LOOP
Empowering teachers

Model for Teachers Induction and Career Progression

WP2 - Deliverable 2.1

28. 2. 2022

Version	Date	Comment
01	January 2022	Initial draft version prepared for discussion of the consortium
02	February 2022	Deliverable version with included partner comments

Authors:

Weilguny Marko, UL

Aristidis Protopsaltis, ILI FAU

Urška Jeglič, UL

David Kraner, UL

Antonia Schörer, ILI FAU

LOOP
Empowering teachers

THE FRAMEWORK FOR THE DEVELOPMENT OF THE

PROGRAMMES FOR NEW TEACHERS AND MENTORS

Table of contents

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

LOOP
Empowering teachers

Aim of this document

The aim of the LOOP project is to design a *Model for Teachers Induction and Career Progression* with the framework enabling the schools and schools' clusters of implementing induction practices at the school level. The *model* should – according to the project proposal – define the minimum features for a complete approach to teachers' induction and career options in terms of areas to cover, duration, actors to involve and their role and responsibilities.

The intention of the *model* is the presentation of a framework for the development of the two policy instruments (namely the Teachers' Induction Programme and the Mentors' Capacitation Programme). The *model* aims to underline the concepts, the structure, the objectives and the features that the two policy instruments must comply with.

Because the developed policy instruments need to be applicable in practice in all the countries of the consortium partners the *model* defining their structure must comply with the conditions of the educational, that will be relevant later on to the assessment of the field trials and policy recommendations. To achieve this the *model* needs to be based upon the relevant information gathered from the national reports with significant feedback from all the project partners including representatives of the participating educational ministries.

Definitions or rather generalized anticipations of elements for the policy instruments that were already outlined in the project application and serve as a point of departure for our reflection include:

- for Teachers' Induction Programme:
    - o programme should provide schools and school clusters with a tool/tools to support the new teachers in adapting to new workplace culture;
    - o programme should be seen as a phase of the teachers' professional development that goes beyond understanding students, classes and curriculum (the concrete content should obviously be defined in the model);
    - o programme should lean heavily on mentoring (where mentoring should be determined as a concept while maintaining a certain degree of openness to include various approaches or concepts appropriate for various circumstances);
    - o in addition to mentoring other supporting materials should be developed;
    - o topics of the programme should cover professional issues, legal/administrative topics of the teaching profession and socio-cultural aspects related to the school/cluster of schools norms/processes where the new teachers are to be allocated;
- for Mentors' Capacitation Programme:
    - o programme should encourage experienced teachers and school leaders to embrace a new career opportunity and act as mentors of new teachers initiating their professional path;
    - o programme should consist of a training course and support materials;
    - o and a set of guidelines for mentors and
    - o programme should be designed in a manner that it could be recognized as an official teacher's continuous education offer (credited training offer at the national level in each country)

Lessons learned by the WP1 research

Compiling the *model*, a sort of framework, around which we would like to construct courses for beginner teachers and experienced teachers we have to keep in mind both the already mentioned constrains and requirements of the educational systems as well as the teachers' actual needs and desires that were identified through the field work.

Additionally – to ensure broad usability of the programmes developed, they need to be adaptable and in a sense modular so that they might be used in various settings. The task laid out before the consortium seems quite challenging – the program should be complete and comprehensive on the one hand and yet remain open, unrestricting on the other hand.

The programmes need to be self-sustainable, coherent and complete if some participants would like to implement this programme uniquely and in its entirety. For those participants the programme needs to cover all of the topics and aspects identified as important and relevant. And merely using the tools and contents developed in the consortium should be sufficient to achieve a rounded induction/capacitation experience. For this purpose the programme should be developed as a stand-alone option that would be sufficient in workload.

On the other hand there is a variety of reasons why in some instances only parts of the programme might be desirable or even possible to implement in certain circumstances. There might be specific time constrains, issues with the compatibility of already existing programmes, bureaucratic or organizational challenges.

For this reason the course materials need to offer flexibility. We aim to achieve that by developing a relatively small base, a sort of *shallow module* that can be built upon by deepening the work on specific segments, with materials from optional *deep modules.* We will develop a proposed workload model that will be adaptable both towards more or less of a time end effort burden on the participants.

The FRAMEWORK

Basic principles to be followed in the development of the programmes:

When setting out to develop an ambitious programme with various intricate co-dependent parts a real challenge might be in keeping everything together, maintaining a common arch for the entire structure. To guide the consortium partners in their endeavours, a set of ground principles has been adopted. Whenever in doubt or in need of a reflection or assessment of how on track we are with the process, these principles will provide guidance and a sort of reference point against which we will be able to measure the progress.

