



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



# Teacher Induction Programme

## Module 1: Welcome Kit

<https://empowering-teachers.eu/>

WP2 - Deliverable D2.2.

Date

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

## Welcome kit

### A. What is the main idea/goal/objective of this module?

Implementing the **Welcome kit** module wishes to ensure a smooth transition of a young professional into the workplace with an already established specific work culture and structures. Being the first module of the programme, it ensures the creation of a meaningful and effective working relationship between the new teacher and their mentor. It also entails several tools and templates that can be implemented throughout the entire duration of the induction programme.

### B. Expected learning outcomes:

- The school leader will have the knowledge and awareness of the conditions they need to establish to promote successful induction programme through mentoring.
- The mentor will be familiarised and opened up for the potential issues and open questions that a new teacher might face.
- The mentor and new teacher will establish an effective working relationship and define their needs and expectations, they will define future steps in their cooperation.
- The new teacher will get familiarised with the culture and specifics of their new work environment, they will learn about the structure of the organisation and the roles of individuals that they will be working with.
- The new teacher will reflect on their professional desires and personal motivations for the career that they are embarking on.

### C. Activities, presentations, and other materials included in the module:

ELEMENT	Target audience	Type of resource	Time for resource	Area
<b>1.1 Checklist for school leader</b>	School leaders (supported by mentors)	Checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/ administrative
<b>1.2 Checklist for mentor</b>	Mentor	Checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/ administrative
<b>1.3 A practical welcome kit</b>	Mentor (to include also school leader)	List/best practice example	15 min to review; (greatly varying implementation)	Social/cultural
<b>1.4 Guide for the set-up of the mentor-new teacher relationship</b>	Mentor	Guide	60 min to review; 90 min to implement with NQT	Social/cultural, Pedagogical/ didactical
<b>1.5 New teacher professional &amp; social inclusion plan</b>	Mentor (possibly to consult with NQT)	List	45 min to review; Implementable with 1.4 guide	Social/cultural
<b>1.6 Monitoring agreement</b>	Mentor and NQT	Formulised agreement document	15 min to review; Implementable with 1.4 guide	Bureaucratic/ administrative
<b>1.7 Why am I here?</b>	NQT (possibly to review with mentor)	Questionnaire	60 min to use individually; implementable with 1.4 guide	Pedagogical/ didactical



**1.1 Checklist for school leader** - is a document describing the induction programme (and in part also the mentor capacitation programme) for the perspective of the school leader. Specific attention is dedicated to the process of the selection and preparation of appropriate mentors. The document concludes with suggestions for concrete steps that the school leader could take to facilitate smooth reception of a new teacher into the teaching staff of the institution.

**1.2 Checklist for mentor** - is a brief document that can serve as a reminder of various steps that a mentor might be able to do before the arrival of a new teacher that they have been assigned to mentor. It includes questions about specific school policies and regulations that the new teacher needs to be informed of before getting to the school and also some concrete questions and issues that the new teacher might need answers to, once already having started in the new workplace, so that the mentor can be better prepared before the arrival of the new teacher.

**1.3 A practical welcome kit** - is a concrete example of compilation of (physical) materials that a new teacher can get once they start working. This includes some things that the new teacher might need to get around the facilities, to get a basic understanding of the institution, to build up a sense of belonging, to express appreciation.

**1.4 Guide for the set-up of the mentor-new teacher relationship** - is the core element of this module. It entails a preparation for the mentor that is rather practical and can be used to directly structure the initial meeting between the mentor and the new teacher. Listed are several concrete topics dealing with expectation management and upcoming work cooperation that need to be answered because they will define future work within the induction programme.

**1.5 New teacher professional & social inclusion plan** - are a list of various activities that a mentor and a new teacher might find useful to implement (most of them including just the two of them and some including also other members of the staff). Some activities are supported by various templates that can be used within the implementation of activities. For example, one such activity is lesson observation and there are a couple of templates of a form that a new teacher can use to structure their observation and try and learn as much as possible from it, while also marking some issues for further 1:1 discussion with the mentor.

