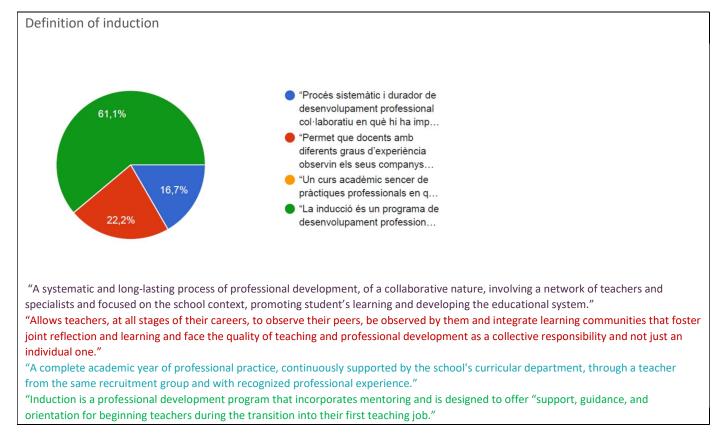
Considering the initial years of your teaching career, after leaving the university, how do you relate with the following statements?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not appl. I do not know
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on pedagogical skills	5	8	2	4	3	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on scientific skills	4	4	3	6	4	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on bureaucratic / administrative skills	6	8	5	3		
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on the emotional skills	5	6	4	5	2	
I had access to a formal continuous training programme to promote my induction in the teaching career with a focus on social/cultural skills	6	6	5	4	1	
I had received informal support from experienced teachers during the initial stage of my career	1	2	5	6	8	
The school(s) where I've worked in the first 5 years of my career, had their induction programme where experienced teachers supported the beginners	8	5	5	3	1	
I would have appreciated the opportunity of having participated in a formal induction programme with mentors' support	1		3	4	12	2
The participation in an induction programme with mentors' support would have improved my professional performance and social/cultural inclusion		1	2	6	12	1





About induction

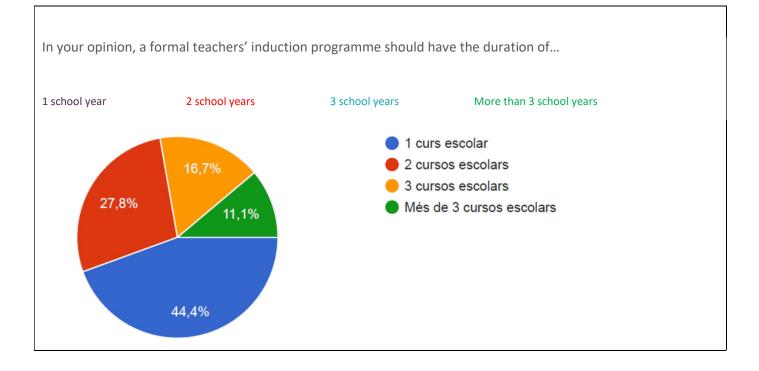


In your perspective, formal induction programmes are needed...

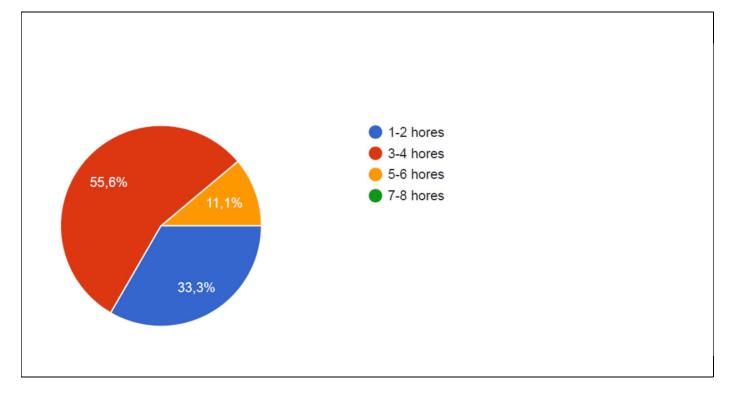
	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
to motivate teachers at the beginner level		1	2	7	12	
for the reinforcement of competences on the job				8	14	







In your opinion, how many hours per week a teacher initiating his/her career can devote to induction activities?







A formal teachers' induction programme will have to rely on multiple types of practices and activities. From the examples below, which ones are relevant?