Basic principles:

- *Co-creation*
  (the working methodology described already in the project application form is the process of co-creation; by that we mean that all of the partners will participate in contribution of various materials as well as giving feedback to each other and improving the developed materials; at the same time the relevant stakeholders will also be included in the co-creation process)

- *Research oriented development*
  (we want to ensure that we remain grounded in the real life experience gathered and identified through field research; we do not want to stray towards an approach that would be too theoretical and detached from reality)

- *Practicality*
  (the materials that are developed within the co-design process need to be usable in various scenarios; the knowledge and skills need to be easily applicable)

- *Engaging end result*
  (an important aspect of the programmes developed is in their appeal to the participants; being overburdened with various tasks and challenges of their situation we want to offer them an insightful experience that is also interesting and pleasant for them)

- *Openness of the programme structure and at the same time its completeness*
  (ensuring the flexibility for the programme to be adapted and used in various circumstances)

Duration and load of the programmes

Even though there were various suggestions for the duration of such programmes gathered in the field research the average duration was from 1 to 2 years and the average workload per week also varied.

The way we want to structure the programmes – for practical reasons – we want to define a duration of one whole school year and structure the content of the programme to – over the course of the year – span all of the topics envisioned.

Where there will be a need or a desire to expand on the one year programme, additional materials or suggestions might be offered to implement in the second (optional) year. The programme for the second year would be able to follow the same structure as the developed one/first-year programme and guide the new teacher and the mentor to dig a bit deeper, to profound their insights, reflection and develop around the same topics.

The basic weekly workload for the programme would entail roughly 1 hour a week where the mentor and teacher would work together and additionally 2 hours of individual work for the teacher and 1 hour for the mentor. This could be called the *shallow module*, offering an overview of everything and not going into too much detail on anything.

Even though the 2/3 hours of work per week during one school year should provide a complete and coherent induction experience, additional materials can be offered to cover topics in more detail. In addition to the base workload, optional materials can be offered to deepen the understanding, give more context about specific topics, etc. This content can be offered as a sort of *deep modules*.

In this manner specific environments might adopt only certain deep modules to include in the already existing induction programmes, might offer the possibility to tailor the programme to specific individuals and their interests by allowing them to select content freely or develop a longer streamlined induction period with the use of additional materials.

To sum up we will develop the contents with a single school year programme of 2 – 3 hours of work per week in mind. While doing that, we will ensure that the programme might be condensed into half a year or extended to two years and that various work paces will be supported.

While adhering to the measurable goals and objectives, we do want to stress that through the implementation of the programmes we want to promote and facilitate the building up of long-lasting professional (and personal) relationships that will transcend the framework of the programmes or LOOP project in general.

In order to be capable of entering into the programme for the new teachers and lead them through it, the mentors capacitation programme as a sort of training to prepare them will be conducted as a 5 day intensive training seminar where the mentors will be thoroughly acquainted with the teacher induction programme and they will practically engage in some activities.

Roles and responsibilities

The model aims to further define the roles and responsibilities of the new teachers and mentors as well as other stakeholders relevant to the process. With this we must emphasise the role of school management and a specific role of the teaching staff of the institution as a whole. Potentially relevant and significant role might be awarded to school councillors/advisors or perhaps department heads/subject leaders in their oversight capacity.

New teacher
The project proposal defines the new teacher as someone with less than 5 years of teaching experience and less than 35 years of age. However – with this model we wish to suggest that the programmes developed can be implemented in a broader perspective.

In any case a formal definition of the new teacher will befall every national context according to their rules and regulations. And the main focus in the development of the programmes needs to be placed at someone who has just concluded their initial training and is entering the teaching profession for the first time.

With that in mind, we can still develop the programmes so that they have at least parts applicable also for individuals who have perhaps already been active in other careers and have transitioned to a teaching profession. Even if they are older than 35, they could benefit from some kind of induction. Although it may not be as personally formative as it is for their younger colleagues, they will certainly appreciate certain elements

On the other hand even individuals with more than 5 years of experience in the teaching profession might benefit from a section of induction that is specific to a new work environment or new subject area. So when a teacher accepts a new employment there might be areas where they would benefit from a sort of location/induction specific environment.