**1.6 Monitoring agreement** - is a document that can be used to concretely define the scope and nature of future cooperation of the new teacher and the mentor. It is rather formal in design and should serve to formally structure the programme. The template however should be changed and modified to serve the concrete needs of the situation. The agreement can be filled in at the end of the initial meeting and the new teacher professional and social inclusion plan can be a valuable asset in the process.



**1.7 Why am I here?** (Reflection tool for new teacher) - is a questionnaire form that in part leads the new teacher to formulate a summary of their expectations for the induction programme and their mentor and in part allows the new teacher to expressly define their personal motivations for the career, professional desires for the beginning of their career.

#### ***D. Suggestion for the implementation of the module***

A new teacher has been selected/assigned to join the school. The school leader consults **the checklist** helping them set up the welcoming process. They look into the process of assigning a mentor for the newcomer (if possible, the mentor is someone who fulfils as much of the criteria as possible, including knowing the process of mentoring and the induction programme, maybe even having some experience or concrete training in it). They have a conversation with the mentor on how to approach the mentoring process and use the checklist to guide the process.

The mentor consults **their appropriate (more concrete) checklist**. They prepare some concrete materials, bits of information to be forwarded to the new teacher in advance, and they also prepare a practical/physical welcome kit to be gifted to the newcomer upon arrival to the workplace. To create the welcome kit, they can use some guidance either from **their checklist** or the **example kit**.

A very important part of the module is in the definition of the working relationship between the mentor and the new teacher. The mentor prepares for an initial meeting using the **guide for the set-up of the relationship**. Mentor reflects on some aspects of the relationship according to their personality and preferences before the meeting and is also attuned to some potential open questions/needs of the new teacher.

During the initial meeting the new teacher and mentor discuss the entire mentoring/induction process, they talk about their expectations, needs and desires (and can be aided in this with the **new teacher professional & social inclusion plan**). They concretely discuss various methods of cooperation and mentoring and can use as a departure point for their discussion, they can talk concretely about what would work for them.

This meeting should conclude with a formalisation of a concrete working plan for the new teacher and mentor for the year. This plan can be written down in the **monitoring agreement**.

Concluding the initial discussions that take rather long and can be separated in several meetings over a course of several days, the mentor gives the new teacher **a reflection tool** to fill out, saving a part of the survey to have a written record of the new teachers expectations for the process and leaving a part of the survey with the new teacher so that it can aid their reflection after a certain period (potentially after the end of the induction period).



## CHECKLIST FOR THE SCHOOL LEADER

Hi, so you are welcoming some new teachers to your school and you decided to take a more active approach to this. That's great!

We would like to give you a couple of points for reflection if you would like to design a process where the integration of the new staff members and their initial development in the workplace is something strategically planned and involves a strong mentoring relationship of the new teacher with a more experienced teacher while taking into account also other staff members.

### ***What is my role?***

A school leader plays a crucial role in the integration of new colleagues even if they are not in contact that often. It is the school leader that should formally welcome new teachers into employment, express and show how leadership is normally conducted in the school and what the new teacher could expect, it is nice if some encouragement and (words of) support might be expressed towards the new teacher.

Perhaps even more important is the role of the school leadership in setting the tone of work for the mentors and the rest of the school staff when it comes to inducting new teachers into the team.

### ***How should I select a mentor?***

First and foremost the mentor should be interested in mentoring new teachers. If the school leadership conducts any kind of staff reviews or interviews or other types of accompaniment one of the topics covered could be potential interest of employees to mentor new arrivals.

An important aspect of the mentor should be adhesion to the school community. We want to have mentors that can be role models for the new teachers. So teachers that are engaged in the community, that care and live within the community.