	Totally irrelevant	Irrelevant	Neither relevant	Relevant	Totally Relevant	Not
	Intelevant			-		applicable /
Assist classes of experienced teachers in			2	9	11	
the same scientific area						
Assist to classes of experienced			6	9	7	
teachers in another scientific area						
An experienced teacher from the same			2	12	8	
scientific area assisting to my classes						
Regular 1:1 meetings with an				7	15	
experienced mentor to discuss						
observed classes						
Regular group meetings with teachers			2	10	10	
initiating their careers to exchange						
experiences and practices						
Participate in classes simulation with		4	7	8	3	
teachers initiating their careers						
Reflexive thematic and progressive		2	4	7	8	
portfolio						
Observational visits to other schools		2	4	3	13	
Be involved in a network of teachers			2	9	11	
Integrate a school project/club			3	7	12	

From the examples below, which ones are relevant to be included in the didactical-pedagogical area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Managing curricula		1	13	13	6	
Student's evaluation: effective assessment of learning outcomes Vs students' final evaluation		1		8	13	
Student's evaluation: continuous learning assessment		1	2	13	6	
Adapting classes and evaluation to students different learning styles				7	15	
Strategies to improve and keep alive students' motivation				9	13	
Strategies to engage less participative students			2	8	12	
Preparing appealing educational resources, exercises, and other support materials			2	8	12	
Managing group/collaborative work in the classroom			3	5	14	
Dealing with students lacking discipline in the classroom	1		1	9	11	
Dealing with problematic behavior students	1		1	9	11	
Dealing with students with special learning needs and/or disabilities	1			8	13	
Planning/preparing classes using mixed teaching methods approach)		1	3	7	11	





From the examples below, which ones are relevant to be included in the subject area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
What can I take from other subjective areas that is useful for my classes			3	13	5	1
Identifying and promote competences associated with key learning outcomes				10	12	
Updating my knowledge with the most recent advances with regards to the content of the school subject(s) I teach				11	11	
Adapting the content of the school subject(s) I teach to the readiness of my students				9	12	1
Integrating the school strategies during the curriculum implementation			3	7	12	

From the examples below, which ones are relevant to be included in the bureaucratic and administrative area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Legislation and legal aspects related to the teaching profession		2	3	7	10	
School administrative procedures		2	5	9	6	
Class management administrative procedures				12	10	
Duties and rights (legal)		1	2	14	5	
Career development information		1	3	7	11	





From the examples below, which ones are relevant to be included in the emotional area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Self-confidence				9	13	
Conciliation between professional and personal life			3	6	13	
Dealing with fears and insecurities related with student's misbehaviour				5	17	
Dealing with fear to deal with families (parents and guardians)			1	4	17	
Dealing with fears and insecurities related with working with peers and school leaders			2	8	12	

From the examples below, which ones are relevant to be included in the social and cultural area?

	Totally irrelevant	Irrelevant	Neither relevant nor irrelevant	Relevant	Totally Relevant	Not applicable / I do not know
Know-how to act according to the values and principles of the teacher's profession				8	14	
Know-how to manage the curricula, planning the work and the key learning outcomes			2	4	16	
Assimilate the school culture			5	11	6	
Knowing the school code of conduct			5	10	7	
Interacting with peers			2	9	11	
Interacting with parents				9	13	
Interacting with students			2	8	12	
Interacting with local school authorities and other external stakeholders			4	10	8	
Dealing with students with diverse cultural background			2	8	12	

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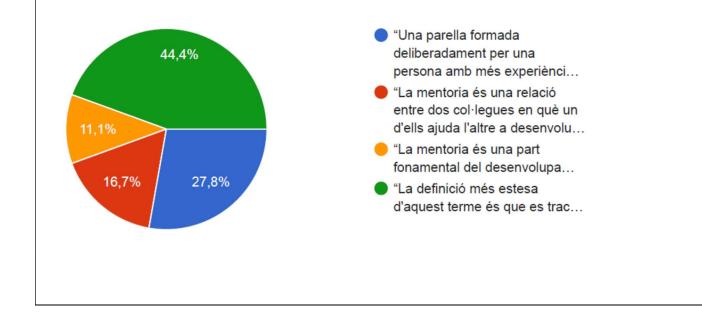
From the definitions identified below, please select the one that better fits your understanding of "mentoring" (select one option):

"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 growth."



