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National report on implementation Field trials in Portugal

WP3 Validation through field trials in real environments

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

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Contents

| | |
|---|----|
| Executive summary | 8 |
| Part A: The quantitative evaluation of the field trials | 16 |
| Section 1A: The samples of the quantitative evaluation of the field trials | 17 |
| The sample of the control group of experienced teachers | 17 |
| The sample of the experimental group of experienced teachers | 19 |
| The sample of the control group of new teachers | 21 |
| The sample of the experimental group of new teachers | 23 |
| Section 2A: The procedure of the field trials | 24 |
| Section 3A: Results of the quantitative part of the field trials' evaluation | 26 |
| Hypothesis 1: Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher's induction programmes | 26 |
| Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system | 32 |
| Hypothesis 3: Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system | 46 |
| Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers | 56 |
| Hypothesis 5: Structured mentoring programmes adapted to the context increases the interest and success of its participants | 61 |
| Hypothesis 6: The training of mentors facilitates the implementation of teachers' induction programmes | 78 |
| Hypothesis 7: Lack of resources and guidance are the reasons for not implementing induction programmes in schools | 79 |
| Part B: The qualitative evaluation of the field trials | 88 |
| Section 1B: The samples of the qualitative evaluation of the field trials | 88 |
| The sample of the teachers attending the focus group | 88 |
| The sample of the teachers interviewed | 89 |
| Section 2B: Results of the qualitative part of the field trials' evaluation | 89 |
| Hypothesis 1: Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher's induction programmes | 89 |

| | |
|---|----|
| <i>Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system.....</i> | 90 |
| <i>Hypothesis 3: Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system.....</i> | 91 |
| <i>Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers.....</i> | 92 |
| <i>Hypothesis 5: Structured mentoring programmes adapted to the context increases the interest and success of its participants.....</i> | 93 |
| <i>Hypothesis 6: The training of mentors facilitates the implementation of teachers' induction programmes. .</i> | 95 |
| <i>Hipotehsis 7: Lack of resources and guidance are the reasons for not implementing induction programmes in schools.....</i> | 95 |
| Conclusions and Policy Recommendations..... | 96 |

Tables index

| | |
|---|----|
| Table 1 – Verification of the hypothesis in the Portuguese field trials..... | 14 |
| Table 2 – Events promoted as part of the phase of preparation of the field trials in Portugal..... | 24 |
| Table 3 – Number and type of meetings done by Portuguese partners to monitor the process of implementation of the LOOP induction programme..... | 24 |
| Table 4 - Characterization of the teachers that participated in the focus group..... | 89 |
| Table 5 - Characterization of the teachers that participated in the interviews..... | 89 |

Table of figures

| | |
|---|----|
| Figure 1 – Pictures of the meetings with school principals in Portugal..... | 16 |
| Figure 2 - Characterization of the experienced teachers of the control group..... | 18 |
| Figure 3 – Characterization of the experienced teachers of the experimental group..... | 20 |
| Figure 4 - Characterization of the new teachers of the control group..... | 22 |
| Figure 5 - Characterization of the new teachers of the experienced group..... | 24 |
| Figure 6 – Pictures of the face-to-face meeting held in April/2023 with the teachers from the experimental group..... | 25 |
| Figure 7 – Results towards the views about formal induction programme based on mentoring in the perspective of the experienced teachers of the control group..... | 29 |

| | |
|---|----|
| Figure 8 - Results towards the views about formal induction programme based on mentoring in the perspective of the experienced teachers of the experimental group..... | 31 |
| Figure 9 - Results towards the motivation about their career and maintenance on the system in the perspective of the experienced teachers of the control group..... | 36 |
| Figure 10 - Results towards the motivation about their career and maintenance on the system in the perspective of the experienced teachers of the experimental group..... | 39 |
| Figure 11 - Results towards the motivation about their career and maintenance on the system in the perspective of the new teachers of the control group..... | 43 |
| Figure 12 - Results towards the motivation about their career and maintenance on the system in the perspective of the new teachers of the experimental group..... | 46 |
| Figure 13 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the experienced teachers of the control group..... | 49 |
| Figure 14 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the experienced teachers of the experimental group..... | 51 |
| Figure 15 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the new teachers of the control group..... | 53 |
| Figure 16 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the new teachers of the experimental group..... | 55 |
| Figure 17 - Results related to new teachers of the control group perception about their level of social and cultural inclusion..... | 58 |
| Figure 18 - Results related to new teachers of the experimental group perception about their level of social and cultural inclusion..... | 60 |
| Figure 19- Results towards the teachers' self-efficacy in various professional domains in the perspective of the experienced teachers of the control group..... | 65 |
| Figure 20 - Results towards the teachers' self-efficacy in various professional domains in the perspective of the experienced teachers of the experimental group..... | 69 |
| Figure 21 - Results towards the teachers' self-efficacy in various professional domains in the perspective of the new teachers of the control group..... | 73 |
| Figure 22 - Results towards the teachers' self-efficacy in various professional domains in the perspective of the new teachers of the experimental group..... | 77 |
| Figure 23- Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the experienced teachers of the control group..... | 81 |
| Figure 24 - Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the experienced teachers of the experimental group..... | 83 |
| Figure 25 - Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the new teachers of the control group..... | 85 |



| | |
|--|----|
| Figure 26 - Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the new teachers of the experimental group..... | 87 |
| Figure 27 – Photos of the Portuguese focus group promoted..... | 88 |

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



Executive summary

The executive summary includes all the main conclusions outlined in the national reports, making separate references to the quantitative and the qualitative parts of the evaluation of the field trials (i.e. Part A and Part B see below).

This document provides an **overview of the preparation and implementation of the LOOP mentors' capacity programme and teachers' induction programme in Portuguese schools**, the so-called field trials. To establish the pilot groups and select the teachers to be involved, the Portuguese partners held four face-to-face meetings with 77 principals from 59 schools, between **June and October 2022** allowing the identification and engagement of **132 teachers in the field trials**, distributed as follows:

1. Control group of 22 experienced teachers
2. Experimental group of 27 experienced teachers
3. Control group of 34 new teachers
4. Experimental group of 49 new teachers.

As part of the preparation for the field trials, a set of **events, involving** a total of **135 Portuguese teachers** were promoted, including the:

- **Train the Mentors training course (E7) - 1 session** involving **27 experienced teachers** of the experimental group
- **My induction programme workshop (E8) - 5 sessions** involving **48 new teachers** of the experimental group
- **Info session for Mentors (E9) – 4 sessions** involving **25 experienced teachers** of the control group
- **Info session for New Teachers (E10) – 4 sessions** involving **35 new teachers** of the experimental group.

The objective of the field trials was to **verify the veracity of the seven hypotheses that grounded the LOOP project** since the proposal stage, which are identified below when presenting the results. The information for the verification of these hypotheses was collected using three complementary methods:

- Through the **implementation** of a **survey** to all participating teachers collected **before** the implementation of the induction programme (ex-ante questionnaire filled in between October/2022 and January/2023) and **after** completing this **implementation** (post-intervention questionnaire filled in between July and September/2023). Of the 132 involved in the field trials: 99 (75%) answered the ex-ante and post-intervention questionnaires.
- One face-to-face **focus group involving 9 teachers** (6 mentors and 3 new teachers) from the control and experimental group promoted after completing the implementation, in July/2023
- Six online **interviews with 6 teachers** (3 mentors and 3 new teachers) conducted 2 months after finalizing the implementation of the induction programme, between September and October 2023.

The results of the quantitative information (questionnaires) and qualitative data (focus group and interviews) collected are presented in parts A and B of this document, respectively.

From the analysis of the **quantitative evaluation of the field trials** the main conclusions are (see [Part A](#) for details):

Hypothesis 1 - Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher induction programmes

After the implementation, the experienced teachers of the control group tend to agree with the need to have a mandatory mentoring programme to prepare experienced teachers to be mentors in the LOOP induction programme. In the case of ET-EG, this tendency is even more evident, considering that most of the teachers in this group agree with this hypothesis. As for the other aspects, the results between the two groups are similar. As such, there are some doubts related to the possibility of implementing the same mentoring programme at the national level, and **all teachers agree that the mentoring programme should be adjusted to the school context**. Furthermore, there is no consensus related to the formal versus informal preparation of experienced teachers to become mentors, but there is observed a tendency to agree that an informal preparation of future mentors could be enough. **Nevertheless, most teachers of the two groups considered as very important to provide future mentors with a formal and structured induction programme with guidance material, and ready-to-use tools and activities.** This means, that from the perspective of experienced teachers' **hypothesis 1 was verified**.

Hypothesis 2 - The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance of the system

Experienced and new teachers of the two groups mentioned that they like their jobs and feel challenged by their professional activities. In the case of experienced teachers, the majority mentioned that they would recommend the teaching profession to young people. Many of the experienced teachers are not considering leaving the profession, seeing that in the future they will remain happy for pursuing the teaching profession. The new teachers of the experimental group have the same opinion, and the results reveal that this group is the one with the highest level of motivation towards the profession. The results of the new teachers of the control group, on the other hand, go in a different direction, once many of these teachers consider leaving the profession as a real possibility. Related to the value of mentoring to guide and support new teachers, in the perspective of new teachers of the control group is not clear that this support would be a factor of motivation per se; on the other hand, all new teachers of the experimental group consider the mentoring as strategic for their integration into the teaching profession. **Several experienced teachers would like to have the possibility of becoming mentors, and they see it as an opportunity for a diverse career and almost all teachers see it as an opportunity to have another role in their school and educational system. This is more obvious in the experienced teachers of the experimental group.**



The involvement of experienced teachers in the new teachers' induction programmes as mentors has a positive impact on their sense of self-efficacy, self-awareness as teachers, motivation for the teaching profession and maintenance of the educational system. From the perspective of Portuguese teachers is advisable to avoid having school principals as mentors in induction programmes, nevertheless, their engagement and commitment to the implementation of the programme is strategic. As such, **hypothesis 2 is verified when applied to experienced teachers.**

Hypothesis 3 - Peer-developed teacher's induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system

Overall, experienced and new teachers of the two groups consider that induction programmes based on peer mentoring have a positive impact on new teachers' empowerment to the profession, increasing their sense of belonging in the schools' culture, in strengthening their ability to interact and cooperate with other teachers and to motivate them to the profession. Nevertheless, the perspective of new teachers from the experimental group towards the impact on the empowerment and motivation of the teaching profession is less positive when compared with the other groups, mostly because they consider that other policy measures should be taken to improve the conditions for teachers.

In conclusion, from the perspective of experienced and new teachers, induction programs based on peer mentoring are unequivocally strategic for the full preparation of new teachers for the profession and their smooth integration at the personal, social and professional levels in the school setting and culture. The increased motivation of new teachers towards the profession and the will to guide and support other new teachers resulted from their involvement in the programme. Nevertheless, teachers also mentioned that it is difficult to measure the impact of the programme on the maintenance of new teachers in the educational system. This means that **hypothesis 3 is partially verified.**

Hypothesis 4 - Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers

New teachers of the two groups have the perception that upon benefiting from participation in structured indication programmes, they are highly able to act according to the values and principles of their profession and of working with school authorities and other stakeholders. The new teachers of the experimental group also consider they are greatly prepared to assimilate the schools' culture by themselves, cooperate with their peers and manage diversity in classrooms, while new teachers of the control group consider that they are able at these levels at a certain point, having space to improve their ability in these areas. The ability to work with parents is seen by both groups as a challenge that needs to be improved. So, **hypothesis 4 was verified through field trials.**

Hypothesis 5 - Structured mentoring programs adapted to the context increase the interest and success of its participants

The overall perception of self-efficacy of experienced teachers of the two groups increased after concluding the implementation of the induction programme; in the case of experienced teachers of the control group, the sense of self-efficacy increased in class management, development/use of teaching techniques, development/use materials, evaluate and provide feedback to students, working with stakeholders, deal with administrative issues and cultural integration (6 of the 11 spheres) and maintained in use ICT in classes, manage diversity, working with parents (3 in 11 spheres); in the case of experienced teachers of the experimental group, the sense of self-efficacy increased in 10 of the 11 spheres (all except cultural integration). **The results from the new teachers are a little different; in the case of new teachers of the control group their sense of self-efficacy increased** in using ICT in classes, managing diversity, evaluating and providing feedback to students, working with stakeholders, managing administrative issues and working with other teachers (6 in 11 spheres) and maintained in the class management, develop/use teaching techniques, develop/use materials, working with parents and cultural integration (remaining 4 spheres); **in the case of new teachers of the experimental group increased in managing diversity, evaluation and feedback to students, working with parents, working with stakeholders, cultural integration and working with other teachers (6 of the 11 spheres), maintained in using ICT in classes and managing administrative issues (2 in 11 spheres) and reduced in class management, develop/use techniques and develop/use materials (3 of the 11 spheres).** The decrease in the sense of self-efficacy may be explained as the result of an increased awareness towards their ability. Considering these results, is possible to affirm **that hypothesis 5 was verified.**

Hypothesis 6 - The training of mentors facilitates the implementation of teachers' induction programmes

Following the implementation, the experienced teachers of the two groups exhibit a growing inclination towards endorsing a mandatory mentoring programme for preparing experienced teachers to mentor in the LOOP induction programme, with the members of the latter group showing even stronger agreement. However, there is uncertainty about the feasibility of implementing an identical mentoring programme nationwide, as all teachers express a unanimous preference for adjusting the mentoring programme to the specific school context. While there is no consensus on whether the preparation of experienced teachers to become mentors should be formal or informal, there is a prevailing tendency to favour informal preparation. Furthermore, a majority of teachers in both groups deem it highly important to offer a formal and structured induction programme complete with tools, guides, and ready-to-use activities. In this sense, in the opinion of the experienced teachers, **hypothesis 6 was verified.**

Hypothesis 7 - Lack of resources and guidance are the reasons for not implementing induction programmes in schools

The time allocated to the induction programme is identified by all teachers as the most critical condition for the implementation of the induction programme. The provision of a structured programme with tools and activities is identified as important mostly by experienced teachers from the experimental group and new teachers of the control group. **The new teachers of the experimental group consider that the financial support**

to mentors should be considered as well, an aspect that is slightly valued by the experienced teachers, as well. The engagement and support of the school leadership are also identified as important by the experienced teachers. In this context, the **hypothesis 7 was verified**.

From the analysis of the **qualitative evaluation of the field trials** the main conclusions are (see [Part B](#) for details):

Hypothesis 1 - Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher induction programmes

Experienced teachers consider that the training of mentors is important and the offer should be available at the national level as a certified training offer for the continuous professional development of teachers. Nevertheless, the offer should be optional and provided decentralized to ensure a higher match with the school contexts and needs. **Besides the formal learning, experienced teachers, and also new teachers, value personal traits, willingness to be mentors and specific competences to act as mentors and, for this, reason, the formal preparation of experienced teachers is not seen as enough.** Considering this, **hypothesis 1 was verified**.

Hypothesis 2 - The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance of the system

Globally all teachers involved in the field trials like their job and feel challenged by it. The majority of the teachers intend to remain in the system, despite new teachers of the control revealing some hesitation towards this option and foreseeing their future in the profession as positive. To be a mentor in the future is an option for all teachers and the mentors consider that this can be seen as an option for the career of experienced teachers and an opportunity to have a role in transferring their experience and knowledge to other teachers at the school and educational system. In light of this, **hypothesis 2 was partially verified**.

Hypothesis 3 - Peer-developed teacher's induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system

All teachers agree that the LOOP induction programme based on peer mentoring is strategic to empower and motivate new teachers to the profession, increase their ability to interact and cooperate with other teachers and professionals and potentiate their sense of belonging to the school's culture. However, some teachers mentioned that other policies need to be implemented to attract new teachers to the profession and motivate them to remain in the profession and system. Considering this, **hypothesis 3 was partially validated**.

