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# Teacher Induction Programme

## Module 8: Training opportunities (possibilities for continuous training and improvement)

WP2 - Deliverable D2.2.

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

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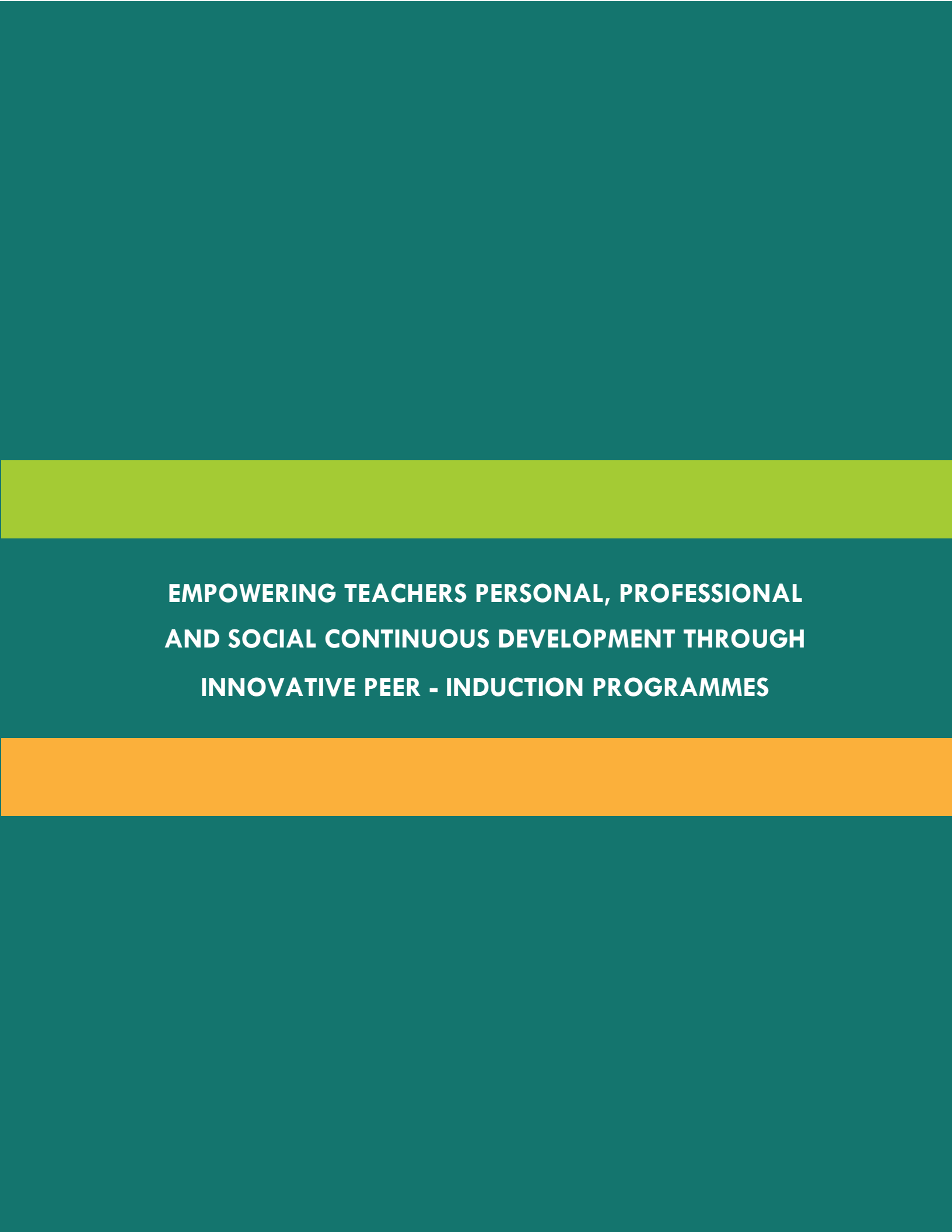
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL  
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH  
INNOVATIVE PEER - INDUCTION PROGRAMMES**



## Training opportunities (possibilities for continuous training and improvement)

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

Implementing the **Training opportunities (possibilities for continuous training and improvement)** module aims to NQTs with a firm basis on which they can build their continuous professional development. Module offers teachers concrete steps and guidelines covering both external/administrative requirements for their progression, as well as internal/psychological incentives that can be utilized individually, or in collaboration with other teachers, to set realistic goals for every teacher to follow.

### B. Expected learning outcomes:

- NQTs will have the knowledge of national framework and regulations in regards to possibilities for continuous training and improvement.
- NQTs will be familiarised with national requirements for teacher’s career progression.
- NQTs will be able to reflect on their career progression, and will be able to concretely identify/monitor necessary steps for their professional development.
- NQTs will be able to find seminars, conferences, and training opportunities that match their preferences.
- Mentors will develop a framework through which they can share their own experience and examples of good practices.
- Mentors and NQTs will establish a common basis through which they can communicate their needs, expectations, and plans for professional development.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
<b>8.1 The national framework, req. and regulations for teachers’ career development</b>	Mentor and NQT	Presentation	90 minutes	Bureaucratic/ Administrative
<b>8.2 Mentor discussion template</b>	Mentor	Guide	30 minutes + 60 minutes implementation	Pedagogical/ didactical
<b>8.3 Career progression plan/self-reflection questionnaire template</b>	NQT	Presentation/ checklist template	60 minutes	Pedagogical/ didactical



**8.1 The national framework, requirements and regulations for teachers' career development** is a context dependent list structured as a presentation with detailed information about national regulations pertaining training opportunities and possibilities for continuous training and improvement. Specific focus is dedicated to the user friendliness of provided information – all data is presented in a simple, yet detailed way, in order to optimise user experience.

**8.2 Career progression plan/self-reflection questionnaire template** is a template designed as a hybrid document – a checklist with journal components which teachers can use at the beginning of their career (or at later stages) to establish a coherent and concrete plan for their progression, covering main steps to be taken. Document can be used independently by a new teacher, serving at important stages of their career as a reminder and self-assessment tool, as well as a basis for discussion about their careers with mentors and peers. The main idea behind the document is that structured approach to career path which includes a tool for conscious outlining of self-improvement can positively influence the desired outcome.

**8.3 Mentor discussion template** is a comprehensive guide for the mentor to reflect on their career decisions, plans and experiences and a template of topics/questions to lead a discussion with the NQT (where to look for opportunities, own experience, school specifics, etc.). This document is presented through soft guidelines, as every mentor should be able to personalize content provided from their own experience, but also offers concrete tools for transfer of knowledge, and establishment of communication on this specific topic.

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

A mentor starts the work on this module together with their new teacher by **presenting the national framework and regulations** (8.1 might be of help). This can be done in formal surrounding, with typical ex-cathedra approach, as information provided is rigid and at this point does not require practical work. New teacher can also independently examine the first material but covering it with the help of mentor can assist in smoother transition into the topic. Thus, mentor can already informally assess new teacher's knowledge of the provided context. At this point, the new teacher should already have a theoretical insight into the main requirements and steps to be taken in order to progress in their career.

After this, the most important segment of the module, Career progression plan/self-reflection questionnaire template for the new teacher (8.3) should be filled out by the new teacher. This should be done privately, giving the new teacher enough time and space to carefully consider their options, and to build a path for themselves based on their personal preferences and wishes. It is important that this stage of the module is done alone. It is also important that new teacher is aware how career progress can evolve and change during the process, and that the abandoning one goal does not imply defeat – this is something to consider in the next material of the module.

After the new teacher has been acquainted with all national regulations and has been provided with formal guidelines for career improvement, as well after process of self-reflection which adds intrinsic value to their plans, next step in this module is mentor discussion. Mentor prepares for this discussion by studying and preparing



Mentor discussion template (8.2), enriching already provided materials with their own point of view, experience and opinions. This discussion is to be done in private setting, with both new teacher and mentor dedicating enough time to have a face-to-face open discussion. Part of this process can be also mentor's assessment and feedback on the career progression questionnaire filled out by the new teacher, but only if the latter feels comfortable with sharing this information.

## 8.1 THE NATIONAL FRAMEWORK, REQUIREMENTS, AND REGULATIONS FOR TEACHER'S CAREER PROGRESSION

There are two main documents about requirements and regulations for teacher's career progression. First document is *Law on education in primary and secondary schools*, available here [https://narodne-novine.nn.hr/clanci/sluzbeni/2008\\_07\\_87\\_2789.html](https://narodne-novine.nn.hr/clanci/sluzbeni/2008_07_87_2789.html).

Main regulations about for introductions program from teachers in elementary and secondary schools are in *Rulebook on passing the professional examination of teachers and professional associates in primary education and teachers in secondary education*. (available here [https://narodne-novine.nn.hr/clanci/sluzbeni/2003\\_05\\_88\\_1135.html](https://narodne-novine.nn.hr/clanci/sluzbeni/2003_05_88_1135.html)). Probably every other country has similar *Rulebook* for induction program and regulation how to *passing the professional examination of teachers*. After one year of teacher internship in Croatia, future teacher must past state professional exam.

**For teachers (all level of school) professional exam includes:**

- Written work (an essay on the teaching methodology of the subject taught by the teacher),
- Written preparation for the lesson, performance of the lesson and
- Oral exam which includes knowledge of the Constitution of the Republic of Croatia, knowledge of laws and regulations on education

There is lot of presentations and other materials that can help future teacher to prepare for conducting the induction program and taking the exam:

- [Http://www.st-pedagozi.net/wp-content/uploads/2020/01/pripravni%C5%a1tvo-i-stru%C4%8Dni-ispit-2019..pdf](http://www.st-pedagozi.net/wp-content/uploads/2020/01/pripravni%C5%a1tvo-i-stru%C4%8Dni-ispit-2019..pdf)
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Here are the link for literature:





- [https://www.azoo.hr/app/uploads/uvezeno/images/stories/dokumenti/Programski\\_sadrzaji\\_njemacki.doc](https://www.azoo.hr/app/uploads/uvezeno/images/stories/dokumenti/Programski_sadrzaji_njemacki.doc)
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- [https://www.azoo.hr/app/uploads/uvezeno/datoteke/STRUCNI\\_JESEN\\_2019/Programski\\_sadrzaji\\_njemacki\\_literatura.doc](https://www.azoo.hr/app/uploads/uvezeno/datoteke/STRUCNI_JESEN_2019/Programski_sadrzaji_njemacki_literatura.doc)
- <http://likovna-kultura.ufzg.unizg.hr/ispiti.htm>



## 8.2 MENTOR DISCUSSION TEMPLATE

This discussion guide will help you, mentor, to lead a better, more productive discussion with your mentee. Following, you will find a compilation of “soft” guidelines that you can personalize to your own approach, with few tips and tricks that may prove useful, reminding you that you too were once a novice, and helping you to connect with the new teacher.

### Good to know before start:

During first year, new teacher may usually go through 4 or more phases:

**PHASE 1: Anticipation** – Most, if not all, new teachers enter the school for the first time with a sense of wanting to make a difference, feeling excitement, but also anxiety.

**PHASE 2: Survival** – After first couple of weeks, being faced with numerous new problems and situations, new teachers might struggle to keep their head above water, feeling that they have so little time to learn so much.

**PHASE 3: Disillusionment** – After month to two months working, new teachers are consumed with workload, their ideals of school being affected by bureaucracy and administrative tasks, possibly having low morale and questioning their commitment and competence. School is not what they thought it would be.

**PHASE 4: Rejuvenation** – After the first shock has passed, with the proper help of you, mentor, new teachers begin to settle, accepting their new reality, and thinking about things that work, and things that need improving.

### How mentor can help new teachers who are struggling to pass these phases:

Start with supporting new teachers’ low-level needs first, followed by their mid-level requirements, and finally their high-level needs, taking into account above mentioned phases.

- 1. Low-level needs** – share with them basic information, such as how to take attendance, learning names of the students, meeting their new colleagues, how to use school equipment, how to handle e-mails,...
- 2. Mid-level needs** – introduce them to your experience, ideas and opinions on how you evaluate and mark grades, how you check homework, how you schedule and conduct parent conferences,...
- 3. High-level needs** – share with them your specific skills and your teaching methodology, how you approach different learning styles, how you incorporate critical thinking in classroom,...

### Don’t forget!



- **Good mentors have good ears:** Empathy is the best tool that you can utilize – you can't provide a good answer, if you didn't listen to the question carefully.
- **Good mentors encourage reflection:** Simple questions starting with "How" and "Why" can go a long way. Don't just advise, encourage your mentees to think about the issues.

### A few more ways that could help you build a stronger link with your mentee

#### WHAT ARE SOME ADDITIONAL WAYS TO BE AN EXCEPTIONAL MENTOR TEACHER?

- Build a bond first, because new teachers need to feel comfortable approaching you for assistance.
- Focus on just 1 objective at a time. Usually, classroom management comes first.
- Spend as much time as you can with new teachers.
- Pay close attention while letting new teachers reach their own understandings and conclusions.
- Recognize and appreciate both major and minor victories every day.
- Track their development in writing so that new teachers can see how much they improved.
- Don't be afraid to reveal your own weaknesses. Share your early teaching experiences in your stories.

#### How to prepare for a discussion – revisiting your own values and opinions

##### Activity: An ideas tree...

Creating an Ideas Tree will allow you to clarify your existing beliefs and understanding of what mentoring is and what you perceive mentors do. On a piece of A4 paper write down these questions:

**What is mentoring?**

**What do mentors do?**

Write down whatever comes to mind as you think about and unpack these questions. When you can't think of anything else to add, alongside each entry respond to the following question:

#### **If this is what mentors do, what might that mean for being an effective mentor?**

Consider your experiences as a mentor or as a mentee as you formulate your replies. In how we approach people, we frequently transmit hints about our position. Until we shed light on them, our habits and presuppositions may be concealed inside these hints. As you react to the following prompts, consider your comments in the context of working with a novice teacher or a colleague with less experience. Ask yourself:

#### **Where do I stand, in relation to:**

- Who knows best?
- Showing, telling or...?
- Whose voice has the most weight?



- Who talks, who listens?
- The purpose of the mentoring?
- Being asked a 'silly question'?
- Who sets the agenda? Who chooses the focus?
- How things will be decided?
- Being approachable, accessible and available?
- How we work together, (including when and where)?

You can also ask yourself following questions, writing down the answers and using them to expand upon the two most important questions: *What is mentoring?* And *What do mentors do?*:

- What must my new teacher know and be able to do/learn (in order to satisfy their pupils' needs)?
- What do I need to know and be able to do to help and meet the learning requirements of my beginning teachers?
- How can I assist my new teacher in expanding their knowledge and honing their practices?
- What occurs in the classroom as a result of my assistance for the new teacher's professional development?
- What effect did my professional development have on my practice and my new teacher's training?

### **Discussion with your mentee**

Here, we will offer you three approaches to the discussion that you might lead with your mentee:

#### **1. Wellbeing conversations**

These dialogues focus on the new teacher's confidence and sense of self-efficacy; they disclose more about how they feel than their job, and they provide a solid foundation for expanding on the concept of growth (be it personal or professional). Mentors utilize this type of communication to understand more about their colleague's opinions of their teaching as well as their concerns and insecurities. A talk about well-being can also indicate how they are forming relationships with students and coworkers, as well as any time management issues or worries. Wellbeing dialogues concentrate on the emotional well-being of starting teachers in the context of their new job and the 'dailyness' of their work — an environment in which pressures might mount gradually or unexpectedly, necessitating regular check-ins and debriefings. During such interactions, mentors should frequently sympathize with new teachers and find methods to support and reassure them. Mentors serve as allies in a new and perhaps intimidating setting. In the beginning of a teacher's career, when establishing a mentorship relationship and gaining an understanding of the workplace are top priorities, such conversations are more common. The questions that might initiate this discussion can be derived from those that mentors had to consider when creating their "Idea tree." Ask mentees their thoughts on the same issues.

#### **2. Brainstorming conversation**

Start by studying the school's orientation or induction materials with your new teacher. Identify and explain any concepts that are unclear to the new teacher, then generate a list of any other types of information or procedures that the new teacher may need to know. Clarify what you can immediately, then label each item on the list with the name of a person who may know the answers or who might assist the beginning instructor in finding them.



### 3. Asking clarifying questions

The activity of "clarifying" and asking clarifying questions is fundamental to good mentoring and can help disclose the type of assistance a new teacher requires. Effective mentoring depends on listening closely to, and understanding, the person with whom you are working. Writing down what your colleague says will help you clarify; this will allow you to return to specific remarks or observations that may require more explanation in the future. When explaining, the purpose of the mentor is to be totally present for their colleague and to be "interested rather than interesting." Some clarification questions may include:

- When you said... what were you thinking about?
- What makes you say that?
- Could you say a little more about...?
- I am not sure I understand, could you explain that a little more?
- Which of these ideas (raised by the new teacher) is more important or urgent for you?
- If you had to choose (ideas raised by the new teacher), which of these would help most?

Mentors will have a deeper knowledge of their colleague, their context, circumstances, and needs by asking such questions. Initially, it might be extremely difficult to ask clarifying questions as opposed to analytical, critical, or interrogative inquiries; the purpose of clarifying questions is to better comprehend something from the perspective of the new instructor. The replies to clarifying questions can be just as illuminating and beneficial for your new colleague as they are for you. For a new teacher, well-formulated clarifying questions should result in pretty profound insights.

#### Further reading:

1. Eileen Mooney Cambria, "A Study of the Qualities of Effective Mentor Teachers", Seton Hall University, 2006 <https://core.ac.uk/download/pdf/151532214.pdf>
2. Lauren Gilchrist, "Teaching our Teachers: The Value of Teacher Mentorship", Skyward, September 2019 <https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/september-2019/teaching-our-teachers-the-value-of-teacher-mentors>
3. Department of Education and Training, A Teacher's Guide to Effective Mentoring, State of Victoria, 2014 [https://education.nt.gov.au/\\_data/assets/pdf\\_file/0011/427583/2017\\_teachers\\_guide\\_to\\_effective\\_mentoring.pdf](https://education.nt.gov.au/_data/assets/pdf_file/0011/427583/2017_teachers_guide_to_effective_mentoring.pdf)
4. Sarah Gonser, "The Qualities of Exceptional Mentor Teachers", Edutopia, July 29, 2022 <https://www.edutopia.org/article/qualities-exceptional-mentor-teachers>
5. Gayle Furlow, "How to be an exceptional mentor teacher", teacherready, June 28, 2019 <https://www.teacherready.org/exceptional-mentor-teachers/>
6. Larissa Raymond, Jill Flack & Peter Burrows, "A Reflective Guide to Mentoring and being a teacher-mentor", Early Childhood & School Education Group, Department of Education and Training (DET), Victoria, 2016 <https://www.education.vic.gov.au/Documents/school/teachers/profdev/Reflectiveguidetomentoringschools.pdf>



## 8.3 CAREER PROGRESSION PLAN/SELF-REFLECTION QUESTIONNAIRE TEMPLATE

**Career progression/plan self-reflection questionnaire template for the new teacher** is a template designed as a hybrid document – a checklist with journal components which you can use at the beginning of your career (or at later stages) to establish a coherent plan for progression, covering main steps to be taken. You can use it independently, as a reminder and self-assessment tool, as well as a basis for discussion about your careers with mentors and peers.

### **A few words of encouragement**

Those who plan their careers years in ahead and exert effort to make it a reality are significantly more successful than those who lack a long-term strategy and make professional selections based only on immediate incentives. It is preferable for an individual to be proactive in assessing their interests, strengths, and weaknesses and realistically evaluating their options and making pertinent plans, as opposed to being reactive and ending up in a position where their true potentials are not realized for a variety of reasons.

### **The career planning process can consists of following parts:**

- **What I want and what I have to offer?** Identify what variables are crucial to you, develop a picture of your priorities in terms of skills, interests, and what inspires you, identify what could hold you back, and determine how to fill any gaps in experiences.
- **What's out there?** Gathering relevant information on the nature of various forms of work, the variety of career opportunities, and chances for further study or training.
- **Focus on options.** Making confident decisions by analysing the research done on individual and their options.
- **Making plans.** Setting short and long term goals. Being realistic, considering the time available, focusing on the priorities set, breaking down large tasks and reviewing plans regularly.
- **Making it happen.** Reflecting on the skills and experiences and putting plans into action.

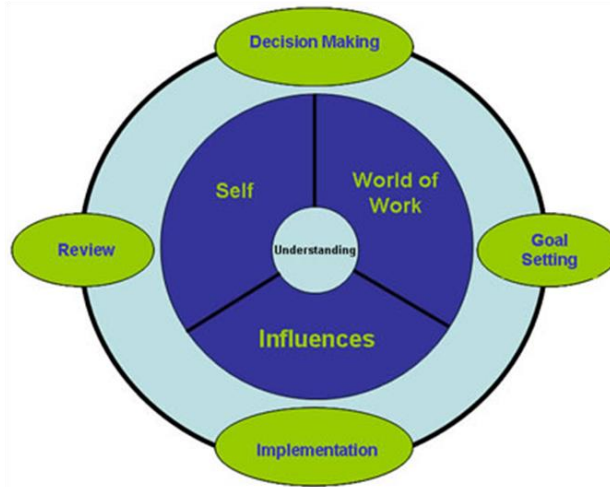


Figure 14: The Career Planning Model proposed by Queensland University of Technology

### Personal Development Plan

Generally, the following three basic questions need to be asked in order to develop personal development plan:

1. Where am I now?
2. Where do I want to be?
3. How can I get there?

The following flowchart illustrates the process of writing a development plan:

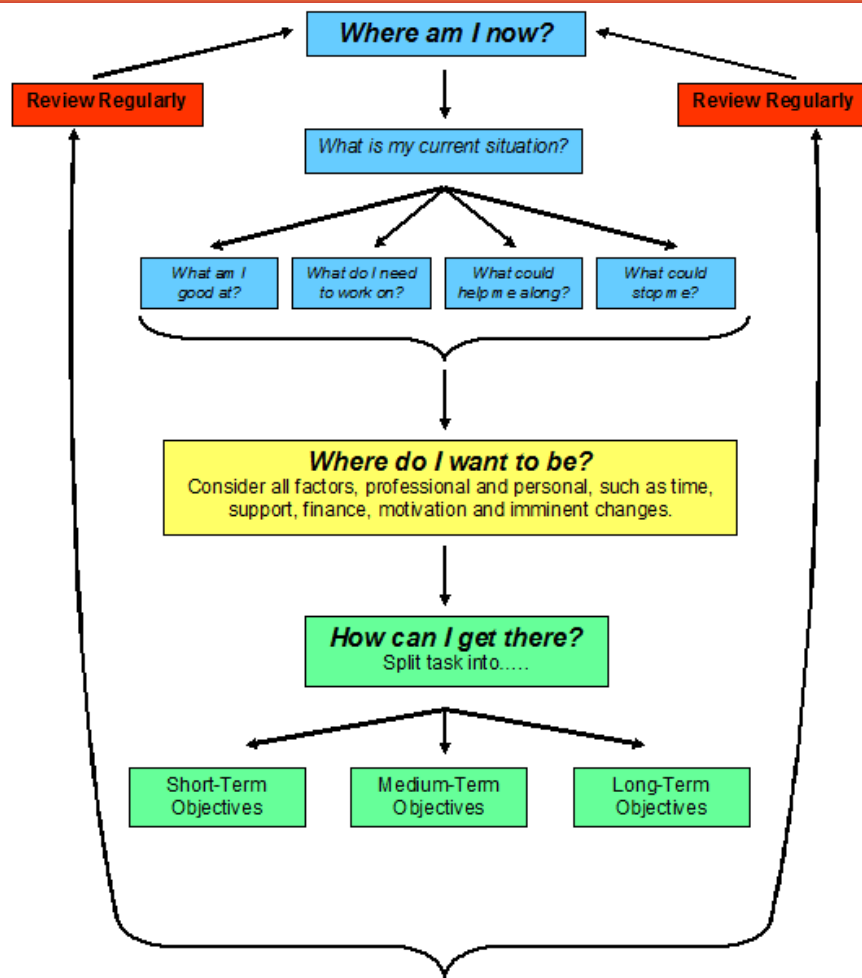


Figure 15: Personal development plan flowchart

This next worksheet can help you reflect on your skills, strengths, weaknesses, motivation, and preferences as you work to develop a draft Professional Development Plan. Take a piece of A4 paper and:

**List your strengths.**

1. What do you love to do?
2. In what areas do you excel?
3. What brings you professional pride?
4. What did you do really well this past year?

**List all your strengths in a bullet list of power statements like this:**

- I excel at:
- I feel capable when I:
- My top strengths are:





### List your areas of improvement.

1. What do you loathe doing?
2. What tasks do you put off?
3. What takes you more effort to complete accurately?
4. What mistakes did you make this past year?

### List all your development opportunities in a bullet list of power statements like this:

- I want to be better at:
- I would like to improve my:
- I need to learn how to excel at:

### List your specific ambitions:

1. What areas of my profession am I interested the most?
2. What options are there for me to explore?
3. In which direction would I like to grow?

### List your ambitions in affirmative statements:

- I'm interested in... And the way to get there is...
- Options I would like to explore are...
- The directions I would like to grow are...
- 

### In the end, answer the following questions:

What are your short, mid, and long-range career goals?

What are you willing to do in the next 1-2 years to reach your professional goals?

### More on Reflection

Reflection, often called introspection or self-reflection, is the examination of one's ideas and emotions. It enables in-depth reflection on previous or present events and goal-setting for the future. It is a potent instrument for self-discovery and progress in a variety of domains. Professionals can gain a knowledge of their underlying motives via self-reflection, enabling them to make wiser career decisions and collaborate more effectively with others. Reviewing reflection questions can teach you to reflect on your emotions and experiences in a manner that adds to your personal and professional growth. Self-reflection enables you to evaluate your ideas and generate an inner conversation that shapes your worldview and interactions. Reflection may take time, but it is essential to your personal and professional development. Possible advantages of contemplation include:

- Reducing negative thoughts
- Increasing your understanding of yourself and your coworkers
- Emphasizing your strengths and improving your weaknesses



- Clarifying your intentions for your time and talents
- Defining professional goals and being strategic with opportunities for growth
- Developing creative thinking skills
- Encouraging engagement in work processes
- Building confidence

### **Tips for a self-reflection practice**

Here are some of those tips to help you start a self-reflection practice:

- **Ask more "what" questions**

Frequently, "what" questions are more objective, which may be crucial when attempting to identify areas for improvement. Being objective enables you to concentrate on the prospects of your job and anticipate the future with optimism and enthusiasm. These sorts of inquiries also encourage more optimistic thought and might help you identify your prior successes.

- **Set yourself up for success**

Intentionally set aside time for contemplation. When answering your reflection questions, strive to be as truthful as possible. Also, you need not spend a great deal of time initially reflecting. A five-minute contemplation practice can still provide advantages.

- **Keep a record of your reflections**

Keeping a self-reflection notebook may be a valuable component of any reflection practice. Even if your entries are brief, try to maintain a regular journaling practice. You may also use strategies such as freewriting, making lists, and doodling in your notebook to help you elaborate on your reflection questions. A diary is also a useful tool for tracking your improvement over time.



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