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# Teacher Induction Programme

## Module 2: Developing planning and setting objectives/goals

WP2 - Deliverable D2.2.

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

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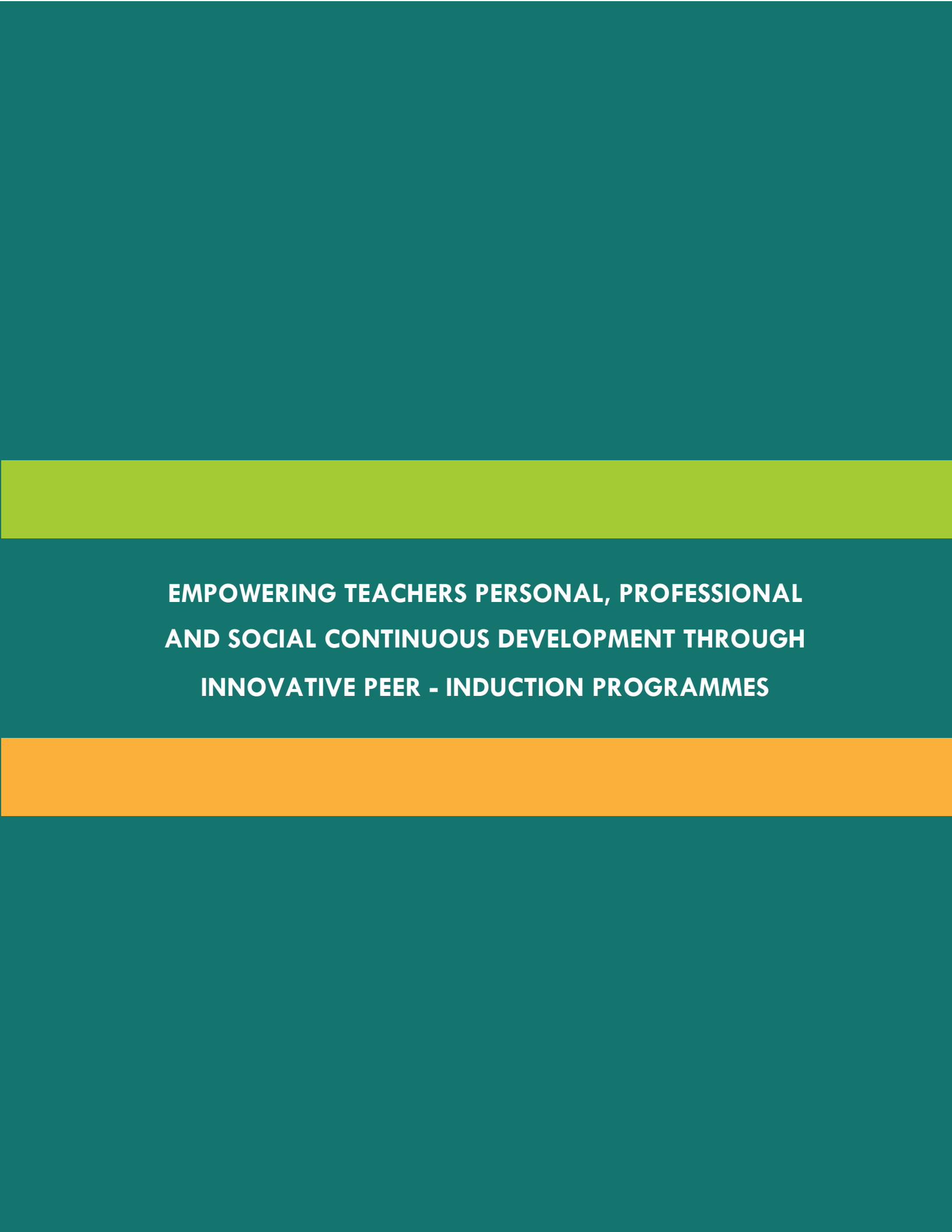
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL  
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH  
INNOVATIVE PEER - INDUCTION PROGRAMMES**



## Developing planning and setting objectives/goals

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

This module aims to provide the beginning teacher (NQT) and the teacher mentor with the tools and guidance to design an action plan for beginner teachers entering an induction programme. It wishes to offer support for the beginner teacher in the acculturation/ appropriation of competencies that allows him/her to fulfil his/her professional objectives with progressive independence and autonomy. It also offers tools promoting monitoring of the implementation of the set action plan and self-reflection on their path.