Hypothesis 4 - Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers



After finalizing the implementation of the induction programme, the new teacher's perception towards their social and cultural inclusion in the teaching profession and school setting remained more or less the same in the case of the new teachers of the control group and slightly improved in the case of the new teachers of the experimental group. In light of this, **hypothesis 4 was confirmed**.

Hypothesis 5 - Structured mentoring programmes adapted to the context increase the interest and success of its participants

Globally, experienced and new teachers' perceptions towards their self-efficacy increased after the implementation of the induction programme in the school setting. Some differences were observed between experienced and new teachers, being the increase more evident in the experienced teachers. This may be explained due to the increased awareness of new teachers related to their abilities which may result in a lower sense of self-efficacy (and not necessarily ability). Following these results, the **hypothesis 5 was confirmed**.

Hypothesis 6 - The training of mentors facilitates the implementation of teachers' induction programmes

Experienced teachers believe that mentor training is crucial and should be nationally available as a certified option for continuous professional development. However, they emphasize that it should be decentralised and optional to better align with individual school contexts and needs. In addition to formal training, both experienced and new teachers value personal traits, willingness to mentor, and specific competences, highlighting that formal preparation alone is not sufficient. Based on these results, **hypothesis 6 was substantiated**.

Hypothesis 7 - Lack of resources and guidance are the reasons for not implementing induction programmes in schools

The allocation of teachers' time to plan and implement the induction programme is the condition identified by all teachers as critical to assuring a continuous and successful implementation of the programme in the school setting. The provision of activities and supporting materials to be used during mentoring is identified by experienced teachers from the experimental group and new teachers of the control group as a condition for success, and partially by the new teachers of the experimental group. The experienced teachers also value the engagement and commitment from the school leadership and, in the case of experienced teachers of the experimental group the space is identified as important too. The financial support to mentors is recognised as relevant by most of the new teachers of the experimental group and by many experienced teachers. In light of these findings, **hypothesis 7 was supported**.

A joint analysis of the quantitative and qualitative evaluation of the field trials allows us to conclude the following (Table 1.) :



| Hypothesis | Partially verified | Fully verified | Comments |
|---|--------------------|----------------|---|
| 1 - Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher induction programmes | ✓ | | |
| 2 - The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance of the system | | ✓ | Difficult to measure the impact of the programme on the maintenance of the system. |
| 3 - Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system | | ✓ | Is advisable to avoid the involvement of school principals in the induction programme as mentors. |
| 4 - Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers | ✓ | | |
| 5 - Structured mentoring programmes adapted to the context increase the interest and success of its participants | ✓ | | |
| 6 - The training of mentors facilitates the implementation of teachers' induction programmes | ✓ | | |
| 7 - Lack of resources and guidance are the reasons for not implementing induction programmes in schools | ✓ | | |

Table 1 – Verification of the hypothesis in the Portuguese field trials.

Despite the value of the induction programme, the Portuguese teachers also identified a set of recommendations to support the successful implementation of the induction programme in schools. The recommendations are related to the policy considerations to be analysed at the national and school levels and also concerning the teachers involved in the induction programme and they include (see [Conclusions and Policy Recommendations](#) for details):

1. Recognize mentoring as integral to the teaching profession for experienced teachers and invest in their preparation for mentoring roles in formal induction programmes;
2. Ensure official certification/accreditation of the induction programme, acknowledging competences acquired by new teachers and their impact on professional development;
3. Allocate adequate time to both experienced and new teachers for the induction programme, tailoring its duration to individual needs without limiting it to one school year;
4. Implement a monitoring plan, promoting the exchange of experiences and best practices to overcome challenges;
5. Involve various stakeholders, including organizations and universities, and promote visibility for the outcomes of induction programmes;
6. Engage school principals and management professionals in planning, implementing, and monitoring the induction programme;
7. Integrate the mentoring-based induction programme into the school's strategy for welcoming new teachers, presenting it to all teachers at the start of the school year;
8. Designate spaces and times for induction activities accessible to all schools and teachers;
9. Ensure experienced teachers are willing mentors without evaluating their peers, and match mentor characteristics with the needs of new teachers;
10. Allocate dedicated time in the timetable for collaborative work between new teachers and mentors;
11. Prepare new teachers for induction, encouraging their participation and facilitating interaction with external organizations;
12. Create conditions to showcase induction programme outcomes, giving voice to teachers and students;
13. Establish collaborative conditions among teachers involved in the induction programme, promoting community practices between mentors and supporting non-enrolled new teachers;
14. Dedicate time for both experienced and new teachers to understand the induction programme.
15. Collaboratively define processes and communication channels, continually revising the action plan to align with new teachers' needs;
16. Showcase induction programme outcomes internally and externally;
17. Encourage mentors to facilitate interaction among various mentees and new teachers;
18. Recommend collaborative efforts, planning, and practice exchange among experienced teachers during induction programme implementation.

Part A: The quantitative evaluation of the field trials

Four face-to-face meetings with Portuguese school principals were promoted by the Portuguese partners, between June and October of 2022. In total, 77 school principals from 59 Portuguese schools attended these meetings (Figure 1.), whose objective was to present the LOOP project and invite the schools to take part in the field trials.



Figure 1 – Pictures of the meetings with school principals in Portugal.

As a result of these meetings, four groups of teachers were created:

5. Control group of 22 experienced teachers
6. Experimental group of 27 experienced teachers
7. Control group of 34 new teachers
8. Experimental group of 49 new teachers

In total, 132 Portuguese teachers were involved in the field trials of the LOOP project, but only 99 (75%) answered the ex-ante and post-intervention questionnaires. In detail, 84% of the experienced teachers of the two groups answered both questionnaires and 70% of the new teachers of the two groups answered both questionnaires. As can be seen, there is a lower percentage of answers from the new teachers, which can be explained by the fact that, commonly, new teachers in Portugal move to different schools at the beginning of the school year. Considering that the e-mails of new teachers are from the schools where they teach, once they move to another school, the e-mail changes as well, hindering contact with them.

In this context, the quantitative evaluation of the field trials (Part A) considers only the teachers who replied to the two questionnaires. As such, the sections below presented the data related to the 99 teachers who answered the questionnaires and not all teachers involved in the field trials in Portugal.

Section 1 A: The samples of the quantitative evaluation of the field trials

From the 99 teachers that replied to both questionnaires...

1. 20 are experienced teachers of the control group (91% answered)
2. 21 are experienced teachers of the experimental group (78% answered)
3. 24 are new teachers of the control group (70,5% answered)
4. 34 are new teachers of the experimental group (69% answered)

The characterization of the teachers of these four groups is presented below.

The sample of the control group of experienced teachers

The control group of experienced teachers is constituted by female teachers (80%) and male teachers (20%) (Figure 2.). These results reflect the fact that most of the teachers in Portugal are women. 60% of ET-CG have an age between 46 to 55 years old, 20% between 56 to 65 years old and 20% between 36 to 45 years old. Considering the years of experience in the teaching profession, 80% have more than 20 years of experience and 20% have between 16 and 20 years of experience. At this level is important to highlight that one of the criteria defined for the selection and involvement of experienced teachers in the field trials was to have experience of 20 or more years as a teacher. Half of ET-CG are teachers in the upper secondary level of education, 35% in the lower secondary level and 15% in the primary level of education. Many of the schools in which ET-CG teach are in urban areas (65%) and 35% in rural areas. 85% of the ET-CG are in regular education, 5% in vocational education and training (VET schools), 5 % in special needs education and 5% are not teaching at this stage. Related to the experience as mentors, 80% of ET-CG don't have experience, against 20% that mentioned having experience, including:

- One teacher with 6 years of experience as a mentor,
- One teacher with 1 year of experience as a mentor,
- Two teachers with half a month of experience as mentors,
- One teacher with regular experience as a (informal) mentor.

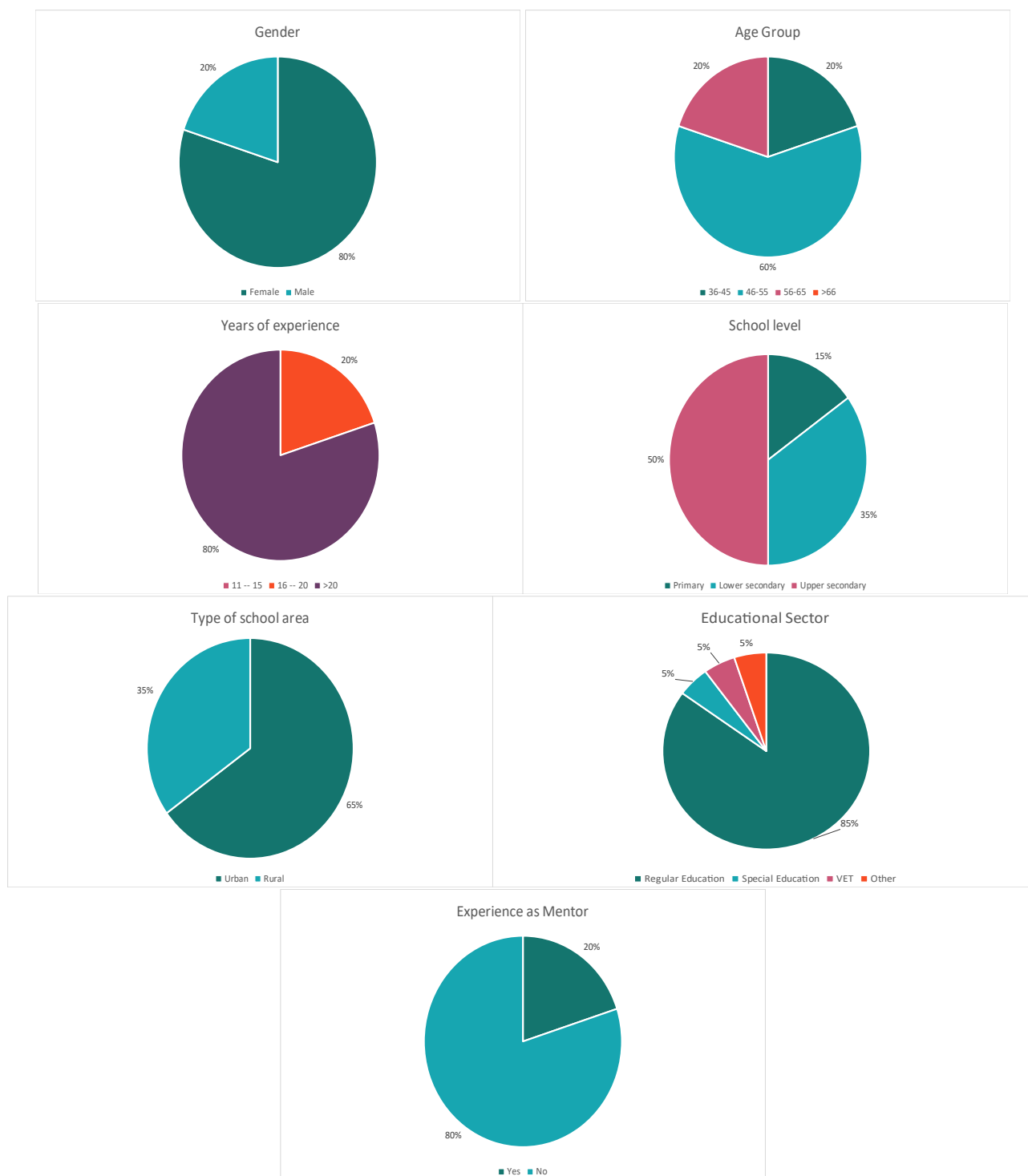


Figure 2 - Characterization of the experienced teachers of the control group.



The sample of the experimental group of experienced teachers

As can be seen in Figure 3., **90% of the experienced teachers of the experimental group (ET-EG) are women and 10% are men**, which is in line with the Portuguese reality. **As for the age of ET-EG, 52% are 56 to 65 years old** and 48% are 46 to 55 years old, which can be explained by the criteria defined by the partnership for the selection of experienced teachers that included 20 years of experience in the teaching profession, a criterion that all ET-EG match (100%). **76% of the ET-EG are teachers of the upper secondary level of education, 19% of the lower secondary level and only 5% of the primary level of education and 90% are from schools located in urban areas.** The majority of the ET-EG are in regular education 81%, but some are teaching in VET schools (9%), schools in special education (5%) or in regular and VET education (5%). **In terms of experience as mentors, 81% of ET-EG don't have experience and from the 19% with experience:**

- One teacher has 6 years of experience as a mentor;
- Two teachers have 2 years of experience as mentor;
- One teacher had experience as a mentor in an experimental project from a higher-education institute, done for 15 days and 3 times.

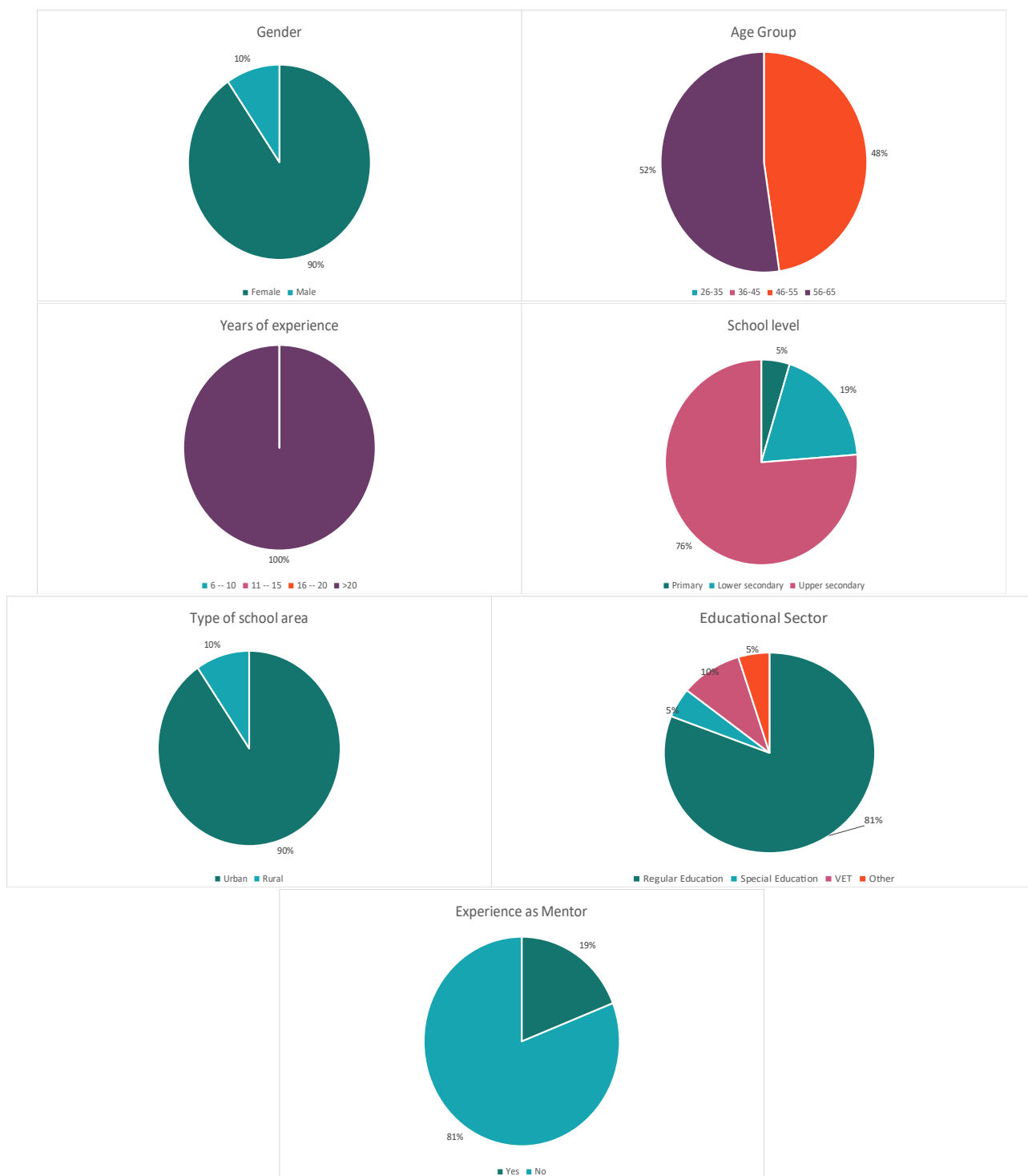


Figure 3 – Characterization of the experienced teachers of the experimental group.



