

# Dimension 3

## Mentor's Capacity Programmes

### Main findings

- It is essential to establish the principles to make collaboration realistically known and operationalised through the promotion of teacher training programmes.
- The training of mentors does not exist in the different countries of the consortium. As mentors' competencies come from their theoretical knowledge and their willingness and desire to help their colleagues at the beginning of their careers, there is an urgent need for a certified training course, offered as a continuing education programme, to train experienced teachers to become mentors.
- Mentors' capacity programmes should be adopted as priority actions in the education system to increase support for teachers, implement real collaborative practices, transform the teaching career, as they can improve teachers' professional performance and well-being, with less working time per week, flexible hours, salary compensation, inclusion in a network of mentors and success, progressing faster in their career.

### Policy Recommendations

- **Constitute** teams of teacher-mentors, defining a profile that includes not only the domain of strategies and practices at didactic-pedagogical level and experience in teaching, but also the willingness to support others in developing their professional competencies;
- **Recognise** the relevance of the mentor's role, through their certification and professional valorisation;
- **Create** a training programme for mentors, oriented towards the planning and implementation of actions that effectively support the immersion of teachers in the profession;
- **Elaborate** a system to evaluate the impact of the Mentors' capacity programme on the integration of teachers into teaching and the role played by the different stakeholders.

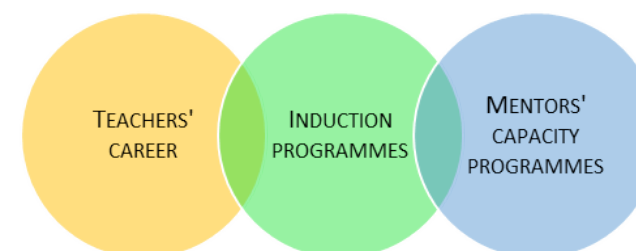


May 2022

## POLICY BRIEF ON CURRENT LANDSCAPES OF EDUCATIONAL SYSTEMS challenges and opportunities for a new approach to teaching career

### What does LOOP Policy Brief 1 include?

- ➔ Analysis of the current landscapes in the consortium countries (Portugal, Spain, Croatia, Italy, Germany, Greece and Slovenia) and their reflection in the education systems, with regard to formal teacher induction programmes and informal teacher induction practices as well as mentors' capacity programmes.
- ➔ Study of options and their potential for education systems and target groups, focusing on three dimensions:



- ➔ A set of recommendations that can have a positive impact, after a brief characterisation of the different countries of the consortium, related to the previous dimensions. The recommendations are structured as a roadmap, whose ambition is to be a reference in the design of new policies, seeking, also, to update them.

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The creation of this publication has been co-funded by the Erasmus+ grant program of the European Union under grant no. 626148-EPP-1-2020-2-PT-EPPKA3-PI-POLICY. This publication reflects the views only of the author. Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of this publication.

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## Dimension 1

### Teachers' Career

#### Main findings

- It is urgent to articulate actions between the places of professional learning (schools) and higher education institutions, ensure collaboration between supervisors, and cooperating teachers and link practical knowledge and skills acquired in the context of academic training.
- Teachers should also possess personal, interpersonal and affective competencies, so that, they can adequately intervene in the social dynamics of the school community.
- Rethink supervised teaching practice in schools, knowing that initial training cannot be completed without the effective integration of the future teacher in a given reality.
- Induction programmes are therefore necessary, not only to fill the gaps in initial teacher education and the mismatch between theory and practice but should be conceived as a way of accessing the teaching profession.
- Teacher Induction programmes should therefore be understood as a systematic, planned and prolonged process of professional development, of collaborative and formative nature, involving a network of teachers and experts from different sectors, and focused on the school context, the promotion of student learning and the development of the education system.

#### Policy Recommendations

- **Strengthen** cooperation between higher education institutions and schools, to ensure a balanced combination of theory and practice and adjusting training as much as possible to reality;
- **Promote** a culture of research on and in training, in order to better understand what is done (or not) and why, analysing the epistemological foundations, the objectives of training and the implications of the action itself
- **Improve** induction practices, supporting not only beginning teachers to face the challenges of the first years of teaching but also teachers in mobility and/or temporary contract;
- **Focus** on the formative perspective of Induction programmes, and pedagogical supervision, concerned with promoting excellence among teachers;
- **Support** Induction programmes based on mentoring, run by experienced teachers, trained to act as mentors and able to adopt a collaborative and constructive attitude;
- **Create** career opportunities for experienced teachers, becoming mentors and contributing to the improvement of education systems.

## Dimension 2

### Induction Programmes

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