The mentor should be someone willing to improve and also learn from the new teacher. It is important that the mentor is approachable and gives and encourages a proper voice in the new teachers. The mentor should be willing to show that he is imperfect so that his example does not frustrate the new teachers with impossibly high standards. Though sovereign in his work a bit of humility is a great personality trait that a mentor could have.





When it comes to some formal conditions obviously more years of experience is better. If possible teaching in the same school is a great benefit. If that is impossible, teaching in the same school cluster or region is desirable. Again – if possible – teaching the same subject matter is a benefit.

But it is important to realize that there are no perfect mentors. And any mentors you choose can benefit from your further attention.

### ***How can I motivate mentors for their work?***

It is important to manage expectations. Mentors should be selected in a manner that they express their interest for the role or at least accept it willfully. This role needs to be established and formalized to some extent.

If it is possible to provide some financial means that is a benefit but not the only possibility to recognize the role. It makes sense to personally discuss with teachers selected for mentors how they would prefer to have that role validated.

They could perhaps be relieved of some of their other duties if that is possible (perhaps some non-pedagogical ones). They could be additionally encouraged or enabled to attend some teacher trainings. They could be awarded some certificates or other validations that they might use in their career advancement.

But no matter how an agreement arises to validate the mentoring work it is important to make sure that the mentors see that new teacher induction is a priority for the school and something that the school leadership is invested in.

### ***How can I show the importance of the new teacher induction in my regular work?***

If possible some planned encounters with new teachers throughout the year are beneficial. Also making sure that new teachers get their place in the joint activities of the entire staff is great. But if you can focus on one thing – the school leader should meet with mentors at certain points.

Meeting with the mentors can provide some insight into how the process of mentoring is going, how the new teachers are performing and it gives the mentors a clear signal that their work is not overlooked, rather – that it is important. It is great if the mentoring process can be addressed in any personal review or interview but some planned mentor meetings over the course of the year are also beneficial to potentially course-correct and adapt to the arising challenges. Additionally a support group of all of the



appointed mentors can be set up. The supervision of this work can either be done by the school leadership, counselling service or someone else.

It is suggested that a support group of new teachers (in the school, school cluster, region, perhaps nationally) is also set up. New teachers should be encouraged to form a group where they will be able to interact with each other about their issues and challenges. New teachers might benefit from this in addition to their cooperation with the mentors. One of the mentors, someone from school leadership or counselling service should be appointed to set up the process. A meeting of the new teachers should be convened before the beginning of pedagogical obligations or shortly after the beginning. During the meeting some general information could be provided, perhaps all the new teachers and mentors could meet, materials might be distributed ... The main aim of the meeting however should be to discuss what kind of future ongoing cooperation the new teachers would prefer. The frequency and design of potential in person meetings should be agreed upon – would these meetings benefit from a supervision of an experienced teacher or would the new teachers prefer to meet more informally. In addition – an interim communication channel should also be set up. This depend on the facilities that the school has to offer. Communication can be set-up with, MS Teams, closed on-line forum of any type, direct mailing list or through the etwinning platform that is provided on the level of EU if there are no more convenient tools already in use at the school.

### ***What can I do on the level of the entire staff?***

It is important to establish opportunities where the entire staff can meet the new teachers in a transparent and if possible welcoming fashion. Staff meetings or conferences or special occasions for this matter are such opportunities. If possible and convenient new teachers can present themselves and meet their colleagues who also present themselves.

In addition to that mentors should be thanked or praised or in other sense validated for their willingness to take on their role. This is something that should at least in part be conducted in front of the entire staff.

## **CHECKLIST FOR MENTOR**

If you have been appointed a mentor (especially for the first time), you might be wondering where to pick up your work. How to start? What are some of the key roles and responsibilities that you have?

First of all – you learn how to be a good mentor with experience and always only in a relationship.

However, if you do not know, where to begin – we made a simple checklist of some things that you can reflect upon before really stepping into the mentoring boots.