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The sample of the control group of new teachers

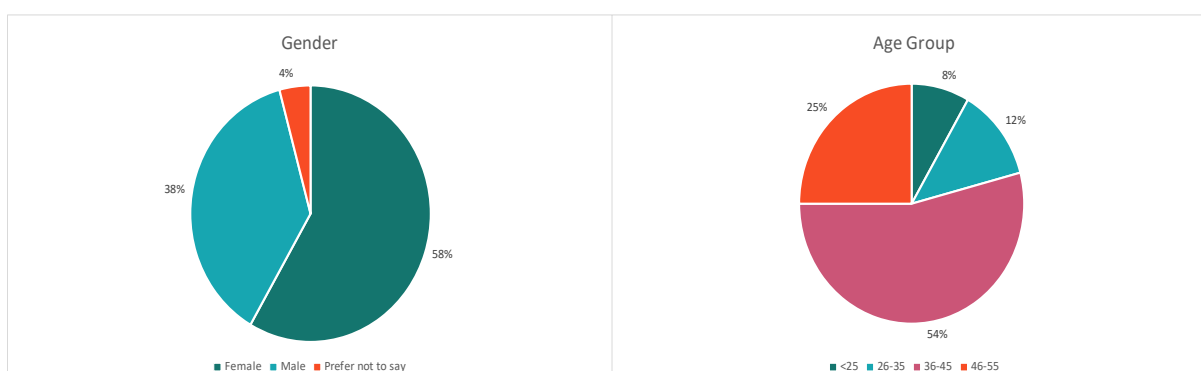
Figure 4 presented the main characteristics of the new teachers of the control group (NT-CG), **comprised of 58% females and 38% males** (4% of the teachers prefer not to say gender). The percentages of the gender of the new teachers are more balanced than the experienced teachers. **54% of the NE-CG are between 36 and 45 years old**, 25% are 46 to 55 years old, 13% are 26 to 35 years old and 8% are less than 25 years old. **As can be seen, a large percentage of the NT-CG are more than 35 years old (79%)**, the reason why the consortium had to drop the criteria of age while selecting new teachers for the field trials. The majority of NT-CG have between 16 and 20 years of experience in teaching (46%), 25% have 1 to 5 years of experience, 21% between 11 and 15 years of experience and 8% have between 6 and 10 years of experience. This wide range of years of experience can be explained by the criteria redefined by the consortium for the identification and selection of teachers, which are:

- Up to 8 years of service in teaching;
- Up to 8 years of service in the same subject group;
- Up to 8 years of service time in the same teaching cycle;

Have not held a teaching post for at least 10 years.

It is important to highlight that due to the reality of most of the countries of the consortium, these criteria had to be reviewed, to be able the settle groups of new teachers.

In terms of the level of education, the characterization of NT-CG is slightly different from the experienced teachers (of both groups): **42% are teaching at the upper secondary level of education, 37% are teaching at the primary level and 21% are teaching in the lower secondary level of education**. Related to the area of the schools in which NE-CG works, **79% are from urban areas and 21% from rural areas**. As for the other groups, most of the NE-CG are teaching in regular education, 17% in VET, 8% in special education and 4% in regular and VET education.



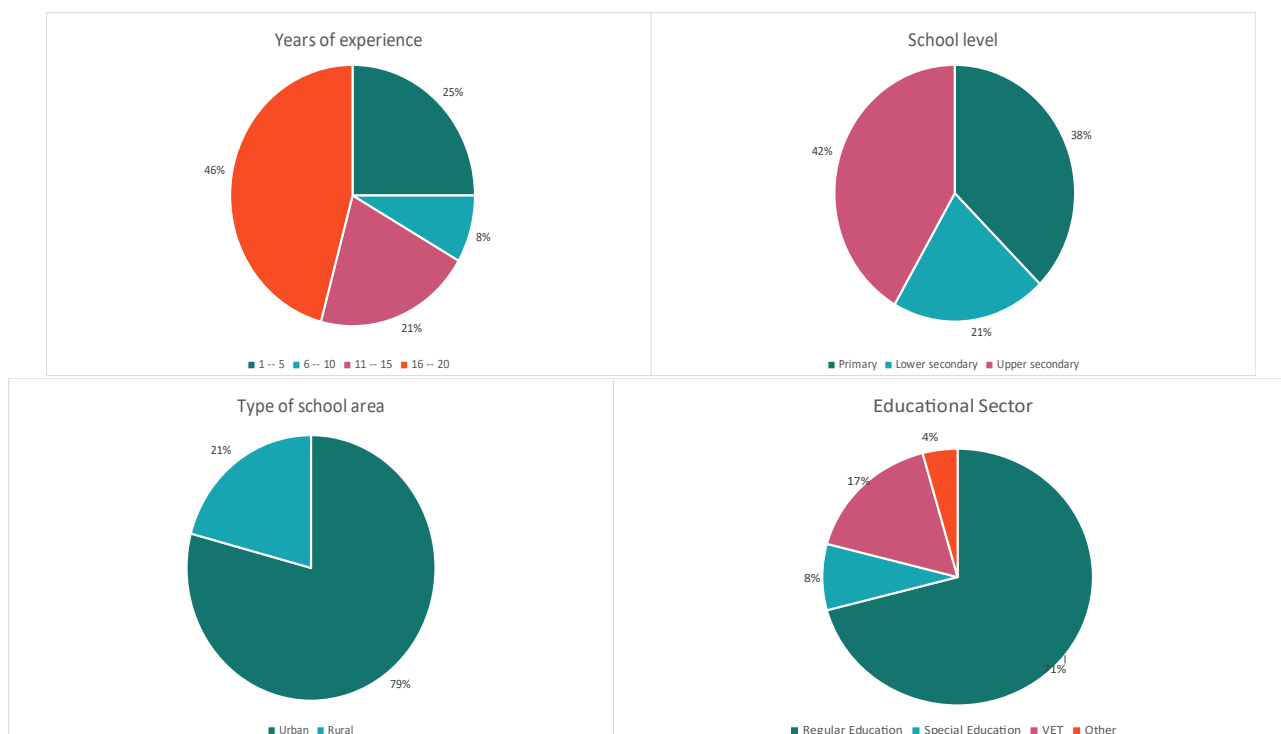


Figure 4 - Characterization of the new teachers of the control group.



The sample of the experimental group of new teachers

The characterization of the new teachers of the experimental group (NT-EG) is presented in Figure 5., which shows **that 65% of these teachers are female and 35% male**. As for the NT-CG, the percentage of females and males in NT-EG is more balanced than in the two groups of experienced teachers. As for the NT-CG, the NT-EG have a wide range of ages, **44% are between 26 and 35 years old**, 35% are between 36 and 45 years old, 18% are less than 25 years old and 3% are between 46 and 55 years old. The range of years of experience in teaching is also large and as for NT-CG: 41% have between 1 to 5 years of experience, 24% have between 6 and 10 years of experience, 24% between 11 and 15 years of experience and 12% between 16 to 20 years of experience. This wide range can be explained by the criteria defined for the selection of new teachers to the project that, as already mentioned, had to be reviewed by the consortium. **97% of the schools in which N-EG works are from urban areas**. Concerning the sector, 88% of the teachers are in regular education, 6% in VET and 6% in regular and VET education.

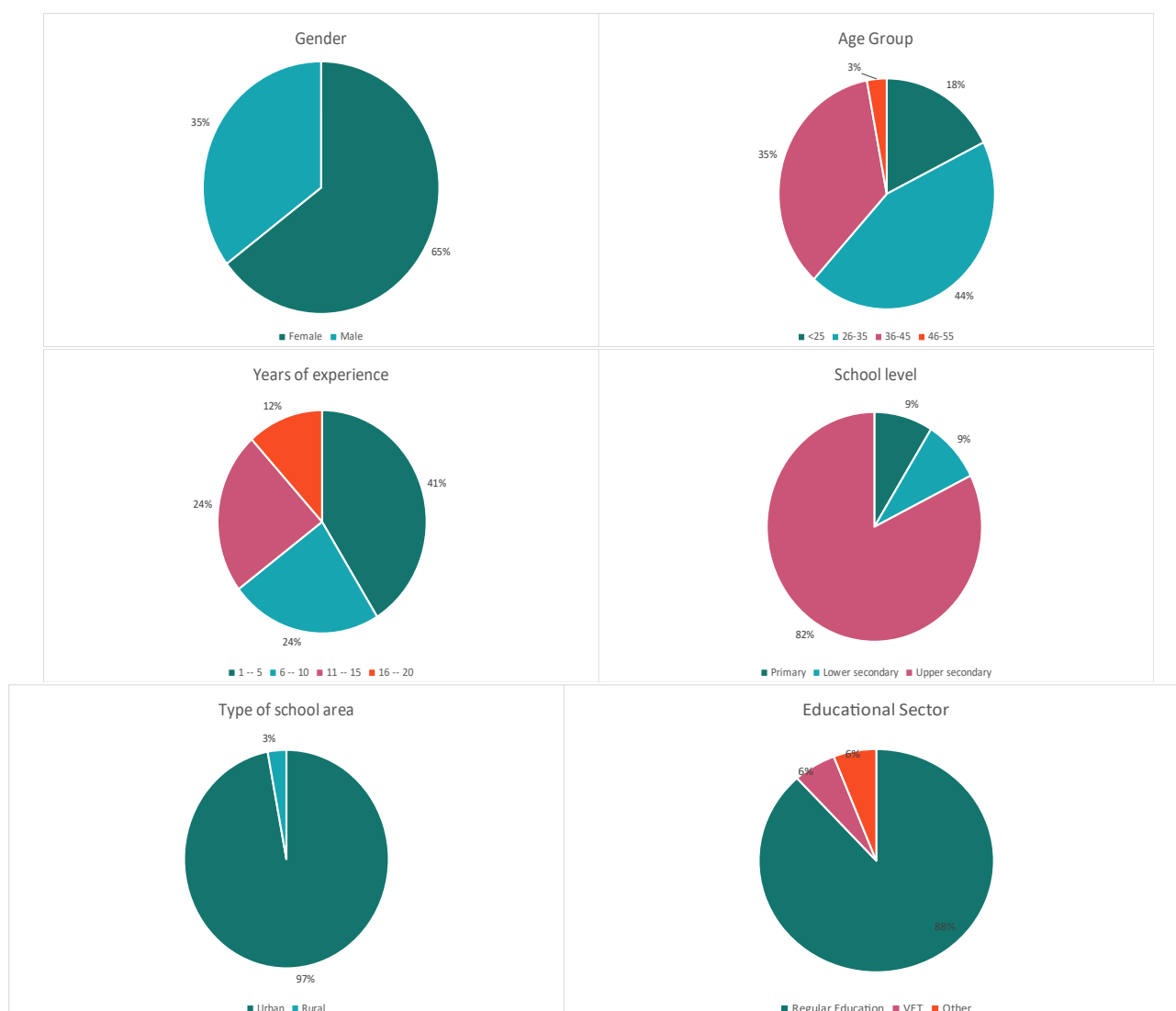


Figure 5 - Characterization of the new teachers of the experienced group.

Section 2A: The procedure of the field trials

The implementation in Portugal started in October 2022 and from this month until January 2023, Portuguese partners promoted a set of events engaging all teachers involved in the field trials (see Table 2):

| Events | Target group | Editions | Nr. Teachers |
|---|--|----------|--------------|
| E7 Train the Mentors training course | Experienced teachers of the experimental group | 1 | 27 |
| E8 My induction programme workshop | New teachers of the experimental group | 5 | 48 |
| E9 Info session for Mentors | Experienced teachers of the | 4 | 25 |



| | control group | | |
|--|--|-----------|------------|
| E10 Info session for New Teachers | New teachers of the experimental group | 4 | 35 |
| TOTAL | | 14 | 135 |

Table 2 – Events promoted as part of the phase of preparation of the field trials in Portugal.

The training of mentors was done between October and December 2022 in a hybrid format, combining face-to-face with online sessions. The training course is accredited by Portuguese law as part of the professional development of teachers. The other three events were promoted online, between November 2022 and January 2023 to prepare the teachers to implement the induction programme in their schools. 29 schools, 14 in the experimental group and 15 in the control group proceed with the implementation of the LOOP induction programme from January to June 2023. Some of the schools of the control group started a little bit later the implementation, in February, but all concluded in June. As can be seen, the difference between the experimental and control groups was in the fact that the experienced teachers from the experimental group benefited from specific training endowing them with competences to be a mentor in the LOOP induction programme.

As part of the process of monitoring and supporting schools and teachers during the implementation of the LOOP induction programme, Portuguese partners promoted a set of meetings during the 6 months of implementation (see Table 3):

| Meetings | Format | Nr. of meetings |
|--|--------------|-----------------|
| Teachers of the experimental group | Online | 3 |
| | Face-to-Face | 1 |
| Teachers of the control group | Online | 6 |
| School principals of the two groups | Online | 1 |
| TOTAL | | 11 |

Table 3 – Number and type of meetings done by Portuguese partners to monitor the process of implementation of the LOOP induction programme.

The meetings with the teachers of the two groups had three main objectives:

- To know the activities of the LOOP induction programme being implemented in schools in the different phases of the pilot;
- Create opportunities to share experiences and exchange good practices;
- To clarify doubts and jointly define strategies to overcome challenges faced during the process of implementation.

One of the meetings with teachers of the experimental group was done face-to-face in April/2023 and all the other meetings took place online. In the first three months of implementation (January to March 2023), Portuguese partners also collected a survey to identify the modules and activities from the LOOP induction programme approached by the teachers of the two groups. Particular attention was given to the relationship between mentor-mentees, in an initial phase of implementation.



Figure 6 – Pictures of the face-to-face meeting held in April/2023 with the teachers from the experimental group.

Besides giving voice to the teachers involved in the field trials of the LOOP in Portugal, these meetings were strategic for the identification of good practices implemented or resulting from the implementation of the induction programme in a real context.

In the case of the meeting with the school principals, the objective was to present the progress towards the implementation of the LOOP programme in their schools, creating the opportunity for school principals to clarify any doubts they would have.

Section 3A: Results of the quantitative part of the field trials' evaluation

Seven hypothesis were defined in the proposal as starting points to verify the relevance of the LOOP programmes in different dimensions:

1. Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher's induction programmes
2. The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system
3. Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system
4. Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers
5. Structured mentoring programs adapted to the context increase the interest and success of its participants
6. The training of mentors facilitates the implementation of teachers' induction programs
7. Lack of resources and guidance are the reasons for not implementing induction programs in schools

In the following sections are presented the results, per hypothesis and group, based on the answers given by teachers to the ex-ante and post-intervention questionnaires. As such, for each hypothesis are presented a set of graphics of the answers to questions related to the hypotheses is identified and the analysis is done per group:

- Experienced teachers of the control group (ET_CG)
- Experienced teachers of the experimental group (ET_EG)
- New teachers of the control group (NT-CG)
- New teachers of the experimental group (NT-EG)

To support the analysis are presented the graphics with the results from all questions available in the questionnaires and to better understand and compare the results, on the left side are presented the graphics with the results from the ex-ante questionnaire and on the right the graphics with the results from the post-intervention questionnaire.