When a new teacher enters the programme it is expected of them to conduct it according to the modality determined in their (national) context. A basic training according to the shallow module would require the new teacher to dedicate approximately 2 – 3 hours of work per week for direct contact meetings with the mentor and additionally also work individually with the developed materials and dedicate time for the guided self-reflections and planning work.

Based on specific requirements of the context, the new teacher might be also required to attend certain joint training events or (regional or national) career orientation/information days or similar networking activities, to fill out certain questionnaires or to lead a career portfolio.

Mentor
The project proposal speaks of experienced teachers in terms of their age and duration of employment in a school setting. For a teacher to be considered experienced (also in the contest of field research previously conducted) they would need to have over 20 years of experience and be over the age of 45.

In addition to that there are several other characteristics that have already been identified as relevant and significant for a mentor to successfully assume the role. One of the concrete tools to be developed within the

Mentor Capacitation Programme will be a *guide for school management on the selection and preparation of the mentors* as well as work on their continuous professional development.

It is rather too specific to completely lay out all of this already in the model as this will be content developed within the co-design process. However we need to point out that any mentor checklist document can ever only serve as a guide. Specific legal requirements will always be subject to national contexts, and the reality of a school setting will always present real limitations.

In other words we can offer a sort of ideal mentor template but we need to realise that there is no such thing as an ideal mentor. We can identify aspects that would be beneficial for a mentor and we can try to present their hierarchy. But more importantly, we can offer suggestions of remedies for the areas where an ideal selection would be impossible.

For example: we can state that it would be preferable that a mentor is located at the same school as a new teacher and that it would be preferable that the mentor teachers the same subject (or at least subject from the same field). But we need to be very conscientious of the fact that this might not always be achievable. Because of this we might try to offer a list of priorities and what is even more than that, we can offer suggestions on how to modify the system, how to adapt if we cannot ensure that the mentor and the teacher come from the same subject field (etc.).

In any case the tool developed to aid the mentor selection process should focus heavily also on the character side and personal motivation of the mentor and not only professional capacities as it was highly stressed throughout the research work. At the same time professional skills are not to be neglected and should be also highlighted by the guide. Certainly experience, mentioned already in the application is also important when it comes to being a mentor and a reasonable amount of it should be normally required to assume the role. The 20/45 determination however seems to be quite a high and unreasonable demand. We would propose a 7 year minimum experience but this should be developed and substantiated in the guide.

The mentor should establish a personal relationship with the new teacher. The nature of this relationship though formally introduced should aspire towards a certain level of informality. The relationship needs to be confidential and the role of the mentor is always in inviting and initiating exchanges, remaining open and approachable. Due to the nature of the relationship the mentor should not be in a role where they would need to formally assess the new teacher or decide on their future prospects. It is however desirable that the mentor should be included in any such process.

The mentor should dedicate some time to own personal work and development in terms of training for a better acquisition of their role, partly also dedicate the attention towards working with the general pedagogical staff and help them develop a culture conductive to high level of accommodation for new teachers and obviously be able to dedicate some time regularly to meetings with the new teacher.

A mentor is expected to be able to spend extended time in extensive face-to-face meetings at the beginning, middle, and end of the programme, to hold regular shorter meetings with the new teacher, and to be available via email or other means of communication outside of regular meetings. Conversations should take place as often as needed (within normal expected work frame) in order to sustain the relationship and assist the new

teacher in strengthening their teaching. Feedback on teaching observations (video-recorded or in-person as possible) and other concrete aides that will be defined in the programmes are also encouraged.

Based on specific requirements of the national context, the mentor might be also required to attend certain joint training or networking events, to fill out certain questionnaires or to maintain a mentoring log.

School management
School management plays an important role in the induction of new teachers and especially in the recognition of the work of experienced teachers in the role of mentors. The very important role begins with the process of selection which might be aided by the *Guide on the mentoring process* for the management that will be developed as part of the *Mentor Capacitation Programme*.

Though this would be an added value for a school or a school cluster trying to implement the programme, we need to stress here that the process of appointing the mentors or matching them with new teachers might not be implementable in similar ways in all the contexts of the project partners. We need to earmark this for the development of future Policy Briefs – as well thought-out policy regulation of this process would be desirable.

School management should also play an active, direct role in a smaller part of the induction programme for the new teacher, as it is important for them to understand the running of the school and develop effective professional relationships.

The role of school management or some other appointed body or function should also be a sort of supervision for the entire mentoring process. It is important for the mentoring relationships to be reflected and self-evaluated to ensure that they are going in the right direction.

An outside view and feedback that school management or school councillor or department head/subject coordinator or similar could provide, would be valuable for the mentor as well as for the mentor – new teacher pair.