These things are really basic and you could certainly come up with them yourself but perhaps some things are too basic for an experienced teacher to really think about. So you can use this list to your advantage.

### **Do I know what I am doing?** 😊

Have I had a meeting with the school leadership? Do I know what I can expect about the process of mentoring? What is expected of me? What can I expect in turn for the work I am about to do? Can I perhaps discuss the role if it is unclear to me?

What kind of a mentor do I want to be? Who were my role models, what have they given me when I was starting out as a teacher? What was it that I needed when I was starting?

... OK, that is great ... do I realize that the new teacher that I will be mentoring is not me and might have different needs or expectations? How will I get to know my NQT? (There are also some tools suggested in this module.)

### **Do I already know something about my NQT?**

When can I contact him? Perhaps an initial contact can be done even before meeting in person to prepare just a little bit? What contact information do I have?

### **What is the situation of the new teacher regarding practically getting around the school?**

How will the new teacher get to school? Can he get to the school by public transport, is a parking available for the teacher? Does he need any special tools for that access?

Does he know the premises of the school? Have they been shown to him? Can I perhaps organize a tour?

Does he practically have access to the premises? Does he have the necessary keys/cards/access codes?

Do we have any school materials, anything that we can give the new teacher as a sort of welcome gift (for ideas see another tool in this module)?

### **What is the situation of the new teacher regarding his work station/equipment?**



Where will the new teacher have the possibility to have a wardrobe of some sort? Where will he be able to leave his belongings? Does he need any special instructions on these facilities (rules, regulations, safety ...)?

Where will the teacher be able to prepare for work? Does he have his work station/office? Can I facilitate the acquisition of the necessary space? Have the colleagues that will be working with the new teacher been informed and prepared?

What is the work equipment that the new teacher will need? What can he get from the school? Has this already been arranged? Can I help facilitate this process?

How will we welcome the new teacher to the staff?

### **Do we have any concrete events where the new teacher can be introduced?**

Will the school leader introduce the novice, would it be appropriate for me as the mentor to introduce him, would it be appropriate for the new teacher to tell everyone a couple of things about himself? Would this occasion be appropriate also for his new colleagues to present themselves to the new teacher?

What are some of the other support roles that the new teacher will need to know in the school environment? Roles such as maintenance, cleaning, kitchen, administration, school counselling ... How can I present these people to the new teacher?

Once the new teacher will be presented to the staff – how will we make him feel welcome? What are some (informal) activities that we might do together (there is a list of suggestions in this module)?

How will we give the opportunity to the new teacher to actively participate in the life of the school? Where can we give him opportunities to find his voice?

Are there some concrete written or unwritten rules that the new teacher should know about?

What national/school regulations guide the teaching profession? (A nationally adapted list would be welcome.)

Are there some specific conduct stipulations in the employment contract?

Does the school have a dress code? (Teachers and/or students?)



What code of conduct rules are there in place for the students that the new teacher should know about and know how to enforce?

### **How will we define our relationship?**

What will we be doing together throughout the year? How will we decide on that? How will we plan? ... (Suggestion of the set-up of the relationship is in this module.)

## **A PRACTICAL WELCOME KIT**

It is really nice if a new teacher is made to feel welcome also by being given a physical present, a welcome gift. A small and practical token of appreciation. If it is possible to have something arranged on the level of the school, that would be great – If such a thing does not exist, perhaps the mentor might arrange something by himself. Below we list a couple of practical ideas for this.

### ***Practically getting around***

Keys/keycards (a key ring or a card holder – with school logo perhaps)

Lists of potential codes for school computers, printers, special areas

Remotes for a parking lot/garage

Nametag (printed or laminated) to put on the door/desk/chair

### ***Virtually finding your space***

Online accounts/identity (e-mail, e-classrooms, repositories)

Presentations of the school (USB or other drive – with school logo perhaps)

Prints or files of various school policies, regulations

A mentor tailored list of formal and informal events for the school year

### ***Something practical***

A coffee mug

A reusable water bottle

School clothes (anything that exists – ties, scarfs, polos, T-shirts, hoodies ...)