Hypothesis 1: Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher's induction programmes

Figure 7. Presents the views of the experienced teachers of the control group related to multiple aspects associated with the LOOP formal induction programme based on mentoring. As can be seen, there are some differences in the answers from the ex-ante and post-questionnaire to the question of turning the mentoring programme mandatory for all mentors. Overall, the percentage of ET-CG neither agreeing nor disagreeing reduced significantly from the ex-ante to the post-intervention questionnaires (from 50% to 25%). There was a slight increase in percentages of ET-CG agreeing with being mandatory (from 40% to 45%) with 40% of ET-CG "totally agreeing" with the idea and 5% "agreeing" in the post-questionnaire, against the 10% "totally agreeing" and 30% "agreeing" in the ex-ante questionnaire. The percentage of ET-CG disagreeing with the idea also



increased from 10% to 30%, having 25% of the ET-CG “disagreeing” and 5% “totally disagreeing” with the idea. **So, a large part of the ET-CG without an opinion when answering the ex-ante questionnaire, disagrees with the idea of making the mentoring programme mandatory for all mentors.** It is important to recall that these teachers didn’t benefit from the training before implementing the programme, but their experience may give them the confidence to be able to be a mentor in the LOOP induction programme which, jointly with the monitoring process done during the implementation, may explain these results. Related to the adjustment of the mentoring programme to the school, the main difference in the answers is related to the balance between the ET-CG “totally agreeing” or “agreeing” with it (45% “totally agree” and 50% “agree” with the idea in the ex-ante questionnaire against the 65% that “totally agree” and 35% that “agree” with it in the post-intervention questionnaire); **nevertheless all ET-CG consider that the mentoring programme should be adapted to the school context.** This is also reflected in the answer to the question about turning the mentoring programme equal at the national level: in the post-questionnaire, 60% of ET-CG disagree with this idea (against 70% that “disagree” or “totally disagree” in the ex-ante questionnaire) and 30% agree with the idea (against 10% that agree in the ex-ante questionnaire). So, there was an interesting increase in the percentage of ET-CG agreeing with having the same mentoring programme in all countries and a slight decrease of ET-CG disagreeing with the idea, but globally this group disagreed with it. When looking at the results of preparing the mentors in an informal or more structured way, there are some differences between the results of the ex-ante to post-intervention questionnaires: the percentage of ET-CG agreeing with being more informal slightly reduced (from 50% to 45%), but 15% of them “totally agree with being more informal (against the 15% from the ex-ante questionnaires; there was also a slight reduction of the ET-CG disagreeing with this idea from 35% to 30%, but the percentage of ET-CG “totally disagreeing” with the idea drop out completely (from 15% to 0%). However, the percentage of ET-CG “neither agreeing nor disagreeing” with the idea increased from 15% to 25%, which can be explained by the fact this group didn’t benefit from a structured and formal programme for mentors. Concerning the provision of a formal induction programme (with structured tools and resources) there was a reduction in the percentages of ET-CG agreeing 95% (partially 60% or total 35%) with it to 85% (partially, 35% or total, 50%) and an increase of ET-CG “neither agreeing nor disagreeing” from 5% to 15%. **Nonetheless, there was an increase in teachers agreeing with the provision of a formal induction programme from 35% to 50%.**



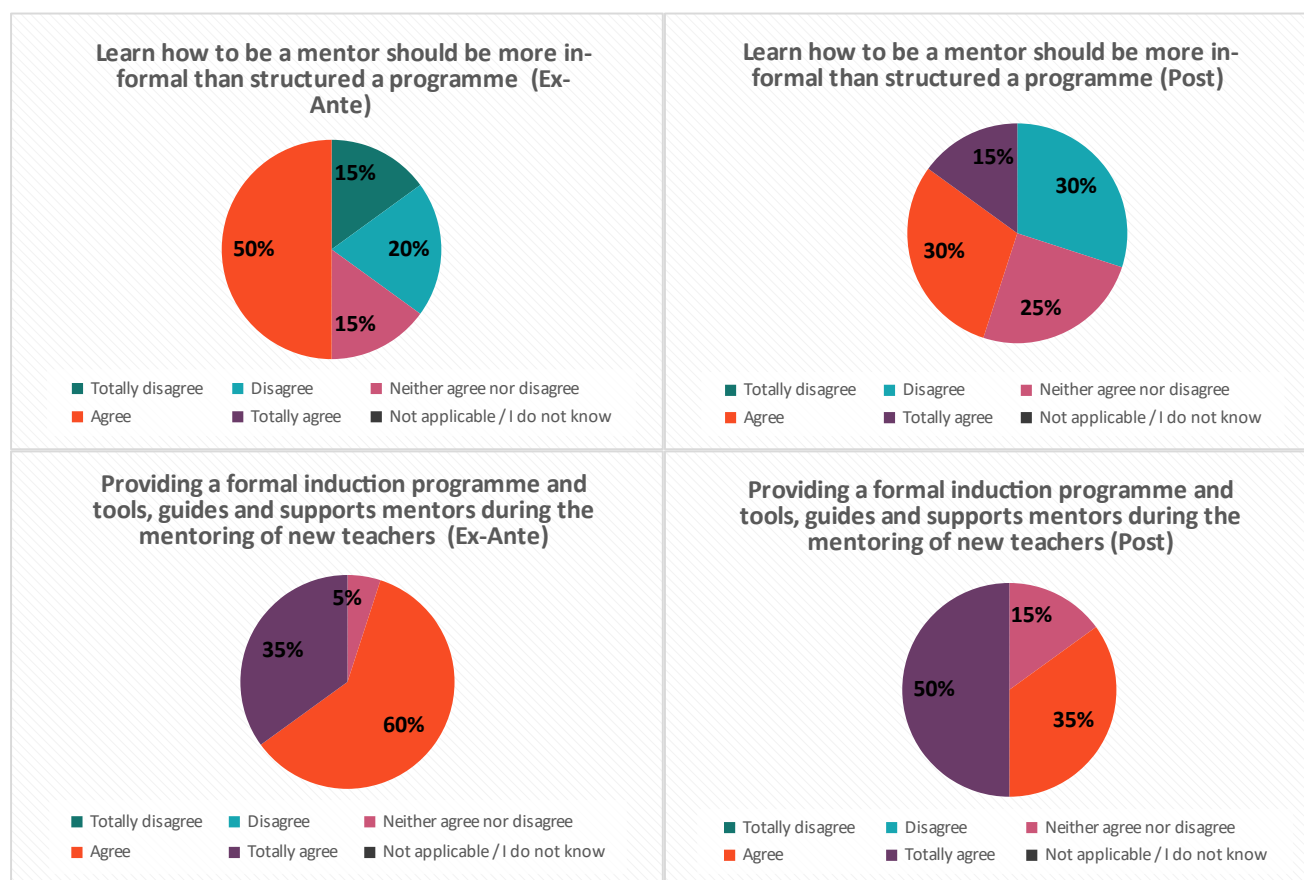
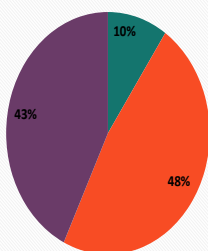


Figure 7 – Results towards the views about formal induction programme based on mentoring in the perspective of the experienced teachers of the control group.

Figure 8 presents the perspectives of experienced teachers in the experimental group regarding various aspects associated with the LOOP formal induction programme based on mentoring. As can be seen, there are some differences in the responses from the ex-ante and post-questionnaires to the question of making the mentoring programme mandatory for all mentors. **There was a slight decrease in the percentages of ET-EG agreeing with it (from 91% to 81%),** with 33% of ET-CG "totally agreeing" with the idea and 48% "agreeing" in the post-questionnaire, compared to the 43% "totally agreeing" and 48% "agreeing" in the ex-ante questionnaire. **The percentage of ET-EG disagreeing with the idea also increased from 9% to 19%, with 14% of the ET-EG "disagreeing" and 5% "totally disagreeing" with the idea.** Regarding the adjustment of the mentoring programme to the school, the main difference in the answers is related to the balance between the ET-EG "totally agreeing" or "agreeing" with it (71% "totally agree" and 29% "agree" with the idea in ex-ante questionnaire against the 62% that "totally agree" and 38% that "agree" with it in the post-intervention questionnaire). **Nevertheless, all ET-EG consider that the mentoring programme should be adapted to the school context.** This is also reflected in the answer to the question about making the mentoring programme uniform at the national level: in the post-questionnaire, 57% of ET-EG disagree with this idea (against 67% that "disagree" or "totally disagree" in the ex-ante questionnaire) and 43% "totally agree" or "agree" with the idea (against 28% that "totally agree" or "agree" in the ex-ante questionnaire). So, there was an interesting increase in the percentage of ET-EG agreeing with having the same mentoring programme across the country and a slight decrease in ET-EG disagreeing with the idea, but globally this group disagrees with it. When looking at the results of preparing the mentors in an informal or more structured way, there are some significant differences between the results of the ex-ante to post-intervention questionnaires: **the percentage of ET-EG agreeing with being more informal increased significantly (from 29% to 53%);** there was also a considerable reduction in the ET-EG disagreeing with this idea, from 52% to 38%). **Concerning the provision of a formal induction programme (with structured tools and resources) in the two questionnaires,** 95% of ET-EG agree with providing a formal induction programme, with the difference in the percentage of ET-EG that "totally agree" with the idea (52% in the ex-ante and 62% in post-intervention) and "agree" with the idea (43% in the ex-ante and 33% in post-intervention), **which values the LOOP induction programme.**

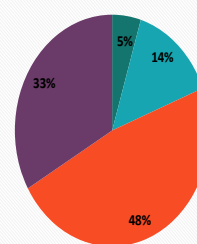


The mentoring programme must be mandatory for all mentors (Ex-Ante)



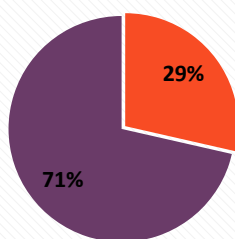
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

The mentoring programme must be mandatory for all mentors (Post)



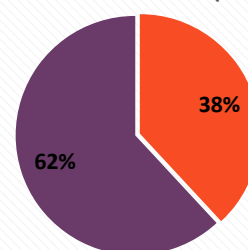
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

The mentoring programme should be adapted to the school context (Ex-Ante)



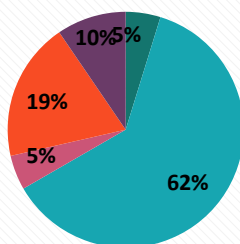
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The mentoring programme should be adapted to the school context (Post)



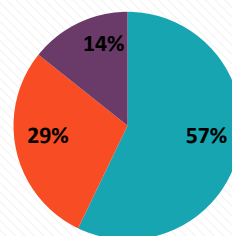
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

The mentoring programme should be the same in all national context (Ex-Ante)



Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

The mentoring programme should be the same in all national context (Post)



Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

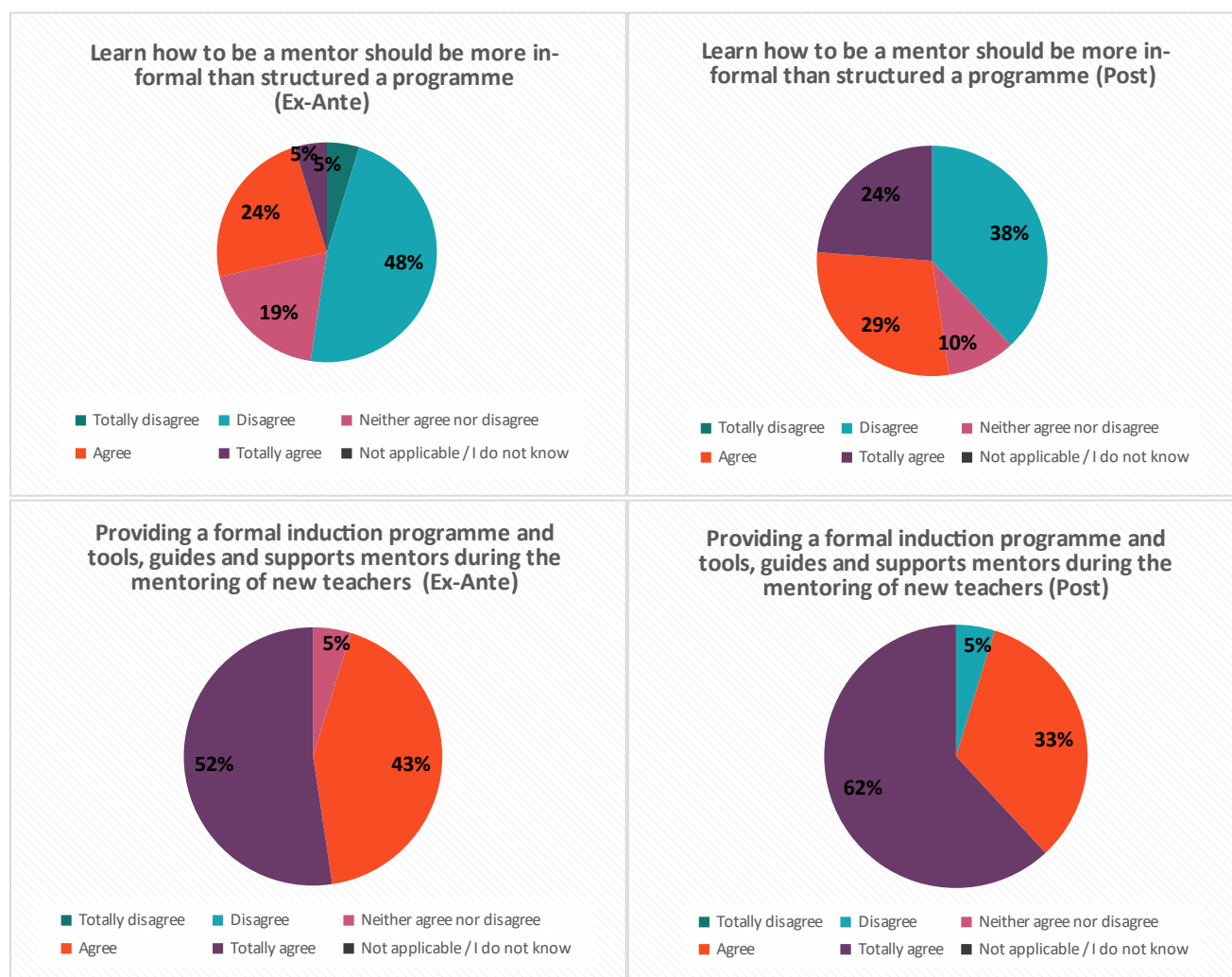


Figure 8 - Results towards the views about formal induction programme based on mentoring in the perspective of the experienced teachers of the experimental group.



Overall Conclusion: *After the implementation the ET-CG tends to agree with having a mandatory mentoring programme to prepare experienced teachers to be mentors in the LOOP induction programme. In the case of ET-EG this tendency is even more evident, considering that most of the teachers of this group agree with this idea. As for the other aspects the results between the two groups are similar. As such, there are some doubts related to the possibility of implementing the same mentoring programme at the national level, in fact all teachers agree in adjusting the mentoring programme to the school context. Furthermore, there is no consensus related to the formal versus informal preparation of experienced teachers to become mentors, but a tendency to agree with informal preparation. Additionally, most teachers of the two groups consider it very important to provide a formal and structured induction programme with tools, guides and activities ready to be used.*

This means, that from the perspective of experienced teachers' hypotheses 1 was verified.

Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system

The graphics of Figure 9. show the results of the questionnaires concerning different aspects of ET-CG motivation about their career and maintenance on the system. Globally, this group mentioned that they liked their job, being the percentage of the post-intervention questionnaire (100%), was higher than the percentage of the ex-ante questionnaires (85%). Regarding the idea of the work challenge, there are no significant differences between the questionnaire, besides the fact that in the post-intervention questionnaire, there are no answers "Neither agree nor disagree" as in the ex-ante questionnaire (5% of the answers). When questioned about their intentions of leaving the profession because of the challenges and difficulties, there is an important change: in the ex-ante questionnaire, 25% of ET-CG were considering leaving the profession (10% "totally agree" and 15% "agree"), in the post-intervention questionnaire only 5% (answering "agree") consider this as an option. There is an increase in the percentage of ET-CG answering, "neither agree nor disagree" (5% in ex-ante and 15% in the post-intervention questionnaire) and the percentage of ET-CG that generally disagree is more or less the same – 70% in ex-ante and 75% in post-intervention. In terms of the future and the happiness of being in this career, 85% of ET-CG globally agree that they will feel happy for pursuing this career in both questionnaires, observing a shift in the level of agreement from the ex-ante questionnaire (45% "agree" and 40% "totally agree") to the post-intervention questionnaire (50% "totally agree" and 35% "agree"), which reveals an improvement on their perception. This improvement is also observed in the percentage of disagreement, which reduced from 10% to 5% from the ex-ante to the post-intervention questionnaires, respectively. A small improvement is also observed in ET-CG recommending the profession to a younger person in which the level of agreement slightly grew (from 50% to 60%), mostly due to the increase in the percentage of "totally agree"



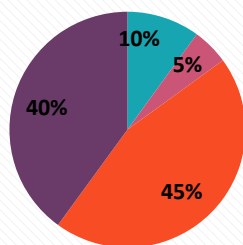
answers, and the global level of disagreement reduced from 20% (corresponding to 10% “disagree” and 5% “totally disagree” to 10% (all related to “disagree”).

These graphics also provide some information about the possibility and relevance of experienced teachers becoming mentors. As such, globally the willingness of ET-CG to become a mentor grew to a certain point, globally 70% of the ET-CG agreed with this idea in the ex-ante and 65% agreed with the idea in the post-intervention; nevertheless, the percentage of answers of “totally agree” increased from 25% to 45%, while the percentage of “agree” decreased from 45% to 20%, revealing an improvement. The percentage of ET-CG “neither agree nor disagree” decreased as well (25% to 20%), while the percentage of not applicable increased from 5% to 15%. This last increase is related to the retirement of those teachers. Most of the ET-CG believe that being a mentor can be a career option for experienced teachers (70% in ex-ante and 75% in post-intervention), allowing them to have a different role in the school (85% in ex-ante to 90% in the post-intervention). **In both cases, there is an improvement from the ex-ante to the post-intervention questionnaire, in the case of a career option there was an improvement from 20% to 30% of ET-CG that “totally agree” and a decrease from 10% to 0% of ET-CG that “disagree”. In the case of being a mentor as an opportunity to have another role in the school, there was an improvement from 25% to 40% of ET-CG that “totally agree” and a decrease from 10% to 0% of ET-CG that “disagree”.**



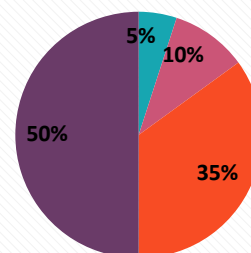


Looking to the future, I am happy with being a teacher during all my career (ex ante)



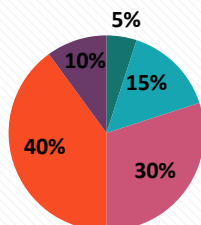
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

Looking to the future, I am happy with being a teacher during all my career (Post)



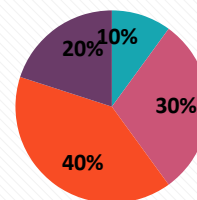
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

Based on my personal experience I would recommend a young person to follow the teaching profession (ex ante)



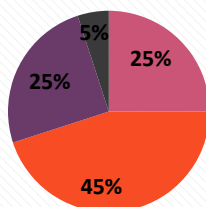
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

Based on my personal experience I would recommend a young person to follow the teaching profession (Post)



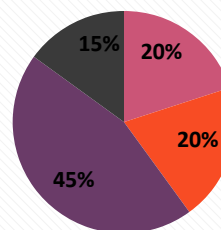
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

I would like to have the opportunity of becoming a mentor (ex ante)



■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

I would like to have the opportunity of becoming a mentor (Post)



■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

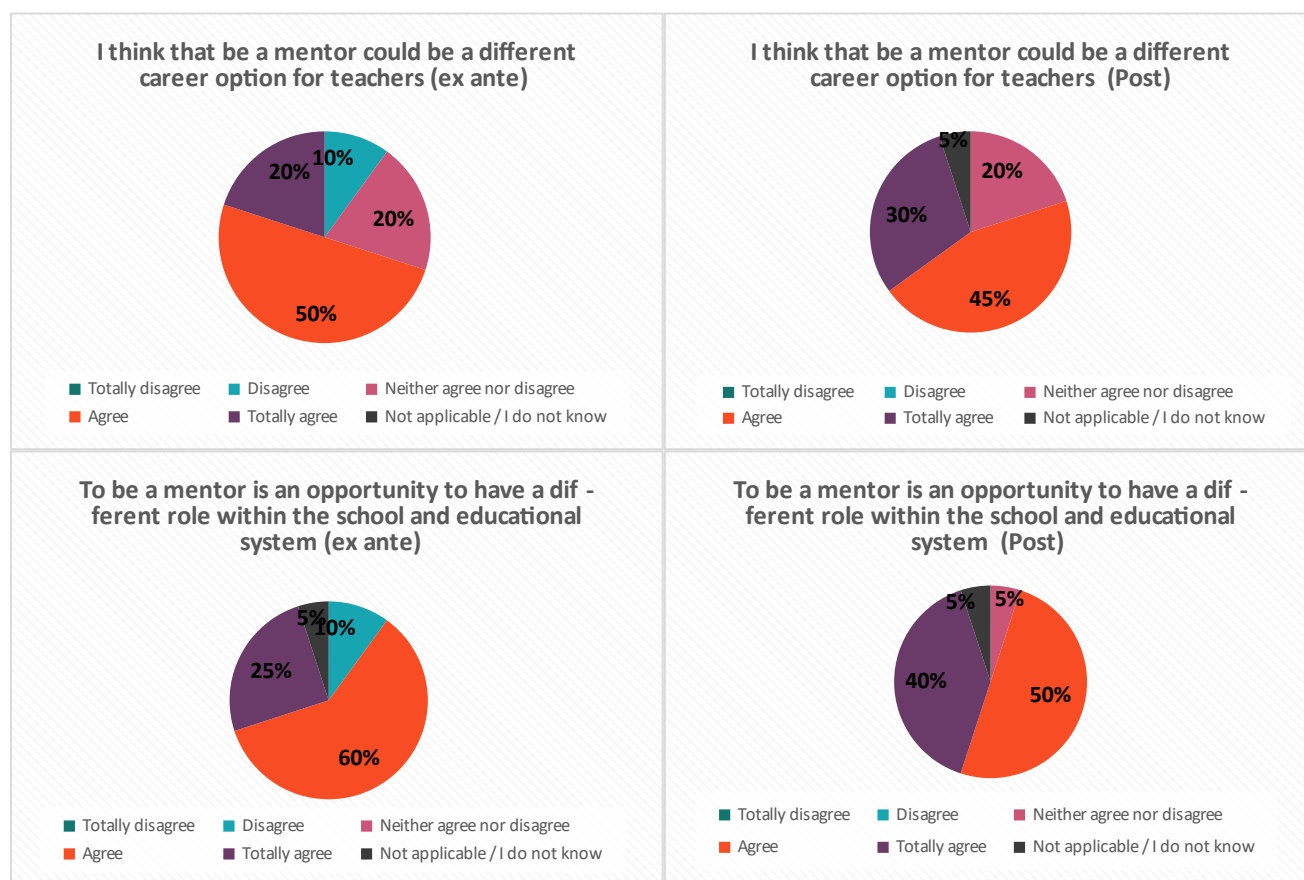
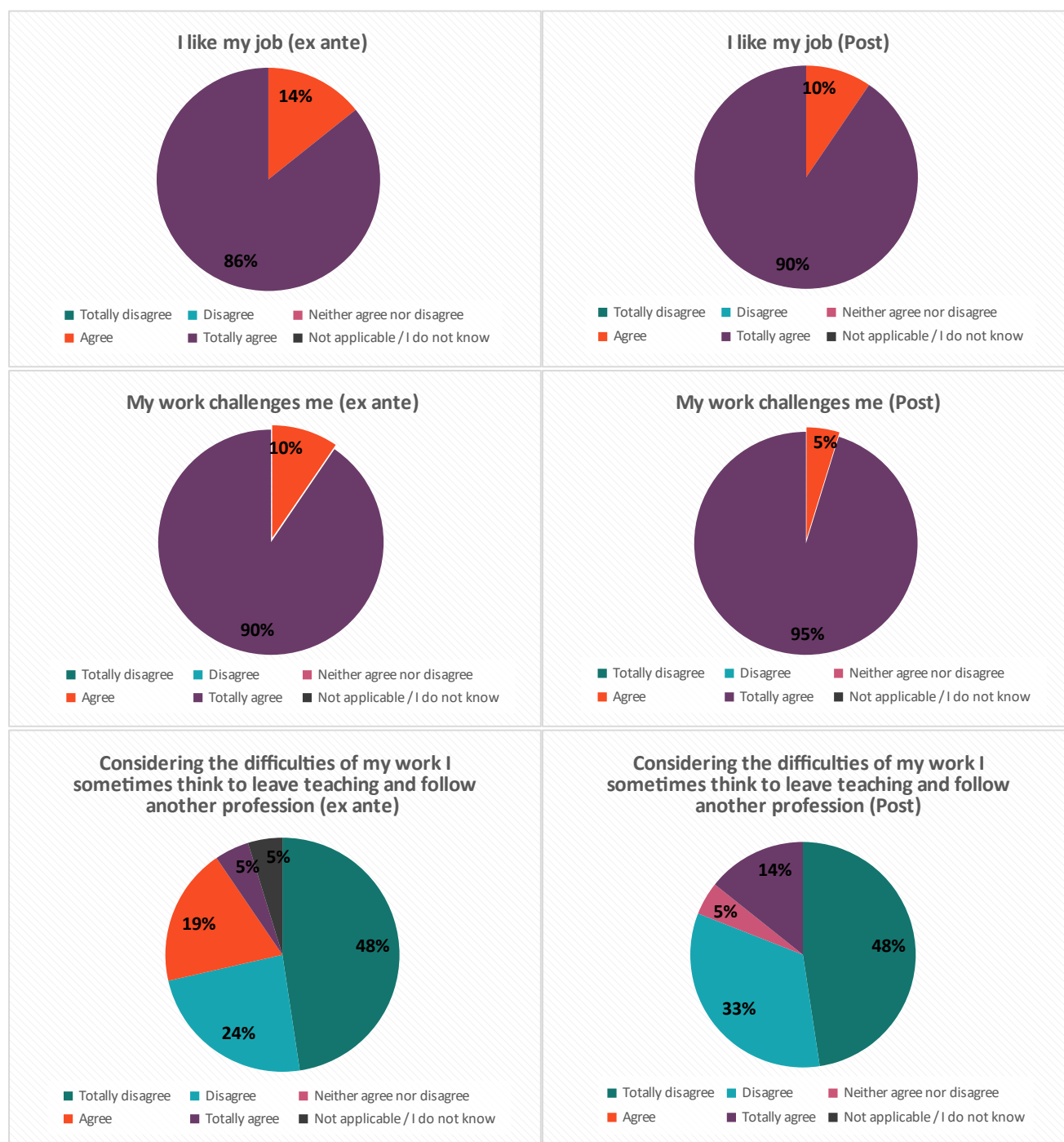


Figure 9 - Results towards the motivation about their career and maintenance on the system in the perspective of the experienced teachers of the control group.

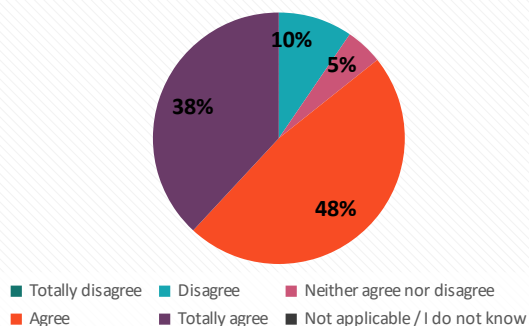
The graphs in Figure 10 depict the results of questionnaires concerning various aspects of the motivation of experienced teachers in the experimental group (ET-EG) regarding their career and their commitment to the system. Overall, this group expressed satisfaction with their job, with a balanced percentage of ET-EG "totally agreeing" (86% in the ex-ante and 90% in the post-intervention) and "agreeing" (14% in the ex-ante and 10% in the post-intervention) being similar. Concerning the notion that their job challenges them, there were no significant differences between the questionnaires, with only a slight difference in the level of agreement (ex-ante: 90% "totally agree" and 10% "agree" that the job challenges them; post-intervention 95% "totally agree" and 5% "agree"). However, when asked about their intentions of leaving the profession due to challenges and difficulties, there was a notable change: in the ex-ante questionnaire, 71% of ET-EG disagreed with the idea of choosing another profession (47% "totally disagree" and 24% "disagree"), whereas in the post-intervention questionnaire, 82% disagreed with this idea (48% "totally disagree" and 33% "disagree"). Regarding their future and the happiness of pursuing this career, 86% of ET-EG in the ex-ante and 81% in the post-intervention questionnaire agreed that they would feel happy pursuing this career. There was a shift in the level of agreement from the ex-ante questionnaire (48% "agree" and 38% "totally agree") to the post-intervention questionnaire (29% "agree" and 52% "totally agree"), indicating an improvement in their perception. However, the percentage of disagreement increased from 9% to 19% from the ex-ante to the post-intervention questionnaires, respectively. A slight change is also observed in ET-EG recommending the profession to a younger person, with a reduction in the level of agreement (from 81% to 71%), maintaining a balance between "totally agree" and "agree" answers in the post-intervention questionnaire (38% and 33%, respectively) compared to the ex-ante (29% and 52%, respectively). It's noteworthy that in this question, the percentage of "neither agree nor disagree" responses increased from 5% to 14%.