Entire teaching staff
A relatively important element of every teacher's career path is also the professional environment of a school as a whole. Obviously, we cannot appoint very specific roles or responsibilities within an induction programme to the entire staff but we do want to stress that we recognise this as an important element. For this purpose we want to include specific guides for school management and mentors on how to facilitate the atmosphere conductive to welcoming the new teachers into their workplace and indeed their careers.

Structure of the programmes

Before diving into the structure and content of the programmes we need to explain the structure of the *model* in this part.

We will design a single unified and streamlined course for new teachers and one for mentors. Within the course that will aim for a high level of immersiveness there will be various topics covered and the methods or tools used to approach them will be diverse. In this *model* we will focus on the *what* and the *how* of the process separately for a greater clarity. We will first focus on the structural elements of the courses – on *how*, using which methods we will deliver the content and we will focus on that content, on the *what* after that in the 4.5 section.

As already defined above, we plan to include various methods and materials to offer the complete induction/capacitation experiences. A core of these programmes will be defined (*shallow module*) to offer the complete and coherent, rounded experience and other materials will be designated as additional to offer profounding of the course in specific areas (*deep modules*).

Each programme should be accompanied by an outline, a sort of presentation of the materials and the guide to their use.

Added to the presentation of the Mentors' Programmes should be an additional guide for the school management to the entire process of setting up an induction programme, mentor selection, staff preparation etc.

An online platform should be developed to enable sharing experience connecting with other professional in similar situations, asking for help and support. The idea is to keep this platform (nationally or even internationally) open for both teachers and mentors as a sort of discussion board where they will be able to see the thought processes and experiences of their peers. We do not need to develop such a platform for the purposes of the project but perhaps look into existing tools and use them to the project advantage. A tool that can be initially identified is eTwinning that is developed for the purposes of networking between teaching professionals (primarily in Europe).

Additionally, we hope that we could develop a sort of hub that would enable access to the programmes as well as a platform to share experience in a sort of forum discussion also on the project web page. The issues concerning that are however issues of long-term page maintenance but with a minimal upkeep design in mind we feel that this is a question that will need to be debated within the project consortium.

New Teacher Induction Programme – Structure
- Course and material outline/presentation/table of contents, the guide on how to use the programme and how it can be adapted to various needs.
- Teacher induction course – the *shallow module* (in the form of a Massive Open Online Courses (MOOC)):
  - Testimonials (of other new teachers, of experienced teachers of students, etc. preferably short video-recordings);
  - Other motivational/inspirational segments;

- o Content talks (shorter engaging vide-content or at least presentations that are recorded developed on various themes defined in following section (class management, conflict resolution, admin guidance, school culture etc.; available online);
  - o Informative sessions with the mentor (lessons/materials to be contextualized, personalized by the mentor);
  - o Reflective/supervisory/planning sessions with the mentor (discussions about concrete observations, mentor's feedback, guided self-reflection, discussions about concrete issues, concrete lesson materials/preparations – where to find them, how to assess them, how to implement them to specific contexts, how to deal with specific classroom management issues, etc.).
- Self-reflection/self-study accompanying materials – types of materials within *deep modules:*
  - o Written materials (strategies, approaches, concrete teaching materials etc.);
  - o Additional presentations/lectures, explanations in video form;
  - o Links to articles/video-lectures outside the project partnership;
  - o Forms developed within the partnership to cover various stages of the initial steps of the teaching career (self-evaluation, planning, etc.);
- Platform for sharing experience and good practice examples.

Mentor Capacitation Programme – Structure

- Course and material outline/presentation/table of contents, the guide on how to use the programme and how it can be adapted to various needs.
- Guide on the mentoring process (selection, preparation and staff inclusion) for school management.
- Mentor capacitation course (in the form of MOOC) – own formation and support for implementation of the *shallow module*
  - o Testimonials and other motivational segments (on mentoring);
  - o Content talks/presentations (on the mentoring process on the challenges and issues of the process on various steps and techniques);
  - o Materials and preparations or "lesson plans" for the content to be delivered to the new teacher in their shallow module.
- Accompanying materials supporting mentoring process (mentors' *deep modules*)
  - o Various mentoring approaches (presentation and a guided self-reflection on the preparation of the personal plan for a mentoring relationship);
  - o Links for additional reading materials;
  - o Links for additional online content (developed outside the project partnership);
  - o Tools and specific forms developed to aid the processes of observation, giving feedback, planning, guiding self-reflection;
- Platform for sharing experience and good practice examples.