### B. Expected learning outcomes:

- The new teacher will get familiarised with the culture and specifics of their new work environment, and with the modules of the induction programme.
- The new teacher will reflect on their professional needs and desires for the induction year.
- The new teacher and the mentor will establish an effective working relationship and define the action plan for the induction year, which can be adjusted during the school year based on the challenges the NQT will face.
- Recognition of what the new teacher needs and desires to reach (the NQT can ask him/herself the question “what I will know by the end of the induction programme”).

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
<b>2.1 Methodology of the module</b>	Mentor and/or NQT	Presentation	2 hours	Transversal
<b>2.2 Checklist with the modules of the induction programme</b>	NQT (possibly together with mentor)	List/self-reflection tool	45 minutes	Transversal
<b>2.3 Checklist with extracurricular activities</b>	NQT and mentor	List/self-reflection tool	15 minutes	Transversal
<b>2.4 Template of an action plan</b>	NQT (possibly together with mentor)	Guide to create a form	1 hour	Transversal
<b>2.5 Template to register the activities and the monitoring meetings</b>	NQT and mentor	Journal/form	45 minutes per meeting	Transversal



**2.1 Methodology of the module** contains a brief description related to the methodology applied in this unit and provides for the design of an action plan, based on a collaborative relationship between the NQT and the mentor, the processes to be applied in the planning and monitoring of the selected activities, the objectives to be reached and the critical reflection on the course taken.

**2.2 Checklist with the modules of the induction programme** allows the NQT to get familiarized with all the tasks he/she may emerge with during the induction period. It presents several levels of induction so he/she can have a self-reflection moment and in collaboration with the mentor define what are his/her weaknesses and strengths and the areas they want to work on. This document is a first step for the NQT and mentors to start designing their action plan for the induction programme.

**2.3 Checklist with extracurricular activities** is an open document with other school activities that a mentor and a new teacher might find useful to implement and can be included in the action plan. There are various activities suggested but the NQT or the mentor can add other activities according to the school context. This list also presents several levels of induction so the NQT can have a self-reflection moment to define which activities want to work on during the induction programme. This will help the new teacher to be better prepared for the school activities.

**2.4 Template of on action plan** is the core element of this module. The design of the global induction action plan leans on the **PDCA cycle (Plan, Do, Check, Act)**. It entails the design of the induction programme in detail and customizing for the new teacher to guide him/her during their induction period. The action plan includes a set of objectives, suggested activities and expected outcomes that meet the beginner teacher's professional intentions, expectations, and needs (also expressed in the action plan).

**2.5 Template to register the activities and the monitoring meetings** is a form in which the new teacher will register the activities implemented over time and his/her progress during the induction period. He/she must define the more suitable tool to use, it can be a simple checklist, a diary or a journal, a mind-map, or any other support.

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

This module aims to support the new teacher (NQT) and the teacher mentor in developing an action plan that will guide the new teacher during their induction period. The action plan will include a set of objectives, suggested activities and expected outcomes that meet the beginner teacher's professional intentions, expectations, and needs (also expressed in the action plan). That is why this unit is transversal to the whole programme, since it will be adjusted to the needs of the nqts according to the evolution of their learning journey and performance and the challenges they will face.

How will this work? In this module, the NQT and the mentor will plan all the activities that the NQT wants to do from the other modules of the induction programme, but also plan other types of



activities associated with the beginning teacher duties and school activities (extracurricular, such as clubs, projects, activities with the community, etc.). In this sense, for the first two weeks, the workload will be more intense (average of 3 hours per week) for designing the plan and the roadmap; then the workload of this unit is reduced to 1h per month to promote the direct moments for joint reflection, monitoring and feedback.

The main goal is for the NQT to look at the content of the induction programme and understand what he/she needs and wants to learn the most, and then plan the activities to be done over time. However, according to the service allocation that the NQT can/might receive besides its teaching responsibilities, the planning phase can also include other types of activities that correspond to specific needs and interests the NQT has.

The design of an action plan enables the beginner teacher (NQT), with guidance and in reflection with the mentor, to define the interests/needs of the teacher at the beginning of the career, contextualize what will be the starting point, also consider the context of the new professional reality.

### ***E. A useful link***

Information on the PDCA cycle: <https://asq.org/quality-resources/pdca-cycle>

## **2.1 METHODOLOGY OF THE MODULE (The PDCA cycle)**

The methodology applied in this unit provides for the design of an action plan, based on a collaborative relationship between the NQT and the mentor, the processes to be applied in the planning and monitoring of the selected activities, the objectives to be reached and the critical reflection on the course taken. That is why it is suggested to apply the Plan, Do, Check and Act methodology (PDCA cycle<sup>1</sup>) to sustain the implementation of the induction programme in its different stages. The action plan will demonstrate an **agreement** about the activities to be developed and objectives to be reached. The activities must be **appropriate** to the profile of the NQT, to their expectations, needs and desires, but also to the educational context in which their professional immersion takes place.

On the other hand, the mentor must not forget that a beginner teacher has a life experience and a background of scientific and pedagogical knowledge that allows them to take responsibility, has a strategic vision of the educational work to be developed and has an analytical capacity that enables them to make decisions and therefore should be co-responsible throughout the process and adopt an active role. Thus, it is important to

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<sup>1</sup> Further information can be consulted here: <https://asq.org/quality-resources/pdca-cycle>



ensure that **communication** between the NQT and the mentor is effective, and allows the adjustment of the actions, based on formative **feedback**, as a result of constant **monitoring** of the action plan and its objectives.



Figure 1: ACDA Scheme

The action plan for the NQT shall be governed by the following principles:

- Coherence and integration: ensure that the experiences that are lived and the learning carried out integrate the teacher's background of knowledge, experiences, values, feelings, and desires.
- Responsibility and development: responsibility enables the professional development, through a successive commitment to the identification of opportunities for personal and professional growth, with respect for the context and in response to emerging educational challenges.
- Quality orientation: the plan must be oriented toward the needs, responsibilities, and desires of the beginner teacher, ensuring an increase in his/her confidence and the quality of his/her actions.
- Participation and collaboration: the actions must be supported in peer-learning, in the sharing of knowledge and responsibilities between the NQT and the mentor.
- Flexibility for adaptation: the plan shall have the necessary flexibility so the path of the beginner teacher can easily be adaptable to new and unforeseen situations, where a quick and appropriate response is required.

This unit comprises 3 main activities:

Act.1: Diagnosis and needs analysis

Act.2: Establishing the action PLAN

Act.3: Setting the activities (DO, CHECK and ACT)

Time estimate: 2 hours

### **Act. 1: Diagnosis and needs analysis**

There are two types of induction, and thus the diagnoses and needs analysis will have to embrace both: the immersion in several thematic units of the induction programme and the induction in activities associated with





the school events and with the teacher duties (extracurricular activities). For both, it is crucial to have a diagnosis of the beginning teachers' needs and interests. So, after the mentor analyzed the service assigned to his/her NQT and knows his/her profile, it is time for both to:

- Analyze all the thematic units of the induction programme and define which of them are more important for the NQT according to the culture of the school and what he/she needs. There are 12 thematic units grouped into three main categories: Me in the role of the teacher, Me and my students and the world outside the classroom. It is important to remember that the units selected in the beginning can be changed over the school year due to specific needs or interests of the NQT that may arise (see 2.2 *Checklist* for more details).
- Design a list of school activities for the teacher to perform. This list should be contextualized, and the activities should be presented in more detail, with the goal that the NQT can easily and simply understand their purpose and functioning. As such, the list below is a suggestion of school activities that can be listed and proposed to the NQT:
  - Outline and prepare a field trip
  - Meet with the Class Council
  - Meet with Parents and Guardians
  - Develop an Interdisciplinary Project
  - Create and structure a School Club
  - Animate and develop an existing club
  - Be involved in a European project
  - Develop an etwinning group

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### **Act. 2: Establishing the action PLAN**

When designing together the action plan it is necessary to consider that the activities and objectives must be systematized, planned and structured and include measurable indicators to be realistic.

Thus, after the selection of the activities that are intended to be developed during the induction period (Act. 1), the NQT and the mentor proceed with the (master) planning.

### **PLAN - What is the plan? - This step concerns the definition of the initial action plan for the beginning teacher induction path.**

The plan must include:

1. The identification of the persons involved in the plan (NQT and mentor) and the period of the induction programme implementation.
2. A characterization of the starting point: which implies a brief contextualization of the beginning teacher's needs, expectations and desires that support the selected thematic units for the induction programme and the other activities associated with extracurricular moments.



3. The definition of the procedures / tasks to implement the activities. How will this be achieved? What do they need to do? Which steps should they follow?
4. A roadmap for the action plan: presenting the details of the master plan, the calendar (when), the estimated duration, and the identification of suitable or necessary collaborators/supporters.
5. Monitoring moments: where the NQT and the mentor will jointly reflect on the process and results, confronting the initial objectives. In the plan the NQT and the mentor need to plan for the monthly reflection, monitoring and feedback moments (CHECK) and the larger reflection meetings (three meetings one at the end of each trimester<sup>2</sup> -ACT)

### **Act. 3: Setting the activities (DO, CHECK and ACT)**

Upon agreement of the action plan, the NQT and the mentor will work together over time. While the NQT is responsible to register the activities implemented over time (DO), together, the NQT and the mentor will meet monthly (Monthly CHECK meetings) to monitor the implementation of the activities and to joint reflect on the learning path of the NQT and the mentorship relation/process.

This process is complemented with additional meetings (ACT Meetings - 2 or 3, at the end of each school semester or trimester) where, besides monitoring the implementation of the activities and joint reflecting on the learning path of the NQT and the mentorship relation/process, both shall revisit the action plan and adjusted if needed.

It must be noticed that in the final meeting, at the end of the school year, the mentor must include some suggestions and tips for the professional and personal development of the NQT, in liaison with the thematic unit 8 “Training opportunities (possibilities for continuous training and improvement)” of the induction programme.

## **2.2 CHECKLIST WITH THE MODULES OF THE INDUCTION PROGRAMME**

Time estimate: 45 minutes

This annex presents a list of the thematic units from the induction programme.

In this first activity included in the *2.1 Methodology* (Act. 1: Diagnosis and needs analysis) you were invited to analyze what seems most important and interesting areas for the mentor and the new teacher to concentrate on.

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<sup>2</sup> If the school year is organized in semesters, you can adjust these meetings to two instead of three



It uses a scale from 1 to 5, in which 1 means that the topic seems LESS IMPORTANT to your induction process, which corresponds to having less of a need to immerse deeply into that module. On the opposite side, we have the value 5 that corresponds to MORE IMPORTANT, which means a greater need to do immerse in a certain module of the induction programme.

### Thematic Units from the induction programme

	ACTIVITIES	[Less important]		[More important]		
		1	2	3	4	5
Me in the role of the teacher	3. Identifying motivation and drive and self-reflection					
	4. Authority and confidence in the class					
	5. Issues of pressure and stress					
	6. Personal and professional life					
	7. Teaching styles, use of ICT, use/development of supporting materials in teaching and various approaches to teaching within specialized pedagogies					
	8. Training opportunities (possibilities for continuous training and improvement)					
Me and my students	9. Classroom management and setting the discipline					
	10. Dealing with diverse students (students with diverse needs)					
	11. Evaluation and giving feedback					
The world outside the classroom	12. Work with parents					
	13. Work with other local stakeholders					
	14. Administrative and technical obligations, a European framework for cooperation in the field of education and dissemination activities within the teaching profession					

\* This list promotes the development of several competencies, namely *soft skills* such as adaptability, critical thinking, self-awareness, collaboration, communication, and creativity, but also *hard skills*, such as administrative and bureaucratic procedures from the school. It is an “open list” and either the beginning teacher or the mentor should add other activities that are suitable to their school context. The goal is for the NQT to know what kind of activities they can find and work in and understand if they have the need or interest in being inducted on them during the induction programme period.

After looking at the list and adding other activities, if necessary, the beginning teacher is invited to do a self-reflection and score the level of induction they think they need for each activity. Those with a higher need for induction (5) will be at the starting point of the planning phase.

## 2.3 CHECKLIST OF POSSIBLE (EXTRA)CURRICULAR ACTIVITIES



Things that go on in a school setting that are perhaps a bit more obscure or so self-evident that they are easily overlooked and can serve as a reminder.

Direct pedagogical activities:

- Lessons
- School assemblies
- Specific interdisciplinary lessons/project days
- Field trips and excursions
- Sports days and sporting competitions
- Educational fairs (e.g.: science)
- Class retreats
- Visits to the school by groups of people

Extracurricular activities:

- Clubs (e.g.: drama, writing, etc.)
- Sport teams
- Student project teams
- Visits to local stakeholder organisations
- Student body organisation

Teacher engagements:

- Staff conferences
- Department meetings
- (Inter)national teacher conferences/seminars/study groups
- Staff plannings/retreats
- Parent-teacher meetings
- Collegial lesson visits
- Class observations
- Joint teaching sessions
- Involvement in an international project



## 2.4 TEMPLATE OF THE ACTION PLAN (based on the PDCA cycle)

Time estimate: 1 hour

**The template is comprised of 5 main sections:**

1. Identification (of the persons involved in the plan and the period of implementation);
2. The NQT's starting point (needs and expectations with the content of the induction programme; needs according to the assigned service in the school);
3. Procedures/Tasks;
4. A roadmap (what, when, with whom)
5. Monitoring (monthly CHECK meeting and semestral ACT meetings);

This plan can be adjusted to the needs of the new teacher according to the evolution of their learning journey and performance and the challenges they will face. This plan will be the NQT's master plan for his/her induction year and the detailed plan of each thematic unit will have to be designed in each unit.



ACTION PLAN																													
	Name of the NQT: Name of the Mentor:		Starting date: Ending date:																										
Starting point	Needs, expectations, and desires of the NQT related to the content of the induction programme:		NQT's needs associated with the assigned service and school activities (extracurricular):																										
Procedures / Tasks <sup>3</sup>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>																												
Roadmap (DO)	<table border="1"> <thead> <tr> <th>N<sup>o</sup></th> <th>Identification of the thematic unit of the induction programme or the extracurricular activity</th> <th>(When) Period of development/ implementation (we suggest considering the unit "week")</th> <th>Estimated duration</th> <th>Identification of suitable or necessary collaborators/ supporters (at the school level)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				N <sup>o</sup>	Identification of the thematic unit of the induction programme or the extracurricular activity	(When) Period of development/ implementation (we suggest considering the unit "week")	Estimated duration	Identification of suitable or necessary collaborators/ supporters (at the school level)																				
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Monitoring	<b>CHECK: monthly meetings</b>		<b>ACT: end of each school semester/trimester meetings</b>																										

<sup>3</sup> it is suggested to include activities such as observation of classes, being observed, ...



## 2.5 TEMPLATE TO REGISTER THE ACTIVITIES AND THE MONITORING MEETINGS

Time estimate: 45 minutes per meeting

For the monthly CHECK meetings, a template is provided to register the findings of the reflection and monitoring monthly, as well as, a template is provided to register the findings of the ACT meetings.

MONTHLY CHECK MEETINGS	
CHECK	

ACT MEETINGS	
ACT	



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