These graphs also provide information about the possibility and relevance of experienced teachers becoming mentors. Overall, the willingness of ET-EG to become a mentor decreased, with 90% of ET-EG agreeing with this idea in the ex-ante and 78% in the post-intervention. Most ET-EG believes that being a mentor can be a career option for experienced teachers (62% in ex-ante and 71% in post-intervention), allowing them to have a different role in the school (100% in ex-ante to 95% in post-intervention). **In both cases, there is an improvement from the ex-ante to the post-intervention questionnaire; in the case of it being a career option, there was an improvement from 24% to 38% of ET-EG "totally agreeing." In the case of being a mentor as an opportunity to have another role in the school, there was an improvement from 38% to 28% of ET-EG "totally agreeing."**

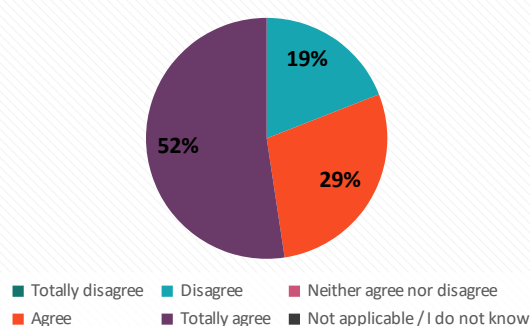




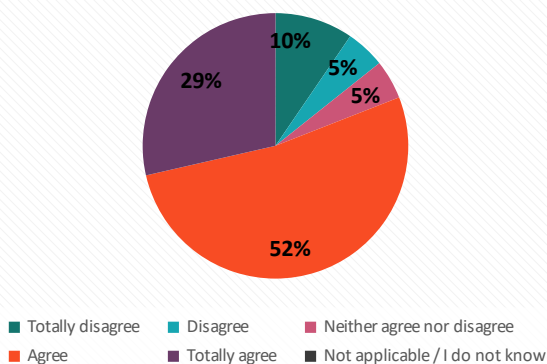
Looking to the future, I am happy with being a teacher during all my career (ex ante)



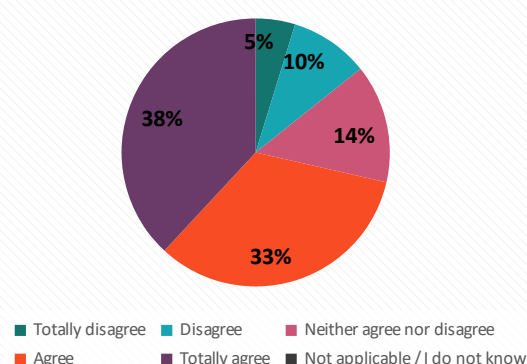
Looking to the future, I am happy with being a teacher during all my career (Post)



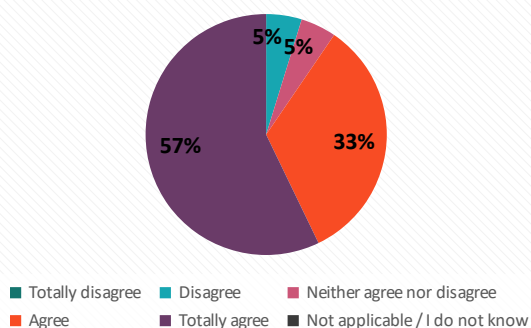
Based on my personal experience I would recommend a young person to follow the teaching profession (ex ante)



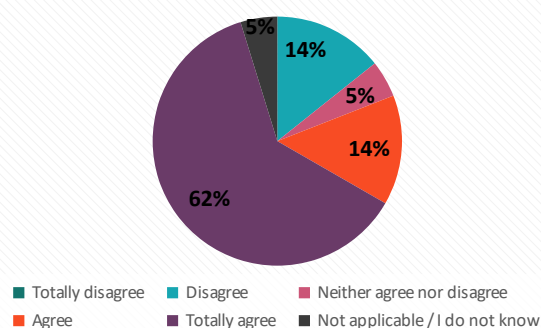
Based on my personal experience I would recommend a young person to follow the teaching profession (Post)



I would like to have the opportunity of becoming a mentor (ex ante)



I would like to have the opportunity of becoming a mentor (Post)



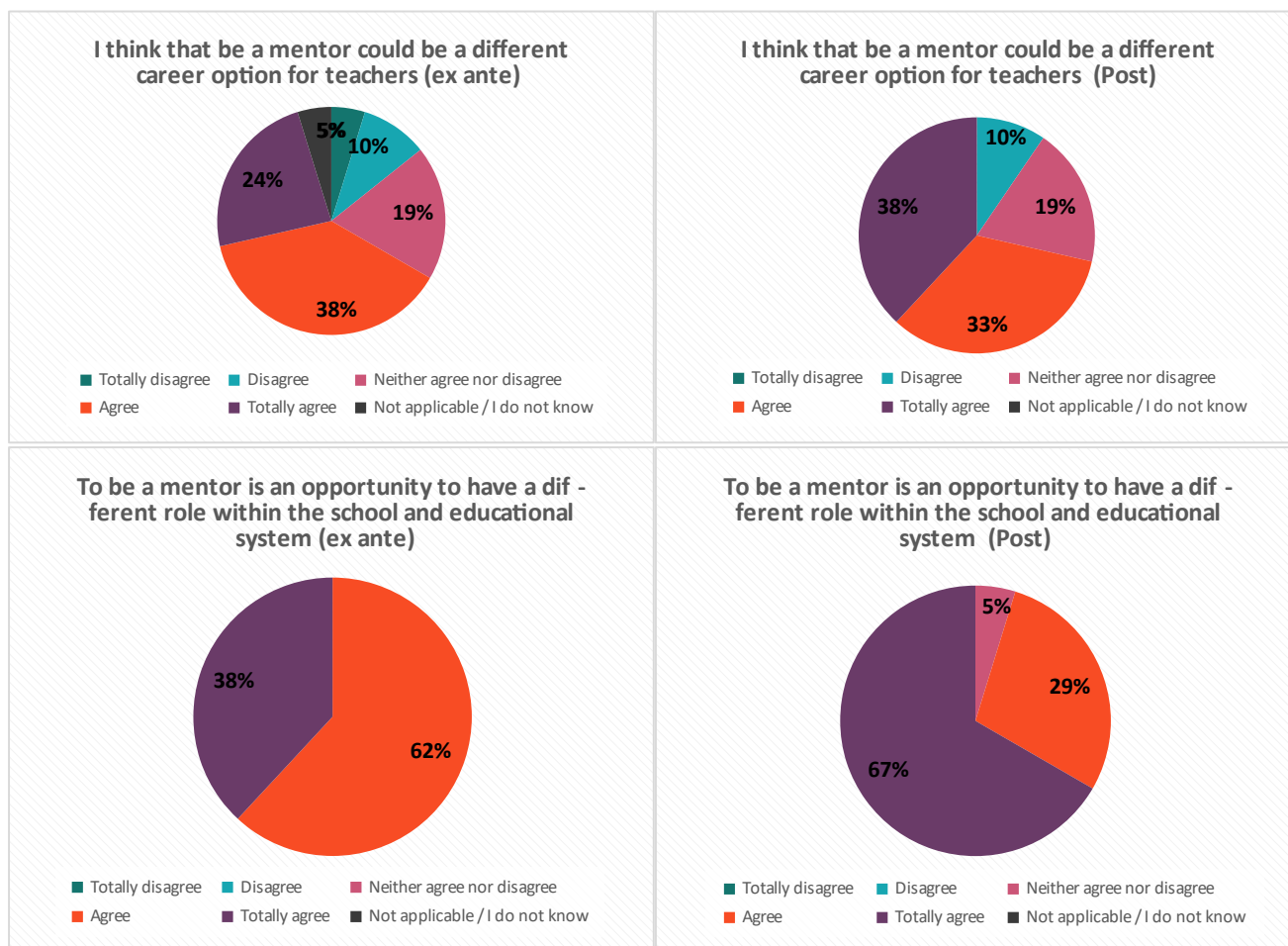


Figure 10 - Results towards the motivation about their career and maintenance on the system in the perspective of the experienced teachers of the experimental group.

The charts in Figure 11 illustrate the outcomes of surveys examining various facets of the motivation of new teachers in the control group (NT-CG) concerning their career and commitment to the system. Overall, this group expressed contentment with their job, with a balanced percentage of NT-CG "totally agreeing" (75% in the ex-ante and 79% in the post-intervention) and "agreeing" (25% in the ex-ante and 21% in the post-intervention) being comparable. Regarding the perception that their job poses challenges, there were no disparities in the overall results between the two questionnaires, but a significant difference in the level of agreement (ex-ante: 63% "totally agree" and 37% "agree" that the job challenges them; post-intervention 83% "totally agree" and 17% "agree"). When queried about their intentions of leaving the profession due to challenges and difficulties, the overall agreements were similar in the ex-ante and post-intervention questionnaires (42%), but a difference is noted in the percentage of disagreement, which increased from 33% (ex-ante) to 46% (post-intervention), primarily due to a reduction in responses indicating "neither agree nor disagree" (21% to 12%). Regarding their future and the happiness of pursuing this career, there was an increase in the overall agreement in the ex-ante questionnaire (57%) compared to the post-intervention questionnaire (77%), signifying an improvement in their perception.

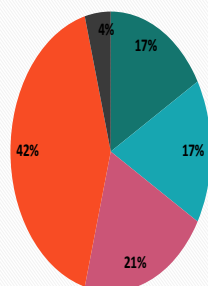
Surprisingly, the results concerning the perceived value of mentoring from experienced teachers for NT-CG professional development and motivation showed a decrease in agreement with this idea from the ex-ante questionnaire (88%) compared to the post-intervention questionnaire (33%). There was an increase in the percentage of disagreement from 4% to 29%, along with a rise in the percentage of responses indicating "neither agree nor disagree" from 4% to 38%. **These outcomes do not align with the informal feedback we have gathered from NT-CG during the pilot or even in the final stages of data collection (interviews and focus groups).**

These charts also shed light on the interest of new teachers in becoming mentors. Overall, the willingness of NT-CG to become mentors increased, with 50% of NT-CG agreeing with this idea in the ex-ante and 88% in the post-intervention, along with a decrease in the percentage of responses indicating "disagreeing" (12% to 0%) and "neither agree nor disagree" (21% to 4%) from the ex-ante to post-intervention questionnaires, respectively.



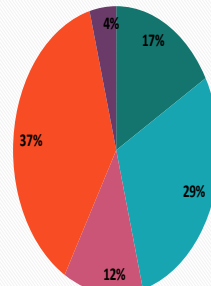


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)



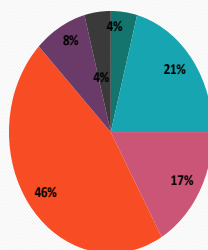
■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)



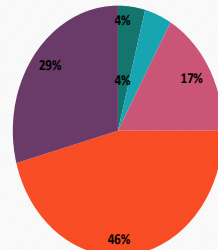
■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Looking to the future, I am happy with being a teacher during all my career (ex ante)



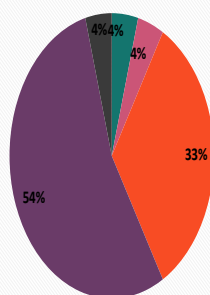
■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Looking to the future, I am happy with being a teacher during all my career (Post)



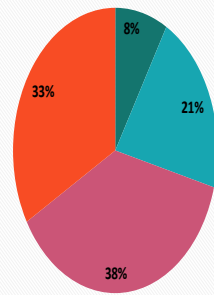
■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Mentoring from experienced teachers brings added value to my professional development and motivation (ex ante)



■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

Mentoring from experienced teachers brings added value to my professional development and motivation (Post)



■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know



Figure 11 - Results towards the motivation about their career and maintenance on the system in the perspective of the new teachers of the control group.

The graphics presented in Figure 12 depict the findings of surveys investigating various aspects of the motivation of new teachers in the experimental group (NT-EG) regarding their career and commitment to the system. On the whole, this group expressed satisfaction with their job, a fact that showed improvement from the ex-ante to post-intervention questionnaires, with the percentages rising from 88% to 100%. This improvement is also evident in the percentages of those who "totally agree". In terms of perceiving their job as challenging, there was a slight increase in the percentages from 91% to 100%. Notably, there was a significant shift in the level of agreement: ex-ante saw 65% "totally agree" and 26% "agree" with job challenges, whereas post-intervention showed 88% "totally agree" and 12% "agree." When asked about intentions to leave the profession due to challenges and difficulties, overall agreements remained similar in the ex-ante and post-intervention questionnaires (18% and 15%, respectively). However, a noteworthy difference emerged in the percentage of disagreement, which rose from 61% (ex-ante) to 85% (post-intervention), primarily due to a reduction in responses indicating "neither agree nor disagree" (15% to 0%). Concerning their future and the joy of pursuing this career, there was an increase in overall agreement in the ex-ante questionnaire (47%) compared to the post-intervention questionnaire (100%). There was also a decrease in the percentages of disagreement from 21% to 0% and of "neither agree nor disagree" responses from 29% to 0%. The results regarding the perceived value of mentoring from experienced teachers for NT-EG professional development and motivation indicated an increase in agreement with this idea from the ex-ante questionnaire (66%) to the post-intervention questionnaire (100%).

These charts also reveal the interest of new teachers in becoming mentors. Overall, the willingness of NT-EG to become mentors increased, with 41% agreeing with this idea in the ex-ante stage and 100% in the post-intervention stage. There was also a decrease in the percentage of responses indicating "disagreeing" (25% to 0%), "neither agree nor disagree" (23% to 0%), and "not applicable/don't know" (21% to 0%) from the ex-ante to post-intervention questionnaires, respectively.

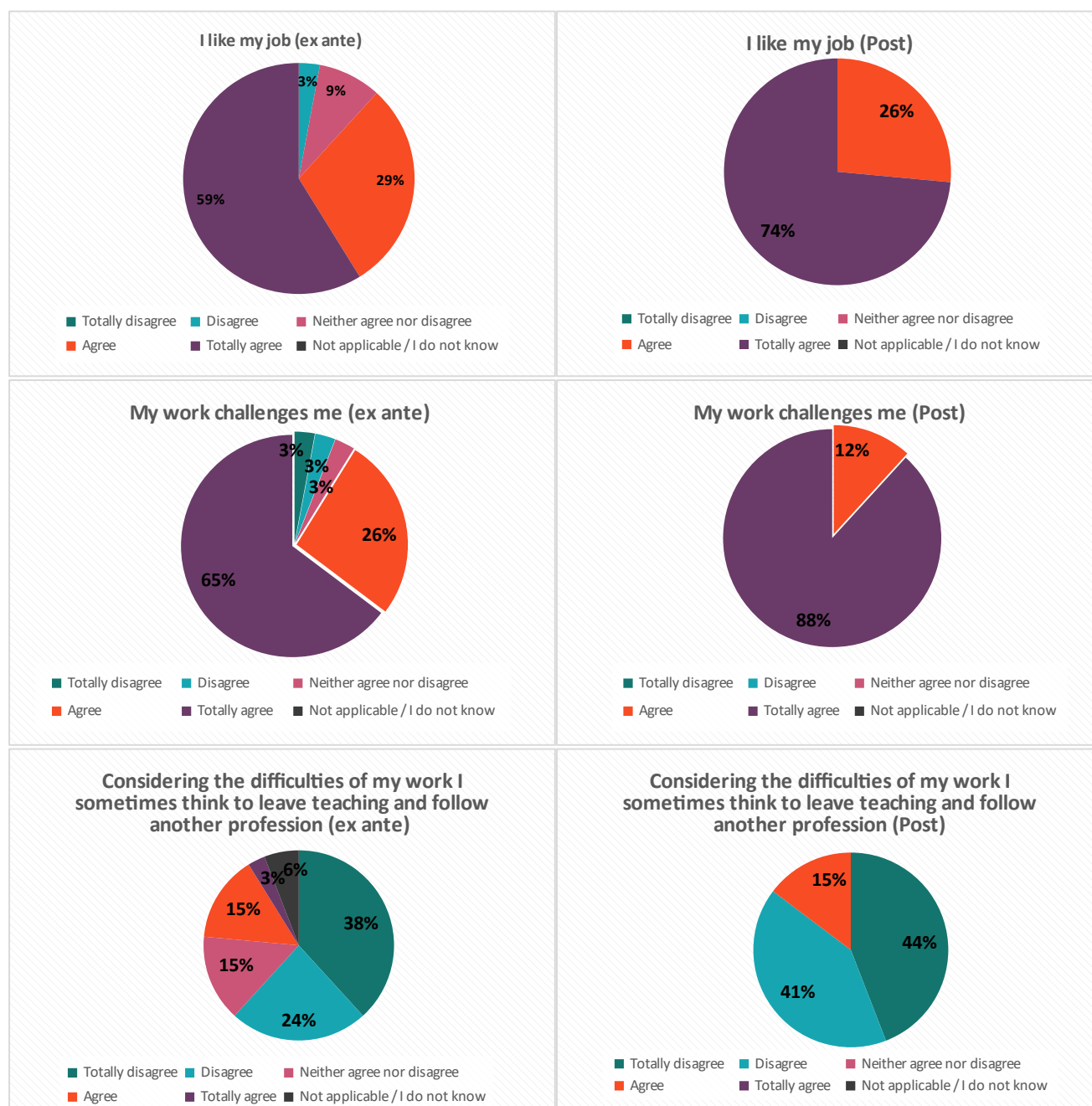




Figure 12 - Results towards the motivation about their career and maintenance on the system in the perspective of the new teachers of the experimental group.



Overall Conclusion: Experienced and new teachers of the two groups mentioned that they like their job and feel that they are challenged by it. In the case of the experienced teachers the majority mentioned that would recommend the teaching profession to young people. Many of the experienced teachers are not considering leaving the profession, seeing that in the future they will remain happy for pursuing the teaching profession. The new teachers of the experimental group have the same opinion, in fact the results reveal that this group are the ones with the highest level of motivation towards the profession. The results of the new teachers of the control group, on the other hand, go in a different direction, once many of these teachers consider leaving the professional. Related to the value of the mentoring to guide and support new teachers, in the perspective of new teachers of the control group is not clear that this support would be a factor of motivation per se; for another hand all new teachers of the experimental group consider the mentoring as strategic for their integration into the teaching profession. Several experienced teachers would like to have the possibility of becoming mentors, they see it as an opportunity of career for them as experienced teachers and almost all teachers see it as an opportunity to have another role in their school and educational system. This is more obvious in the experienced teachers of the experimental group.

The involvement of experienced teachers in the new teachers' induction programmes as mentors has a positive impact in their sense of self-efficacy, self-awareness as teacher, motivation for the teaching profession and maintenance on the educational system. In the perspective of Portuguese teachers is advisable to avoid having school principals as mentors in the induction programme, nevertheless their engagement and commitment with the implementation of the programme is strategic. As such, the hypotheses is verified when applied to experienced teachers.

Hypothesis 3: Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system

The graphics of Figures 13 to 16 exhibit the perception of the teachers involved in field trials, related to the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers in four dimensions:

- Empowering new teachers to the profession
- Contributing to the development of the sense of belonging of new teachers to the school
- Strengthening new teachers' ability to interact and cooperate with other teachers
- Increasing new teachers' motivation for the profession



Analyzing Figure 13, globally, in the two questionnaires ET-CG consider that these types of programmes are important in the four dimensions and globally there was an improvement in the perspective of the ET-CG related to these dimensions, mostly concerning the level of agreement with them.

- Empowering new teachers to the profession – 35% of the ET-CG “totally agree” with this in the ex-ante questionnaire, against 50% who “totally agree” with it in the post-intervention questionnaire
- Contributing to the development of the sense of belonging of new teachers to the school – 35% of the ET-CG “totally agree” and 60% “agree” with this in the ex-ante questionnaire, against 75% who “totally agree” and 25% “agree” with it in the post-intervention questionnaire
- Strengthening new teachers’ ability to interact and cooperate with other teachers - 35% of the ET-CG “totally agree” and 55% “agree” with this in the ex-ante questionnaire, against 70% who “totally agree” and 25% “agree” with it in the post-intervention questionnaire
- Increasing new teachers’ motivation for the profession - 30% of the ET-CG “totally agree” and 65% “agree” with this in the ex-ante questionnaire, against 55% who “totally agree” and 40% “agree” with it in the post-intervention questionnaire.



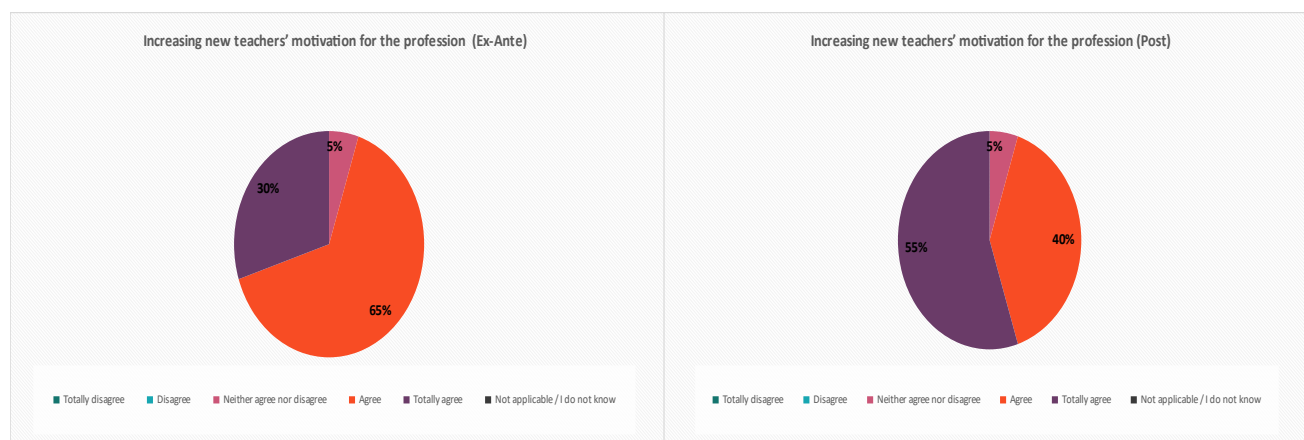


Figure 13 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the experienced teachers of the control group.

Analyzing Figure 14, it is evident that, globally, in both questionnaires, ET-EG considers these types of programmes crucial across the four dimensions, and there has been an improvement in the perspectives of ET-EG, particularly in terms of their level of agreement with these dimensions.

- Empowering new teachers in the profession: In both questionnaires, 95% of ET-EG globally agree with this idea. The difference lies in the balance between "totally agree" (62% in the ex-ante and 48% in the post-intervention) and "agree" (33% in the ex-ante and 47% in the post-intervention).
- Contributing to the development of the sense of belonging of new teachers to the school: In the ex-ante questionnaire, 62% of ET-EG "totally agree," and 28% "agree" with this, compared to 76% "totally agree" and 19% "agree" in the post-intervention questionnaire.
- Strengthening new teachers' ability to interact and cooperate with other teachers: In the ex-ante questionnaire, 48% of ET-EG "totally agree," 47% "agree" with this, as opposed to 76% "totally agree," and 24% "agree" in the post-intervention questionnaire.
- Increasing new teachers' motivation for the profession: In the ex-ante questionnaire, 43% of ET-EG "totally agree," and 38% "agree" with this, while in the post-intervention questionnaire, 71% "totally agree," and 29% "agree" with it.

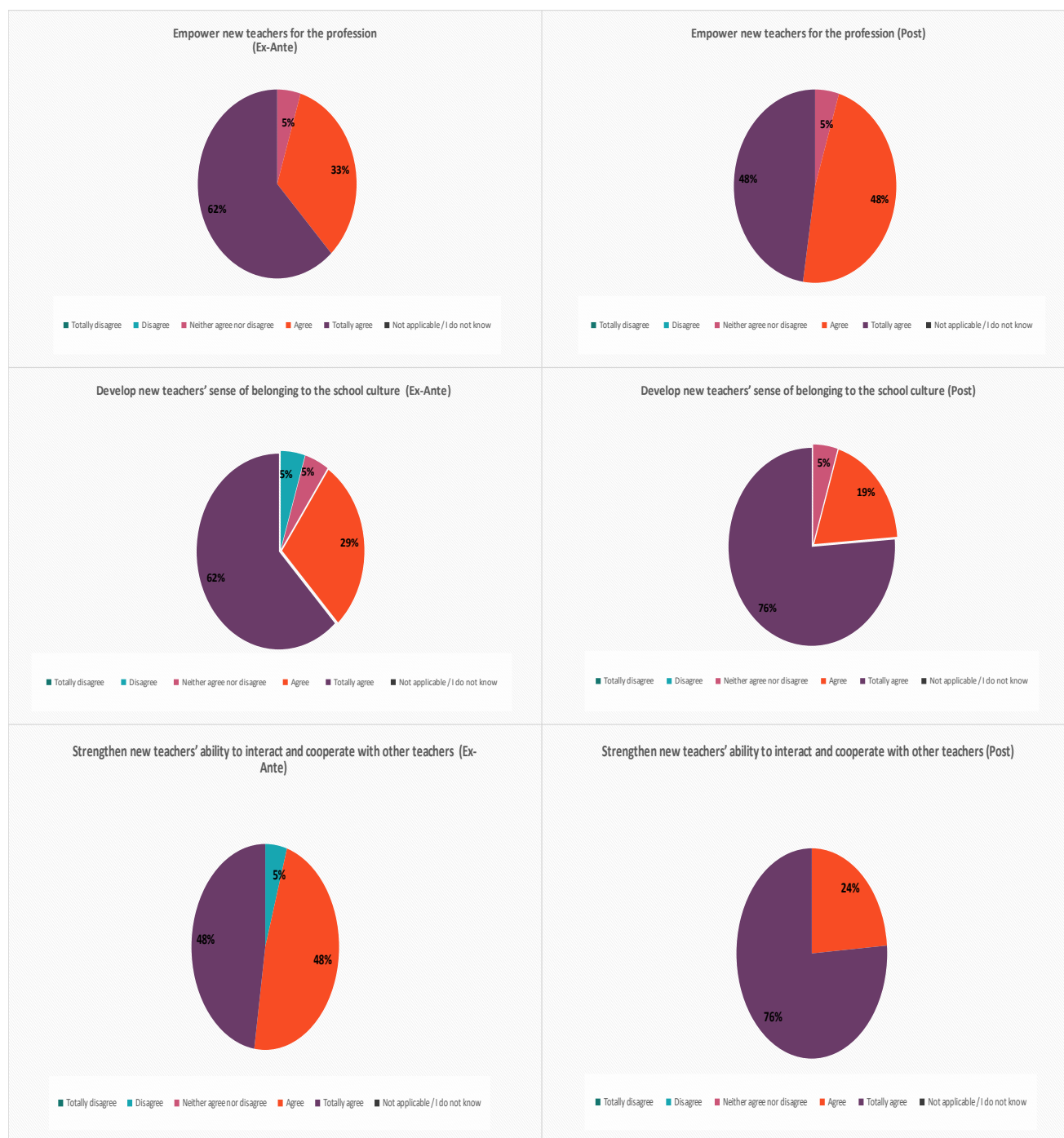




Figure 14 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the experienced teachers of the experimental group.

Analyzing Figure 15, it is apparent that, on a global scale and in both questionnaires, NT-CG deems these types of programmes vital across the four dimensions. There has been an enhancement in the perspectives of NT-CG, particularly regarding their level of agreement with these dimensions.

- Empowering new teachers in the profession: In the ex-ante questionnaire, 80% of NT-CG globally agree with this, compared to 92% in the post-intervention questionnaire.
- Contributing to the development of the sense of belonging of new teachers to the school: In the ex-ante questionnaire, 46% of NT-CG "totally agree," and 38% "agree" with this, compared to 63% "totally agree" and 37% "agree" in the post-intervention questionnaire.
- Strengthening new teachers' ability to interact and cooperate with other teachers: In the ex-ante questionnaire, 42% of NT-CG "totally agree," and 42% "agree" with this, as opposed to 75% "totally agree," and 25% "agree" in the post-intervention questionnaire.
- Increasing new teachers' motivation for the profession: In the ex-ante questionnaire, 33% of NT-CG "totally agree," and 46% "agree" with this, while in the post-intervention questionnaire, 63% "totally agree," and 33% "agree" with it.



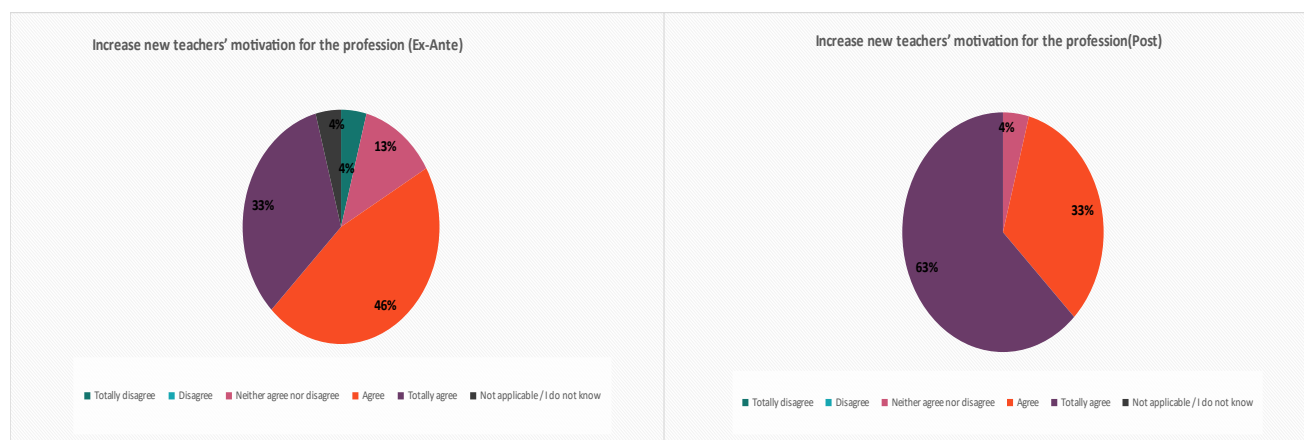


Figure 15 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the new teachers of the control group.

Analyzing Figure 16, it is evident that, on a global scale and in both questionnaires, NT-EG considers these types of programs crucial across the four dimensions. There has been a refinement in the perspectives of NT-EG, particularly in terms of their level of agreement with these dimensions.

- Empowering new teachers in the profession: In the pre-intervention questionnaire, 44% of NT-EG "totally agree," and 50% "agree," compared to 62% "totally agree," and 14% "agree" in the post-intervention questionnaire.
- Contributing to the development of the sense of belonging of new teachers to the school: In the pre-intervention questionnaire, 85% of NT-EG globally agree with this, compared to 94% in the post-intervention questionnaire.
- Strengthening new teachers' ability to interact and cooperate with other teachers: In the pre-intervention questionnaire, 44% of NT-EG "totally agree," 47% "agree" with this, as opposed to 67% "totally agree," and 32% "agree" in the post-intervention questionnaire.
- Increasing new teachers' motivation for the profession: In the pre-intervention questionnaire, 38% of NT-EG "totally agree," and 38% "agree" with this, while in the post-intervention questionnaire, 56% "totally agree," and 20% "agree" with it.



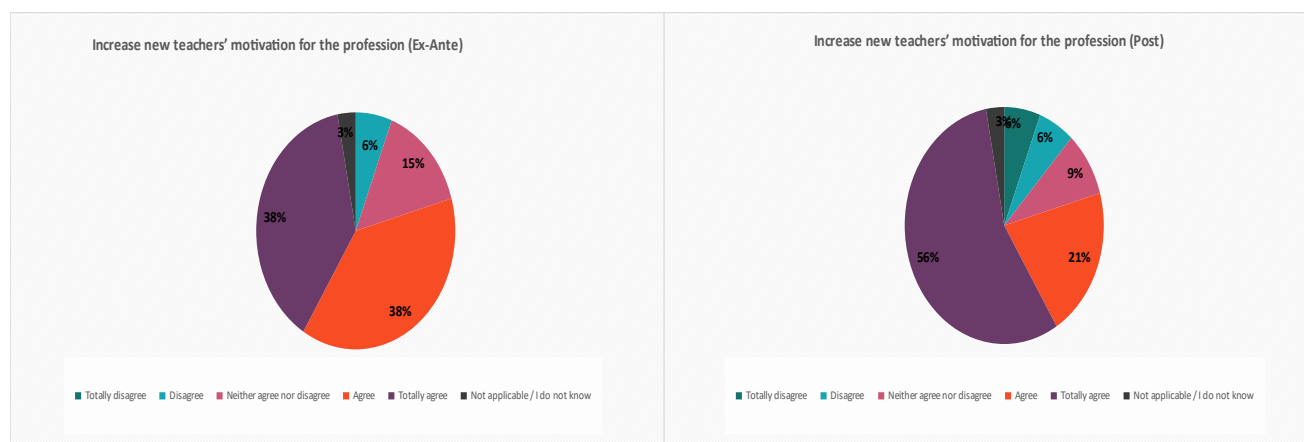


Figure 16 - Results towards the contribution of peer-developed teachers' induction programmes based on mentoring activities to the integration of new teachers, in the perspective of the new teachers of the experimental group.