Contents of the programmes

The contents of the programmes has been defined mostly through what was defined in the field research. The list presented are topics that should be covered. Everything mentioned should be included at least briefly in the shallow modules, while every element offers the possibility to go deeper into the development of deep modules.

New Teacher Induction Programme – Content

- First section/period: The framework
    - Identifying motivation and drive
    - Developing planning and setting objectives/goals
    - Self-reflection, self-evaluation (and self-worth)
    - Understanding the environment of the institution (code of conduct/rules)
    - Establishing professional relationships (with colleagues and administrative staff)
    - Leading a professional portfolio (and setting it up as a sort of induction period diary)
- Second section/period: Me in the role of a teacher
    - Authority and confidence in the class
    - Issues of pressure and stress
    - Personal and professional life
    - Teaching styles
    - Use/development of supporting materials in teaching
    - Use of ICT
    - Training opportunities (possibilities for continuous training and improvement)
- Third section/period: Me and my students
    - Classroom management
    - Dealing with diverse students (students with diverse needs)
    - Evaluation and giving feedback
- Fourth section/period: The world outside the classroom
    - Work with parents
    - Work with other local stakeholders
    - Administrative and technical obligations
    - Various approaches to teaching within specialized pedagogies
    - European framework for cooperation in the field of education

Mentor Capacity Programme – Content

The Mentor Capacity Programme (MCP) aims to support the development of an effective mentoring approach for new teachers across Europe taking into account the regional and national differences. It provides a common language that schools and school management can use to embed a coherent approach to mentoring. The MCP can be used to inform the development of local, regional, and state-wide mentoring program across Europe or to update an existing one.

Mentors can use the MCP to:

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

LOOP
Empowering teachers

- understand the duties, responsibilities and the expectations of a mentoring role
- identify priorities and relevant actions for developing their mentoring capability
- co-develop standards and protocols with Newly Qualified Teachers (NQT) to guide the mentoring relationship.

Module 1: Introduction to MCP
- What is Mentoring?
- Mentor's role
- Mentoring styles
- How to develop a mentoring relationship (managing expectations)
- Identify the duties and responsibilities of Mentors and Mentees
- Code of ethics of a mentor
- Mentoring challenges
- Key reading materials and supporting materials, (e.g. videos, ppt etc.) and tools for facilitating the activities (e.g. reflection tools, Log book for the mentoring activities, learning contract, clear objectives, evaluation tool, networking tools etc.)

Module 2: Teaching and Learning
- Learning from collaborative mentoring relationships that involve sharing student learning experiences with NQTs,
- Reflecting on their own teaching experiences and identifying sources of support for developing more effective teaching and learning practices.
- Demonstrating a deep understanding and effective use of current pedagogical and curriculum resources, teaching and learning models and practices.
- Use data to monitor student learning progress and actively engages with students and colleagues to improve teaching practice.
- Supports NQTs to collect evidence of teaching and student learning
- Classroom management, authority and confidence in the class
- Use/development of supporting materials in teaching
- New pedagogical approaches, ICT (from the new teacher)

Module 3: Professional identity
- Raises the NQT's awareness of departmental and school values and supports the NQT's to put these into practice.
- Professional development by co-designing professional goals, actions to achieve these goals and methods for collecting evidence.
- Observes the NQT's practice and provides timely and targeted feedback. Identifies resources to support the NQT's achievement of professional goals.
- Continuous personal/professional development
- Reflection on own career path with emphasis on the beginnings/motivation for profession
- Potential solutions to remote/distance mentoring challenges

Module 4: Relevant soft-skills

- Adapt the mentoring process to address the NQTs needs
- Facilitate reflective and improvement-focused conversations
- Implementing strategies for managing complex issues and difficult conversations
- Observation techniques, how/what to observe when attending a lesson by the new teacher
- Feedback techniques, how to give feedback
- How to lead self-reflection, self-evaluation, planning … supervisory meetings
- Communication Skills
- Interpersonal skills
- Empathy

Towards the co-design of the programmes

Project obligations for the WP2

The timeline for the development of the WP2 is geared towards the hard deadline of the necessity to prepare the training for the pilot implementation in September 2022 and the subsequent WP3 pilot testing in the school year 2022/2023. So everything needs to be wrapped up by then.

During the process the research organizations will need to implement 2 co-design sessions with 10-12 participants for the Teacher Induction Programme and 2 co-design sessions for the Mentor Capacitation Programme.

