

What does this policy brief want to achieve?

This PB3 highlights the challenges faced during LOOP implementation, presents the main conclusions drawn from this experience - **namely regarding the changes in career opportunities, the motivation of experienced teachers and school principals, and the professional development and motivation of beginning teachers** -, and provides recommendations that are considered to be of great relevance for decision-making in the context of the future definition and implementation of such programmes.

What are the Policy Brief objectives?

Contribute to a comprehensive teacher profession policy	Innovate national offerings for teachers' professional development	Promote induction and mentoring programmes
Disseminate the conclusions resulting from the implementation	Improve the quality of educational services provided by schools	Provide valuable recommendations for the implementation of future actions

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LOOP Policy Brief 3

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



January 2024

Find the full document [here](#)



Which dimensions are included?

The Policy Brief is structured at **three levels**: macro (implementation), meso (context) and micro (professionals).

IMPLEMENTATION

This level concerns the definition of the concepts of induction and mentoring and the structuring of the mentoring model with a set of essential rules - including the definition of rights and duties among stakeholders -, to design tangible and concrete actions. The action involves setting legal and regulatory standards, providing resources and deciding on the funding and activities that are essential to implement the strategy and achieve the overall and specific objectives of induction.

The aim of this level is to build a strategic and operational action plan that ensures the implementation of induction supported by mentoring, bearing in mind the goal of ensuring that teachers feel supported and integrated. The action implies defining mechanisms to support the development of induction and ensure the quality of the entire process.

CONTEXT

PROFESSIONALS

This level focuses on the professional development of the teachers involved in the induction process, both mentors and mentees. It aims to understand whether the implemented actions, whose purpose is the effective integration of beginning teachers, have contributed to increase the knowledge and competencies of the participants. Therefore, it is important to consider the adequacy of the training processes, bearing in mind that the goal is to improve the personal and professional development of teachers.

RECOMENDATIONS FOR IMPLEMENTATION

- **CREATE** new career opportunities with the formal recognition of the role of the adequately trained mentor
- **PROMOTE** dialogue between teachers' professional organisations, universities, training centres, researchers and national education councils
- **AGREE** on a common definition of the concepts of induction and mentoring
- **DEFINE** the criteria for the selection of mentor's needs
- **ESTABLISH** concrete and precise objectives aligned with the purposes of this project
- **CREATE** a technical unit to support the development of the action
- **INVOLVE** a technical unit to support the development of the action
- **PROMOTE** teacher participation in the implementation of induction programmes.
- **ALLOCATE** teaching time for the role of mentors and ensure the convergence of non-teaching time
- **INTRODUCE** the group of mentors, providing time for their introduction and facilitating the contact between mentors and mentees
- **ORGANISE** information sessions for mentees
- **ENABLE** mentees to be responsible for all decision-making during the induction process

RECOMMENDATIONS FOR CONTEXT

CREATE a working group to select the mentors and participants, and identify the necessary resources - training, implementation structures, monitoring and administrative support

ADAPT the induction programmes to educational contexts, allowing them to align with the needs and idiosyncrasies of each organization

DEFINE the premises that should underpin the structuring of the programmes' implementation plan

ENSURE that induction programmes are an opportunity for beginning teachers

IMPROVE the quality of the educational service offered by schools

ENHANCE the development of each educational context through the implementation of induction programmes

DEFINE mentor competencies' development programmes for experienced teachers

DEVELOP collaboration protocols between schools, training centres and higher education institutes

PREPARE a plan for the monitoring and supporting of the induction process

RECOMMENDATIONS FOR PROFESSIONALS

PROMOTE ateacher participation in the implementation of induction programmes

ALLOCATE teaching time for the role of mentors and ensure the convergence of non-teaching time

INTRODUCE the group of mentors, providing time for their introduction and facilitating the contact between mentors and mentees

ORGANISE information sessions for mentees

ENABLE mentees to be responsible for all decision-making during the induction process