## **GUIDE FOR THE SETUP OF THE MENTOR–NEW TEACHER RELATIONSHIP**

This is important!

Perhaps the most important part of this module. LOOP has developed a system of induction of new teachers that leans heavily on the model of mentorship. Dear mentor – the most important part of this induction programme is not in any of the tools and contents that you might get but rather in the relationship that you will develop with the new teacher.

So we are hoping that if you are using just one of the tools in this module, you are using this one. This is a template for an initial discussion with the new teacher that you have been assigned to mentor. The purpose of this initial discussion should be in the formation of a structural framework for the continuous work of the teacher and mentor through a prolonged period of time.

In addition – obviously – the aim of this meeting should also be in building up some initial rapport. You should read this template in your preparation for the meeting and use it as a basis and make it truly your own. In the end there is also a “Monitoring agreement” that can be used to formalize the workflow in the upcoming period.

### ***Structure of the discussion***

This template is prepared for a 60 – 80 minute introductory session that should be conducted in person. It would be very appropriate to conduct this meeting in a place where future meetings between the mentor and the new teacher will also be held. An appropriate level of privacy should be arranged for the meeting and unnecessary distractions should be avoided. If possible the best time to conduct this meeting would be before the pedagogical obligations in the class begin for the new teacher.



### Timeline of the discussion

Presentations of the mentor and the new teacher (15 – 20 min)

Expectation management (40 – 50 min)

Formalization of conclusions (5 – 10 min)

### **A. Presentation of the mentor and the new teacher**

Obviously it is important to establish rapport and as in any interpersonal communication a basic understanding of each other is important. We want to suggest using this opportunity to try and go beneath the mere superficial information about personal details here.

Perhaps the mentor can break the ice by telling the story of how he was starting out as a teacher. Potentially interesting points of discussion would be what he was afraid of, where he was uncertain, what he was most surprised about, how the reality differed from the training at the university. If applicable concrete references to his induction are welcome, what was most valuable to him, what he needed the most. If possible the mentor should try to establish himself as relatable and approachable.

Equally as important it is to give voice to the new teacher. In a non-intrusive and interested manner the new teacher should be given the impression that he matters, that the mentor is interested in him in what he is interested in ...

Some questions that might lead towards getting to know the new teacher a bit more include:

Have you had any special teachers while you were growing up?

Why have you decided for a teaching career?

What did you find most interesting in your university studies?

Which part of the curriculum are you most looking forward to teaching?

What do you think would be most rewarding in your job, especially in the first year?

How would you like to be remembered by your students?

Do you have any specific fears?

This should obviously be a discussion and not an interrogation. ☺ The mentor should try to get the new teacher in a role as active as possible. He should offer answers to questions that the new teacher might

ask. And at some point at the beginning a notion of a safe space should be addressed. A level of confidentiality would be advisable but it is one of the things that should be addressed directly.

## ***B. Expectation management***

It is important that the mentor and the new teacher start out by having a good consolidated idea about the type of relationship that they will try to establish, certain activities that they will be conducting, that they know what to expect from each other. For this reason this is the main part of the initial meeting. Below we are listing concrete issues that need to be addressed and discussed and agreements reached upon.

### **Privacy**

As mentioned – one of the first things to address is the level of confidentiality privilege that the relationship is pursuant to. Though this should be addressed at the school level it is advised that the mentor is not regarded as the new teachers superior or direct assessor (in cases where contract is extended to the new teacher only after induction/probation period). The role of the mentor is in part as a confidant, someone that we might confide in, tell also about the mistakes, doubts, challenges we are not sure about ... For issues of this kind of nature a level of privacy of conversations needs to be assured. And this should be addressed.

### **Formal requirements**

In any case a mentorship would be formalized to an extent. It is important that both the mentor and the new teacher understand what their formal obligations within the process will be. Will there need to be a specific number of meetings, concrete paperwork, evaluations and assessments, involvement of third parties. Mentor should clarify all of these requirements together with school leadership and present them to the new teacher and respond to any questions, provide concrete context to some more bureaucratic notions.

### **Needs of the new teacher**

Next to formal requirements a strong emphasis needs to be made that the relationship is intended to benefit the new teacher and in this sense the programme is adaptable, can be personalized. The mentor might refer to his needs when he was starting out and try to encourage the new teacher to try and identify what some of his concrete needs might be through the induction period.

### **Frequency of continuous meetings**

Regular meetings should be established. Their frequency and nature can vary greatly. But it is important that something concrete is set out at the beginning of the process. We might talk about short 5-minute debriefs every morning and after school, we might talk about having a 90-minute meeting once every





two months. But something concrete needs to be agreed upon. The nature of these meetings should be discussed – will they be in person, online, by phone. It is suggested that an approximately 45 – 90 minute meeting is planned once a week or once a fortnight. (The implementation of the entire induction programme with all of the materials is developed for an hour weekly.)

### **Accessibility in the interim**

The mentor and new teacher should clearly define how they will communicate between the meetings. It is not enough for the mentor to state something along the lines “if you need anything, just ask” ... The mentor should tell the new teacher when and how he can be reached. This can be either at certain times in person at the school, via e-mail or phone. This can be limited to work days, work hours or in any other way. It is important to be really clear about all of this and to try and formulate this agreement together with the new teacher according to his expressed needs.

### **Definition of activities**

It helps to be concrete in the planning of concrete activities that the mentor and new teacher will be doing together. These activities might include, joint teaching sessions, classroom observations either by the new teacher or by the mentor, supervision, informal activities. If possible these activities should be planned with a concrete purpose and goal to achieve.

### **Feedback concretization**

One of the main ideas of the implementation of the induction programme is to make sure that the new teacher advances in his professional capacity. In order for this to happen the new teacher should be given some concrete feedback by his mentor. In order for this process to be effective and productive the form of feedback should be agreed upon. This should be done in mutual discussion. The new teacher should express how he feels feedback would be most valuable for him. This could be potentially directly after activities in brief installments, perhaps on rarer occasions with more in-depth discussions, perhaps he might benefit from a couple of pointers in a written form.

## ***C. Formalisation of conclusions***

However the meeting progresses, it should result in a clear plan for future work and cooperation. It is preferable if some of these conclusions are written down and archived by both the mentor and the new teacher. For this instance the “Monitoring agreement” template can be used.



## MONITORING AGREEMENT

This is a reference monitoring plan for the new teacher induction period. With this the mentor and the new teacher will agree on the modalities of their cooperation.

Duration of the induction period

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Regular interval of meetings during induction period

Meetings generally have the  
form:

in person

online

by phone

Meeting frequency:

daily

weekly

bi-weekly

monthly

Anticipated meeting  
duration in minutes:

\_\_\_\_\_



The mentor will be available to the new teacher in the following way:

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Activities planned for the induction period include (specifically with dates when applicable):

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Mentor feedback to the new teacher and evaluation of the mentoring process short description:

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Date and place: \_\_\_\_\_

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Mentor

New teacher



## NEW TEACHER PROFESSIONAL & SOCIAL INCLUSION PLAN

This tool is a support for the mentor to prepare a plan of activities to help the new teacher integrate into the new professional environment. Its aim is to highlight different areas where the mentor might lead the way for a new teacher and give some concrete ideas of activities.

Certain activity suggestions are accompanied by specific designed templates (if this is the case it is mentioned in the description).

These activities should be considered when drafting the Monitoring agreement and included in it in accordance with the discussion between the mentor and the new teacher.

### ***Introductory activities***

#### **Entire teaching staff presentation**

There should be a more or less formal opportunity to introduce the new teacher to the entire teaching staff in an appropriate setting. This should be done by the school leadership, mentor or new teacher and should be agreed upon beforehand with the new teacher. (There are some notes on this in other parts of this module.)

#### **Department presentation**

Depending on the organization of the school there will likely be a smaller team of colleagues that the new teacher will interact more with professionally (teachers of the same department, school subject ...). A more in-depth, more personal presentation of the new teacher and more interaction with colleagues is expected as we move from the entire teaching staff to smaller and smaller groups of professional colleagues.

#### **New teacher “support group”**

It is suggested that a support group of new teachers (in the school, school cluster, region, perhaps nationally) is set up. Though some new teachers might be more proactive this process should be planned and they should be encouraged to form a group where they will be able to interact with each other about their issues and challenges. New teachers might benefit from this in addition to their cooperation with the mentors. One of the mentors, someone from school leadership or counselling service should be appointed to set up the process. A meeting of the new teachers should be convened before the beginning of pedagogical obligations or shortly after the beginning. During the meeting some general information could be provided, perhaps all the new teachers and mentors could meet, materials might be distributed ... The main aim of the meeting however should be to discuss



what kind of future ongoing cooperation the new teachers would prefer. The frequency and design of potential in person meetings should be agreed upon – would these meetings benefit from a supervision of an experienced teacher or would the new teachers prefer to meet more informally. In addition – an interim communication channel should also be set up. This depend on the facilities that the school has to offer. Communication can be set-up with, MS Teams, closed on-line forum of any type, direct mailing list or through the etwinning platform that is provided on the level of EU if there are no more convenient tools already in use at the school.

### **A guided visit of the school**

With the emphasis of meeting relevant support staff members (counselling service, administration, accounting, maintenance, cleaning, kitchen ...) in their environment, introducing them and the new teacher to them, presenting their work and appropriate channels for communication and interaction.

## ***Professional activities***

### **Collegial supervision**

This can be seen as the backbone of regular mentoring sessions. The aim of this to allow the new teacher to express his most pressing issues, challenges, concerns. The mentor is supposed to follow the development of the new teacher, guide him, suggest areas to work on, plan and discuss concrete steps in the upcoming future.

### **Classroom review**

Sometimes concrete feedback from the mentor based on the observed lessons by the new teacher is a very useful tool to advance professionally. In this case the aim of the observation and expected type of feedback should be discussed beforehand. The scope of the observation can be general or it can be focused to a specific element (use of specific tools, implementation of specific techniques or methods, rhetorical prowess, rapport establishment, student engagement, etc.) Then the mentor should attend a lesson given by the new teacher and simply observe how the new teacher is implementing the lesson. After the lesson feedback should be provided in the before arranged fashion.

### **Classroom observation**

The new teacher can benefit from observing his mentor in action in the classroom. A classroom observation can be scheduled to practically show the new teacher something he is concretely wondering about (use of certain techniques, methods or tools) it can be scheduled to cover a specific content subject (if relevant based on the subject matter that the mentor teaches) or can serve as a general tool to lead into reflections or discussions.



### **Assistance in the class**

This is a step up from the previous activity. Here the new teacher takes a more active role, supporting the teaching plan of the mentor. He can assist with group work, providing additional support to students with special needs, he can deliver smaller sections of the lesson, he can be the “model student” and interact with the mentor, he can facilitate workshop/discussion sections of the lesson, etc. It is important that the role is discussed in advance and its implementation reflected after the lesson.

### **Joint teaching sessions**

This is a step up from the previous activity. Here both the mentor and the new teacher have more symmetrical roles and should work as equal partners. This type of collaboration is often a challenge also for the experienced teachers and should be well discussed in advance and thoroughly examined and reflected after implementation.