The partners will also have to actively contribute to the content development of the two programmes.

The final part of the WP2 is the staff capacity building/training event in Ljubljana in September 2022, where every partner is expected to send two people to the 4-day training event.

The work package will develop 4 deliverables. The first one is this model, second and third are the two programmes and the final one is the programme for the final event of the work package in Ljubljana.

Progression of the model and the programmes

The initial version of this document was developed by UL and FAU that are responsible for developing the two programmes under the leadership of UL that is the WP2 coordinator. The second version of the document is the structure that offers consortium members sufficient ground to progress towards creation of the content and its validation through the co-design sessions with stakeholders.

A very important next step in the process of WP2 development after defining the *model* is the discussion on how all of the partners will be contributing to the development of the programmes and where will stakeholders be included in the co-design workshops. The first co-design sessions for both of the programmes will deal with this model and will work on further defining the content of the programmes.

An important feedback from the participants of the co-design sessions will be aimed at this model defining the structure and content of the programmes to be developed. After the round of the co-design sessions consortium members will meet again and revisit also this document and divide work between project partners for the development of the content.

Definition of terms

For a better understanding of this document we are specifically defining certain terms used throughout this document and later in the programmes to be developed. The terminology is not entirely coherent throughout the national contexts of the consortium partners; and based on literature review we cannot rely on a unified understanding of the terms – so we are providing this as a contextual guide for the purposes of the LOOP project.

Model

The title of this document (as already anticipated in the project application) is Model for Teachers Induction and Career Progression. This main purpose of this document is to set up a framework for the two specific programmes aimed at new teachers entering the teaching profession and experienced teachers assuming the role of mentors. The name *model* is associated with the type of deliverable that is "model for policy experimentation". As the following programmes are technically considered "tools for policy experimentation" the *model* serves as a basis upon which they will be *modelled*. A model in this sense sets up a framework and remains open for various possible concrete solutions. In the following text this present document is mostly referred to as *model*.

Teacher Induction Programme

We will be using this term for the entirety of the contents developed for new teachers entering the profession. In the terminology of the project it is a tool for policy experimentation. In practice this will be a programme containing various materials – potentially including some recordings, documents, supporting materials.

Mentor Capacitation Programme

We will be using this term for the entirety of the contents developed for experienced teachers assuming the role of mentors. In the terminology of the project it is a tool for policy experimentation. In practice this will be a programme containing various materials – potentially including some recordings, documents, supporting materials.

New teacher

Probably one of the most contentious terms used throughout the model and we can anticipate also in the upcoming materials developed by the project. The project application as well as project website uses the term new teacher to describe a major target group of the project. The new teacher refers to a professional that has just recently entered the professional field of education after having completed initial teacher training. For the purposes of the project the teacher is considered a new teacher up to 5 years after beginning their career (while being under the age of 35). Some other terms that might be used in other context to refer to the "new teacher" are the NQT (newly qualified teacher), beginner teacher. In the aspect of the mentorship relationship the new teacher might be described as the mentee.

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

L∞P
Empowering teachers

Mentor

Mentor is a person with more experience in charge of supporting, leading a new teacher through their induction period. In the context of the project the term is used to signify a formal role that is designated to someone who fulfills certain conditions and decides to participate in the programme.

School Management

Due to various structures of school management and organizational designs of school staff we want to emphasize that when talking about school management, we are primarily talking about the people (usually on-site) responsible for leading the pedagogical work, particularly in charge of assigning work and obligations for teachers.

LOOP
Empowering teachers

INOVA+

INOVA + Innovation Services SA

GOVERNO DE PORTUGAL | MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

Ministry of Education and Science of Portugal

REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE, ZNANOST IN ŠPORT

Ministry of Education, Science and Sport, Republic Slovenia

ΙΕΠ ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Institouto Ekpedeftikis Politikis (Institute of Educational Policy)

casadoprofessor

Casa do Professor

U LISBOA | ie Instituto de Educação

Institute of Education of the University of Lisbon

Univerza v Ljubljani

University of Ljubljana

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ
UNIVERSITY OF PELOPONNESE

University of Peloponnese

idec

IDEC SA

FUB FUNDACIÓ UNIVERSITÀRIA BALMES

Fundación Universitaria Balmes

PetitPhilosophy

Association Petit Philosophy

FAU FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG

Friedrich-Alexander-Universität Erlangen-Nuremberg

UNIVERSITÀ LUM Jean Monnet

Libera Università del Mediterraneo Jean Monnet

LOOP

EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL

CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES