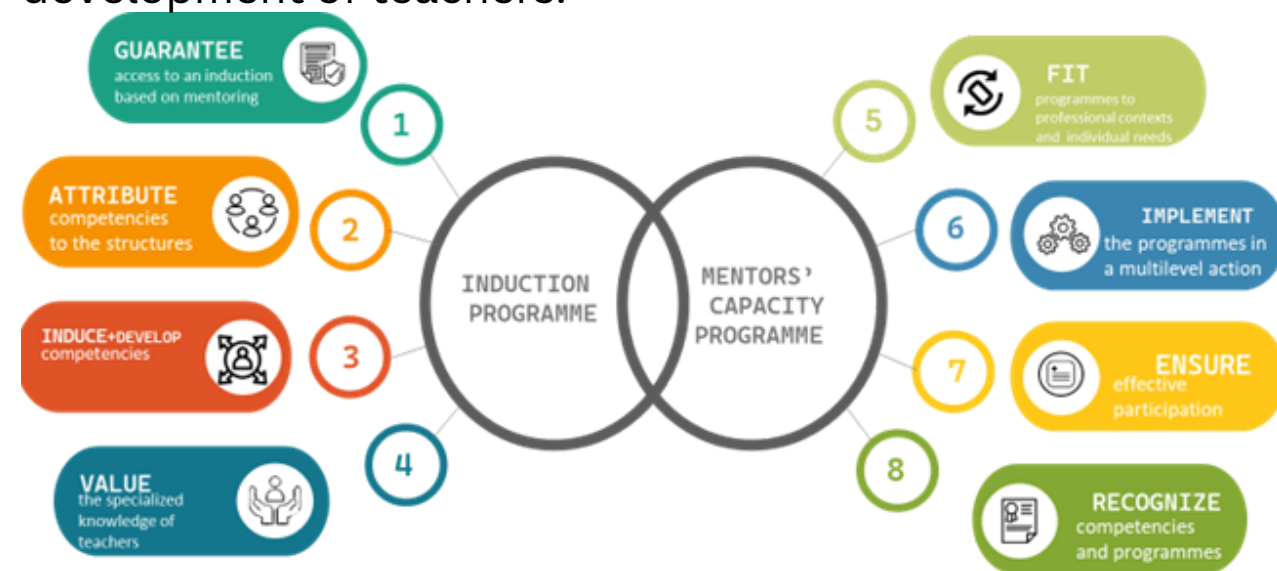


Recommendations' Summary

These recommendations have been formulated based on the insights gained from the study and design of induction programmes that rely on mentoring. The significant contributions of such programmes to teachers' well-being and motivation throughout the various stages of their professional careers make them indispensable for achieving effective improvement. Therefore, it is essential to recognize their importance and to prioritize their implementation to ensure the continuous growth and development of teachers.



www.empowering-teachers.eu
 @LOOPEmpoweringTeachers
www.linkedin.com/company/83521833
 @LoopTeachers

LOOP Policy Brief 2

New policy instruments – a Model for Teachers Induction and Career Progression



February 2023

Find the full document [here](#)



Which is the Purpose of this Policy?

This Policy Brief presents an Induction and Progression Model for the Teacher's Career, which aims to be a reference for the constitution and improvement of induction and mentoring programmes already existing in Europe.

This model presents two essential training instruments to support the induction of beginning teachers and their mentors, namely in the scientific, didactic-pedagogical, administrative/bureaucratic, socio-cultural and emotional dimensions.

This model results from the experience acquired in the work developed throughout the LOOP project, which revealed the obvious importance of adopting the model presented, so its legitimisation at the political level is considered determinant. This recognition must be translated into concrete actions.

Thus, the following recommendations intend to draw attention to the urgent and necessary adoption and implementation.

At whom is it aimed?

Ministries of Education and/or and similar bodies, initial and in-service teacher training institutions, schools, teachers' professional associations, teachers.

Which are the recommendations?

GUARANTEE

- 01 - access to induction programmes based on mentoring
- access to capacity programmes for mentors,
- policies to promote projects such as LOOP, which include systematic training.

By...
the provision of resources and meaningful activities for the training of mentors and mentees, in the different dimensions of professional activity.

ATTRIBUTE

- 02 competencies to the different national structures to assume a set of differentiated and decisive roles for the effective development of the induction of new professionals.

By...
empowering the different national structures to assume a set of differentiated and decisive roles for the effective development of the induction of new professionals.

INDUCE and DEVELOP

- 03 through specific action measures, induction programmes for certain teacher profiles, recognizing them as indispensable instruments for the development of competencies and professional valorization.

By...
understanding induction as a critical strategy for training and professional development, particularly during the (re)integration phase into the school system. Therefore, it is essential to identify the appropriate teacher profiles who will benefit most from induction programmes.

VALUE

- 04 specific and specialized knowledge of the mentors and their competencies profile to support induction promotion practices, a crucial recognition to ensure the effectiveness of the implementation of the programmes.

FIT

- 05 induction process to the professional contexts and the needs of the mentees and mentors:

By...

- Induction programmes are endowed with the necessary flexibility to adapt to professional contexts and the mentees' profile, needs and challenges.
- Mentors' capacity programmes are organised to provide tools and foresee guidance to answer to the challenges.

IMPLEMENT

- 06 induction programmes in a concerted way between levels of action, because they are a unique opportunity to relaunch and transform education, making teaching careers more attractive and prepared to respond to challenges.

By...

- Education authorities: provide the means and facilitate access to induction;
- School directors: ensure the implementation of actions of support;
- Middle structures: support the network of the various stakeholders;
- Training entities: ensure certification, and training actions;
- The mentors and mentees: ensure the development of the programme.

ENSURE

- 07 effective participation of teachers in induction, at national level, in a logic of co-responsibility of the various agents, supporting their full integration in a given educational context and ensuring their professional development.

By...

- Induction programmes planned, and understood as systematic processes;
- Mentors' capacity programmes reflecting the context needs and training;
- Organisational conditions that require regulation;
- Involvement of school structures and the educational community.

RECOGNIZE

- 08 the relevance of the mentors' training, the training programme and the application of the induction programme, translating it into the guarantee of conditions for the full performance of the function and its reflection in the career.

By...

- Mentors and mentees: the creation of moments of sharing experiences, good practices and learning among peers;
- Programmes: validation of induction programmes and the accreditation of mentors' capacity programmes for the purposes of progression and/or professional recognition.