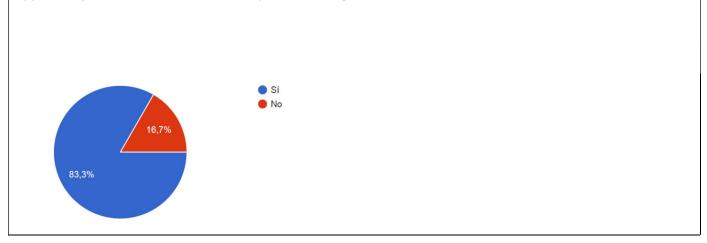
What is your perception about the relevance of the key features of a formal induction programme for teachers initiating their careers?

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Not applicable / I do not know
A formal induction programme shall rely on peer-mentor activities with experienced teachers			2	9	11	





In your opinion, the teaching career should provide experienced teachers (more than 20 years of experience) the opportunity to become mentors of their peers initiating their careers?



If you have responded "Yes" in previous question, should an experienced teacher become a full-time mentor or a balance between teaching time and time for mentoring time should be achieved?

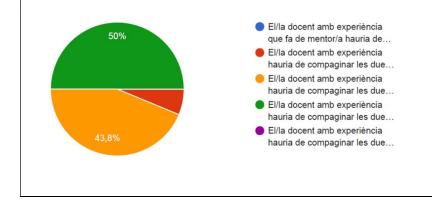
Yes, an experienced teacher acting as a mentor, should dedicate 100% of his/her time to mentoring activities

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?

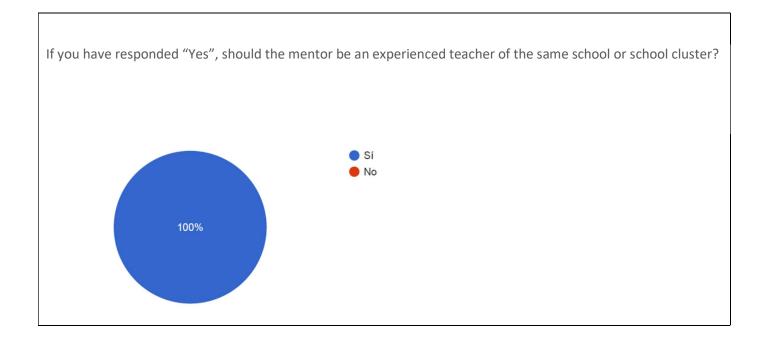
No, a balance between teaching time and time for mentoring time should be achieved, but the mentor should dedicate around 25% of his/her time to mentoring activities?

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













Considering the desired profile of a mentor, from the list of skills and competences below, which ones are the most relevant?

	Totally irrelevant	Irrelevant	Neither relevant	Relevant	Totally Relevant	Not appl/I don't know
Knowledge about the teaching subject in which provides mentoring.			4	8	10	
Domain of didactical-pedagogical strategies and practices.				5	17	
Knowledge of legal and bureaucratic aspects of the teaching profession and career.		1	2	7	12	
Professional experience in teaching and learning fields			1	6	15	
Willingness to invest the necessary time to support mentees.				5	17	
High interest in being mentor and supporting mentees.				5	17	
Value lifelong learning and continuous professional development.			2	5	15	
Knowledge related to the process of continuous professional development of the country.			3	11	8	
Ability to actively listen and communicate effectively with me.				5	17	
Ability to establish a trustful and friendly relationship with me.			7	5	10	
Ability to share experience and expertise.				5	17	
Ability to respect different perspectives and positioning.				4	18	
Ability to motivate me to accomplish the goals defined.				6	16	
Ability to encourage me to take risks and have initiative.			1	4	17	
Ability to provide concrete and constructive feedback.				5	17	
Capacity to provide concrete feedback		1	1	9	11	
Ability to overcome challenges and solve problems.				8	14	
Ability to work in a team and embrace collaborative cooperation.				6	16	
Ability to create a friendly and encouranging environment				6	16	





From the list of experience and competences identified in the following list, identify the 6 that, in your perspective, are more relevant in a mentor.

Knowledge about the scientific area in which provides mentoring.	7
Domain of pedagogical strategies and practices.	10
Knowledge of legal and bureaucratic aspects of the teaching profession and career.	1
Professional experience in teaching and learning fields	8
Willingness of investing the necessary time to support mentees.	13
High interest in being mentor and support mentees.	10
Value lifelong learning and continuous professional development.	7
Knowledge related to the process of continuous professional development of my country.	0
Ability to actively listen and communicate effectively with me.	9
Ability to establish a trustful and friendly relationship with me.	1
Ability to share his/her experience and expertise.	7
Ability to respect different perspectives and positioning.	4
Ability to motivate me to accomplish the goals defined.	3
Ability to encourage me to take risks and have initiative.	5
Empathy	9
Ability to provide concrete and constructive feedback.	7
Capacity to provide concrete feedback	0
Ability to undercome challenges and solve problems.	2
Ability to work in a team and embrace collaborative cooperation.	9





5.4. Summary of interviews with experienced teachers

Questions of the interview	
Getting back to the initial years of your teaching career: Did you benefit from any non-formal or formal induction programme? In case of did, can you please share the experience (strengthens, weakness)?	We had no specific training as a beginning teacher, but entry into the profession coincided with the implementation of the new curriculum framework and this benefited many new teachers in the 90s because they had access to the intensive and extensive training that was provided to all schools and colleges. This allowed them to understand the system better and also to test other teachers' resistance to change.
Have you got any experience in mentoring other teachers? In case you have, can you share some of your practices/initiatives?	Basically, it has been an accompaniment that perhaps does not reach the level of mentoring as such.
Reflecting on supporting new teachers for the teacher career today: What are their main needs and challenges? What are the elements that make it most difficult to support new teachers?	Is very important is that they understand the different dimensions of being a teacher. "And it's one thing to have a piano and quite another to be a pianist. It is important to have a broad frame of reference and to have a complex view of teaching. It is also necessary to be well prepared to work as a tutor and all that this entails: relations with families, with the environment. This is more decisive than focusing only on the subject being taught.
Being able and wanting to be a mentor, do you think your career will be more attractive? Why?	It is clear that the experience of many good teachers should be used. But we have to do it under good conditions and from a certain age.
Reflecting on mentors' role/vocation: Should an experienced teacher become a full-time mentor or a balance between working time and time for mentoring? What challenges do you preview a mentor will need to overcome and why? Which are the most important characteristics a mentor should have? Please explain your point of view. What would motivate you to become a mentor?	The balance between work time and mentoring time is essential. Do not leave the classroom. There would be many temptations for senior teachers to take advantage of mentoring to "flee the classroom". The young teacher has to see how the experienced teacher acts in the classroom, in a real way. It should be analysed what kind of recognition should be given to mentors (time, money). Empathy, commitment, sympathy, responsibility, proximity are very important.
Most of the teachers surveyed agree that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week. What is your opinion on this?	It would be good to have training in the first two years, on a weekly or monthly basis, which would have to combine the approach to theoretical references with seminars where experiences could be shared.





5.5. Summary of the interviews with school leaders

Questions of the interview Reflecting on supporting new teachers for the teacher career today: What are their main needs, challenges they need to face? What kind of support does your school provides to new teachers? How they can be more closely and successfully supported?	Is important that they notice that they have help and support, that they perceive it from the school. It is also important that they understand the school, its environment and how it works in all its aspects. It is important that new teachers feel that they are part of the school. The role of the parallel teacher (a teacher who teaches in the other group of the same age group where the new teacher teaches) is also important.
Reflecting on mentors' role/vocation: Should an experienced teacher become a full-time mentor or a balance between working time and time for mentorting? What challenges do you preview a mentor will need to overcome and why? Please explain your point of view. What can motivate an experienced teacher to become a mentor?	Good and comprehensive information from the mentor is very important, combined with a strong experience of working in the classroom. There has to be a balance. The mentoring task has to do with the degree of commitment to the educational project of the particular school and the willingness to contribute to team building.
Thinking in the school you represent: How would the school/or cluster, their professionals and students benefit from having an induction programme addressed to new teachers? Please explain your point of view.	Is necessary an in-house training and would therefore contribute to fostering a culture of collegiality and working together.
Having the opportunity to integrate an induction programme based on mentoring in your school or cluster: In your perspective what does a school needs to have to integrate this practice?	As basic conditions, an explicit recognition of the mentor's task and a clear pedagogical direction by the school.





Which conditions do you think the school already has to proceed with this integration (in terms of space, schedule of the teachers, etc)? What do you and your teachers need to do to proceed with this integration?	
Concerning the training of experienced teachers to be a mentor: In your opinion, this training should be promoted at the local, regional or national level? Which organisations should promote and offer this training?	It has to happen at all three levels, local, regional and national.
Most of the teachers surveyed agree that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week. What is your opinion on this?	Two years is better than concentrating on one year, you can see more needs and already have more knowledge.





5.6. Summary of interviews with new teachers

Questions of the interview	
Is there a reality shock when entering the school? Did the University or the hosting school prepared you to this entry and accompanied you to mitigate the impact of the reality shock? Please explain your opinion.	Clearly, yes. There is a reality check when you enter school. You feel overwhelmed because you have to cope with multiple aspects which, in turn, are very different. Classroom management is immediate and urgent and it's very difficult. On the other hand, the school or institute gives you a lot of information all at once and all this is very difficult to assimilate. There is a problem of loneliness.
Which of these five areas do you consider are underrepresented in the initial teaches training and thus in need for some additional training? (didactical-pedagogical, school subject, bureaucratic/administrative, emotional and social-cultural levels)?	All aspects are important. Attention to diversity and individualised plans are an important issue. But there are many other needs: in secondary education I think it is also important to be advised on the subject or discipline (subject) you have to teach, because you don't always teach in your academic speciality.
Did you benefit from any non-formal or formal induction programme? In case you did, can you please share the experience (strengthens, weakness)?	It was very gratifying and useful to be able to work as a co-teacher (two teachers per classroom): it gives you security, you share doubts and you learn a lot. Classroom management is more comfortable and relaxed. You learn to share and work as a team. We were given a brief initial training (a mini-course) but it was not very relevant and to a certain extent, it was too decontextualised.
What do you think needs to be improved in the process of integration of new teachers into the teaching career? How can it be done? As a new teacher in what kind of activities would you like the most to be involved in?	Important to participate in shared strategies and actions between experienced teachers and new teachers. It would be necessary to activate spaces and times of encounter between people who live and experience similar professional situations.
	What is important is that there is a minimum of stability in such a programme. Also, it is essential that the experienced teachers





Most of the teachers surveyed agree	are teachers who are working in the classroom to share real
that an induction programme should be	situations.
for one year and the mentoring 1h/2h or 3h/4h per week. What is your opinion?	I think the first year needs a different kind of training than the second year.





5.7. Summary of Focus Group

ORGANIZER	Universitat de Vic-UCC
DATE AND TIME	18 november 2021
VENUE	Virtual Meeting
NUMBER OF PARTICIPANTS	9
CHARACTERIZATION OF PARTICIPANTS (gender, age, experience)	5 female/4 male 2 School leaders. 4 Experienced teachers. 3 New teachers

Key findings of focus group

ТОРІС	KEY FINDINGS BASED ON THE PARTICIPANTS ANSWERS *Please fill in the template with the key findings only, meaning the answershould be concise.	
Content more relevant foreach area	Didactical-pedagogical area Emotional Area	Encouraging the active participation of students. Update on new strategies for autonomous learning Strategies to create a good working atmosphere in the classroom. Knowing how to attend to the emotional needs of students. Understand group dynamics Emotional support for the new teacher
	Social/cultural area	Improve knowledge of the socio- cultural reality of families and communities. Training to deal with differences, inequalities and diversity. How to become part of a structured teaching team.





	Subject(s) area Bureaucratic/administrati vearea	Improve specific competences of students. Updating competencies and content in curricular areas for which there is insufficient training. Need to use globalising approaches to work on areas of knowledge. Strategies to promote cooperative work within each area. Updating the fundamental documents for the management of the school Basic legal criteria for the tutoring of pupils.	
Content not identified and to be considered (please identify the area)	It is very important to understand the pedagogical philosophy of each centre, such as the educational project of each school, for a more effective incorporation. The fundamental problem is that often, in the first years, there is a lot of precariousness and new teachers move through different schools before they have a more or less stable position.		





	It is very important to be able to attend classes conducted by experienced teachers, not necessarily in only one area of knowledge. This is useful for pedagogical aspects, classroom management, managing diversity, etc.
Match between the activi-ties identified and areas	Attending classes held by experienced teachers in a curriculum area is especially relevant for secondary school teachers who teach in a discipline in which they do not have sufficient training.
	Visits to other schools, participation in meetings with mentors and other teachers at all levels, favours all aspects (didactic, pedagogical) but above all it helps to build confidence, to feel part of a profession and a team.
Activities not identified and to be	Participate in educational innovation projects
considered (please identify the area)	Maintaining the link with the university
Mentors' competences	The willingness to be a mentor is fundamental. Recognition by the country's education authorities. Possibility of having time in the weekly timetable for mentoring. Ability to listen and empathise. Experience in innovation projects, experience in conflict resolution. Good connections with other schools, other teachers and with the university and other training centres.

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