### **Collaboration with other teachers**

We are adding this suggestion merely to shine a light to the fact that in some instances the mentor should encourage the new teacher to collaborate with other experienced colleagues not limiting himself to the mentor (this is especially relevant if the mentor does not teach the same subject). Classroom observation, assistance in the class and joint teaching sessions are activities that can easily be implemented with the help of other colleagues. Same templates can be used in the planning stage. It is important to note that the mentor can facilitate the coordination of the new teacher with other colleagues.

### **Extracurricular activities/clubs/events**

If possible and applicable the new teacher should be encouraged to put to use some of his special talents and interests. It might be beneficial for the new teacher to be given a challenge with more freedom than usually in the day-to-day pedagogical obligations. In order to integrate the new teacher in the community, he needs to become an active, contributing member. Mentor and the new teacher together should try to identify areas where the new teacher might do that.

### **Conferences and teacher training seminars**

Though not necessarily the primary focus of the work of the new teacher, attention should be given to reflection about the opportunities for continuous teacher training. The mentor can show the example of some of the activities that he is involved with and invite the new teacher to accompany him. The mentor and new teacher can, however, obviously also discuss potential professional events that the new teacher might find interesting and beneficial and attend. In this instance it is important to validate the newly acquired knowledge and competences



by giving the new teacher opportunities to present this to colleagues or at least to have a thorough de-brief by the mentor.

## **Social activities**

### **Personal visits**

If appropriate and suitable to both personalities the mentor can invite the new teacher to visit him in his home, meet his family.

### **Staff retreat**

In some instances schools conduct various types of out-of-school activities for the entire teaching staff (or perhaps a smaller ensemble – such as a department). This might be done as a part of a planning or evaluation process or perhaps merely team building. It is important to actively invite and include the new teacher. Mentor should prepare new teacher for the activity and provide context not included in official communications.

### **Initiation practices**

In some contexts there might be some initiation practices for new teachers/new employees and some expectations of them. While it is obviously important that these practices are respectful and consensual it is also important that the new teachers have a clear understanding of these activities that the mentor might provide. These practices if in use should serve to better get to know the new teacher and validate his presence at the institution – show some enthusiasm about his addition to the team. As an example – the new teacher might be asked to participate at a “show and tell” and present one of his talents such as playing an instrument or singing at one of the staff reunions. ...

### **Excursions**

In some contexts schools might organize professional (and social) one day or longer excursions for their employees. It is important that the mentor presents these events to the new teacher, actively invites him and engages with him during these events. The new teacher should also be informed about these events as early as possible and they should be included/referenced in the plan of work (Monitoring agreement).

### **Afternoon/evening events**



In some contexts schools have several formal and informal activities where teachers are expected to participate. These events should be presented to the new teacher well in advance and context about them should be provided by the mentor. Types of formal events include concerts, exhibition openings, charity events, alumni or parents' functions, etc. Informal and internal staff events might be birthday celebrations, sports events (recurring practice or tournaments), activity events (i.e: bowling, movie-night, book club, official staff-conferences "after-parties"), etc.

## WHY AM I HERE

This is a reflection tool that can be used independently by the new teacher (or as an interview template). It can serve the new teacher as a reminder of where he was when he was starting out at a later stage during the induction process or career in general.

It can also be shared with the mentor and used as a starting point for a discussion. In this case it can be also used before the initial mentor – new teacher meeting for the new teacher to prepare a little bit.

Who are the best teachers you had in your life and why?

What influenced you to decide to become a teacher?

What are the things you like/enjoy about the subject matter that you have studied to teach?

What are some of the things that you most look forward to in your current employment?





Where do you see yourself needing most support and help? Are there some areas of concern, fear, doubt that you have before starting with your job?

How do you expect your typical week to unfold during your first year of employment?

Where do you recharge personally if you feel overburdened?

What are some specific goals that you have for your first year? How will you know that you were successful? Try to set three very concrete goals.

How would you like to be remembered by the students that you teach?



Co-funded by the  
Erasmus+ Programme  
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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.