Overall Conclusion: Overall, experienced and new teachers of the two groups consider that induction programmes based on peer-mentoring have a positive impact on new teachers' empowerment to the profession, increasing their sense of belonging in the schools' culture, in strengthening their ability to interact and cooperate with other teachers and to motivate them to the profession. Nevertheless, the perspective of new teachers from the experimental group towards to the impact on the empowerment and motivation to the teaching profession is less positive when comparing with the other groups, mostly because they consider that other political measures should be taken to improve the conditions for teachers.

In conclusion, in the perspective of experienced and new teachers, induction programmes based on peer-mentoring are unequivocally strategic for the full preparation of new teachers to the profession and for their smooth integration at the personal, social and professional levels in the school setting and culture. The increased motivation of new teachers towards the profession and will to guide and support other new teachers resulted from their involvement in the programme. Nevertheless, teachers also mentioned that it is difficult to measure the impact of the programme on the maintenance of new teachers in the educational system. This means that the hypotheses 3 is partially verified.

Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers

Analysing the Figure 17. it is clear that, globally, there are no differences in the perception of NT-CG from the ex-ante and post-intervention questionnaires, towards their ability to “act according to the values and principles of the teachers’ profession” (96% in both) and “working with school authorities and other stakeholders” (92%), having these teachers a high perception of their ability at this level. **There is, however, a significant difference between the answers “totally agree” and “agree” in both questions, verifying an increase in the percentage of “totally agree” in both cases (in values and principles from 50% to 83% and in “cooperating with school authorities and stakeholders” from 54% to 71%), revealing an improvement at this level.** The NT-CG perception related to their ability to “assimilate the school culture by themselves” and “cooperating with peers” is also high in both questionnaires, being possible to observe an increase of the answers related to “totally agree” in both cases (from 21% to 44% and 63% to 71%, respectively). There was, however, a decrease in the overall level of agreement in the ability to “cooperate with peers” from 96% to 92%, which is not significant. The NT-CG perception related to their ability to “manage diverse classrooms” also increased from 79% (ex-ante) to 88% (post-intervention) and an increase of the percentage of answered “totally agree” from 21% to 38%. In the case of the ability to “work with parents” in the two moments, slightly low, even considering that there was an increase in percentages of the overall agreement from 71% (ex-ante) to 75% (post-intervention) and answers “totally agree” from 21% to 42%. Two other significant differences in this ability are related to the percentage of answers “neither agree nor disagree”, which increased from 8% to 17% and “not applicable/don’t know” which decreased from 17% to 8%.

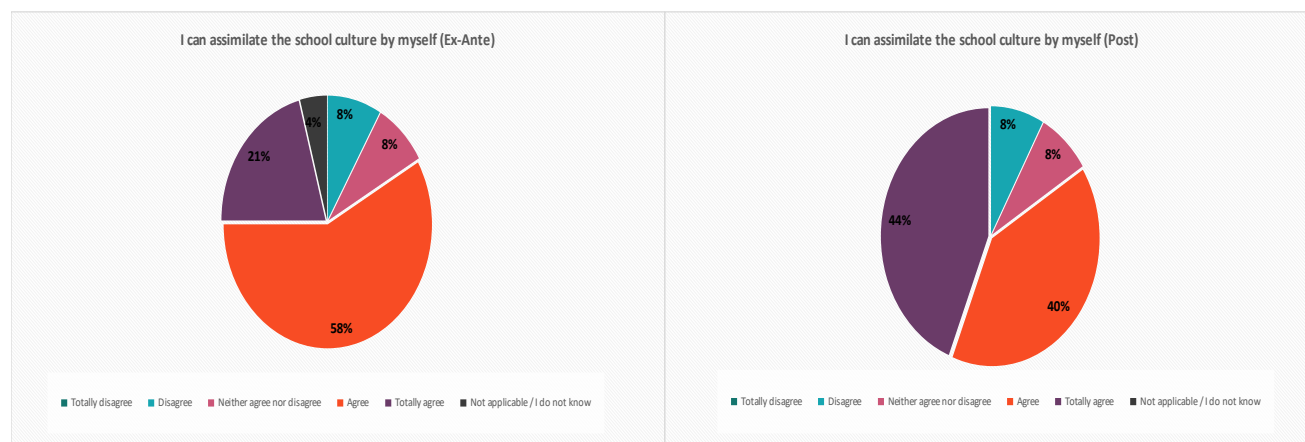




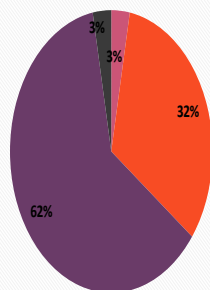


Figure 17 - Results related to new teachers of the control group perception about their level of social and cultural inclusion.

Analysing Figure 18. is possible to observe a significant increase in the overall perception of NT-EG's ability to “assimilate the school culture by themselves” from 82% (ex-ante) to 94% (post-intervention) and of “working with school authorities and other stakeholders from 88% to 100%. A slight increase of the percentages from the ex-ante to post-intervention questionnaire was also verified in the ability of “acting according to the values and principles of the teachers’ profession”, “cooperating with peers” and “managing diverse classrooms” “(from 94% to 97%, 91% to 97% and 94% to 100%, respectively). Related to the ability to “work with parents”, there was a decrease in the percentages of the overall agreement of NT-EG towards this ability from 82% to 79%. Nevertheless, the percentage of “totally agree” increased from 32% to 50%, meaning that a slight improvement at this level was perceived by this group. Is important to highlight that the percentages of “not applicable/don’t know” answers increased from 6% to 9%.

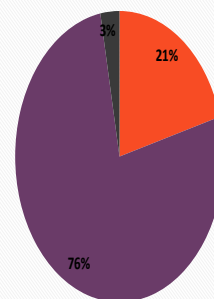


I can act according to the values and principles of the teachers' profession
(Ex-Ante)



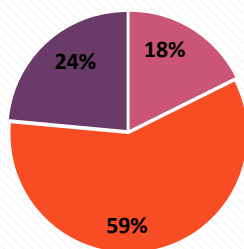
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

I can act according to the values and principles of the teachers' profession (Post)



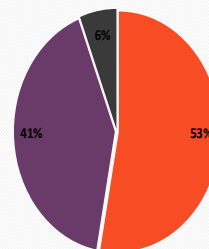
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

I can assimilate the school culture by myself
(Ex-Ante)



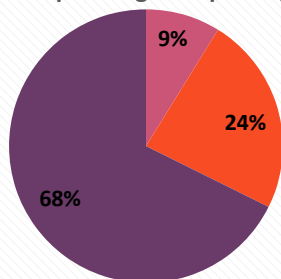
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

I can assimilate the school culture by myself (Post)



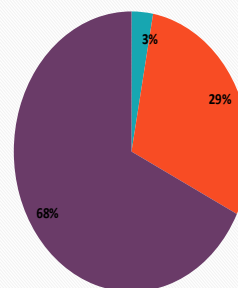
Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

I am able of cooperating with peers (Ex-Ante)



Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

I am able of cooperating with peers (Post)



Totally disagree Disagree Neither agree nor disagree Agree Totally agree Not applicable / I do not know

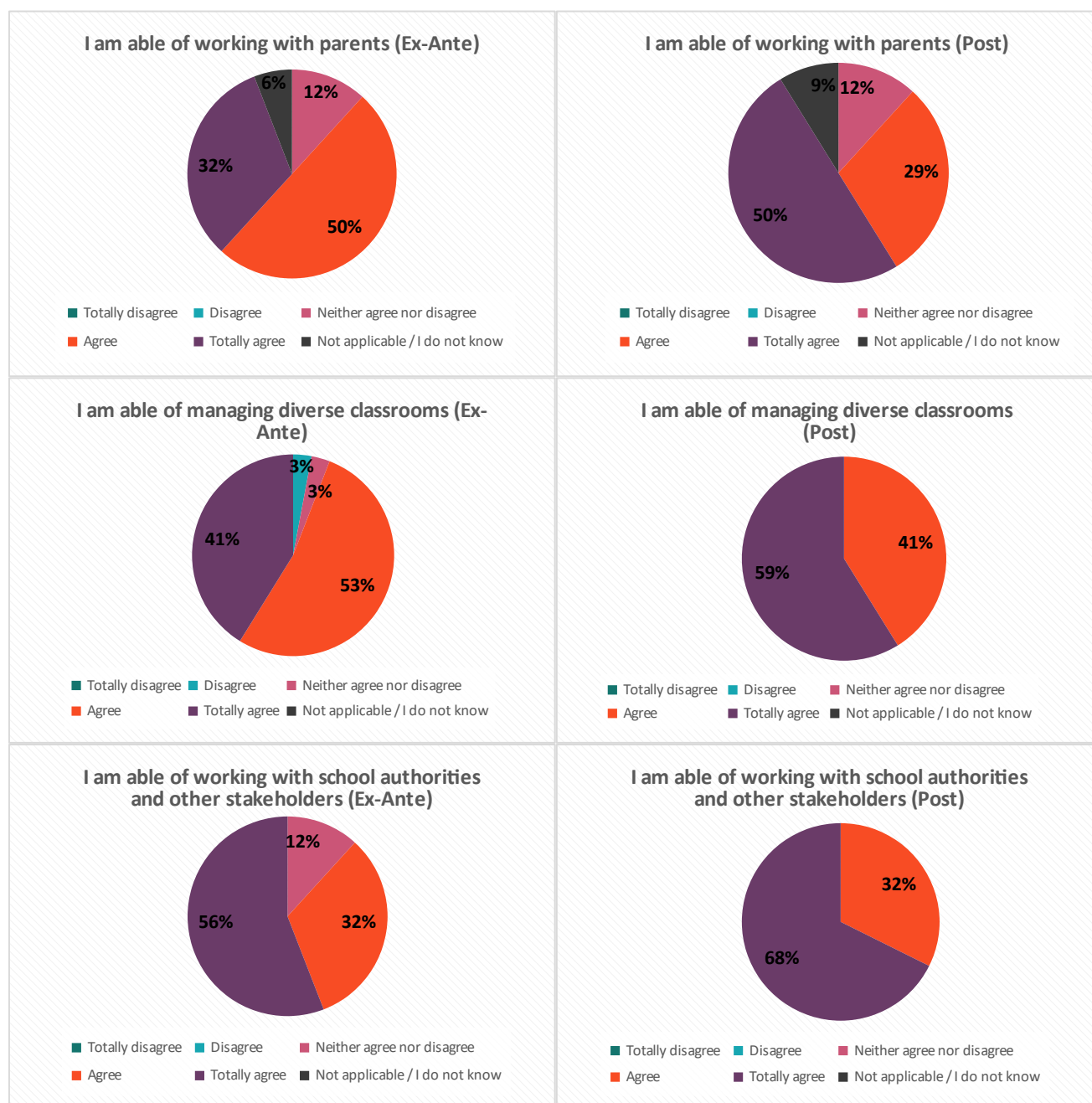


Figure 18 - Results related to new teachers of the experimental group perception about their level of social and cultural inclusion.



Overall Conclusion: *New teachers of the four groups have the perception that they are highly able to act according to the values and principles of their profession and of working with school authorities and other stakeholders. The new teachers of the experimental group also consider they are greatly prepared to assimilate the schools' culture by themselves, cooperate with their peers and manage diversity in classrooms, while new teachers of the control group consider that they are able at these levels at a certain point, having space to improve their ability in these areas. The ability to work with parents is seen by both groups as a challenge that needs to be improved. So, hypotheses 4 was verified through the field trials.*

Hypothesis 5: Structured mentoring programmes adapted to the context increases the interest and success of its participants

The questionnaires also included questions about teachers' self-efficacy in 11 spheres of the teaching profession and the results are presented in Figures 19 to 20.

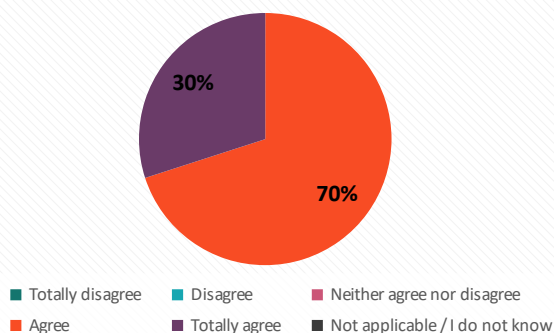
As seen in Figure 19, overall, when comparing the percentages of "totally agree" and "agree", **there is an increased self-efficacy perception of the ET-CG related to the spheres of: classroom management** (ex-ante: 30% "totally agree" and 70% "agree", against post: 50% "totally agree" and 35% agree"); **improvement of teaching techniques** (ex-ante: 30% "totally agree" and 60% "agree", against post: 50% "totally agree" and 40% agree"), **developing/using supporting materials in teaching** (ex-ante: 25% "totally agree" and 75% "agree", against post: 60% "totally agree" and 35% agree"), **evaluating and giving feedback to students** (ex-ante: 35% "totally agree" and 65% "agree", against post: 55% "totally agree" and 40% agree"), **working with other stakeholders** (ex-ante: 15% "totally agree" and 55% "agree", against post: 35% "totally agree" and 45% agree"), **administrative and bureaucratic issues** (ex-ante: 20% "totally agree" and 55% "agree", against post: 50% "totally agree" and 35% agree") and **new teacher's social and cultural integration in the school environment/culture** (ex-ante: 35% "totally agree" and 55% "agree", against post: 60% "totally agree" and 30% agree"). **The fact that the ET-CG had the opportunity to support new teachers in these spheres may have contributed to an improved perspective of self-efficacy of the ET-CG.**

In the spheres of the use of ICT devices and tools in the classroom, dealing with students with diverse needs and backgrounds and working with parents/guardians there was an important increase in percentages of answers of "neither agree nor disagree" (20%, 20% and 15% respectively), which can be related with the fact of the ET-CG didn't have the opportunity of working these aspects with the new teachers they were mentoring.

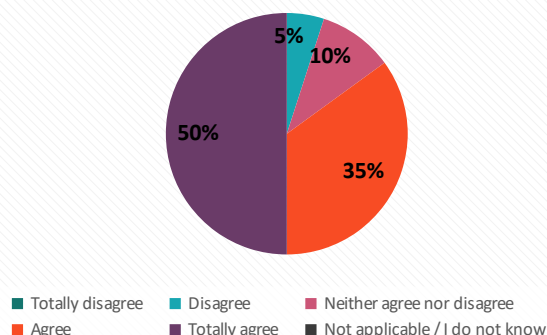
To conclude, there was no significant change related to the sphere of cooperating with others.



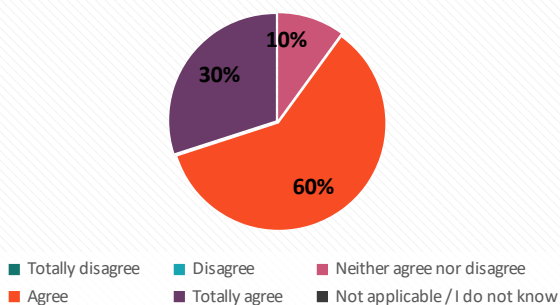
The classroom management (Ex-Ante)



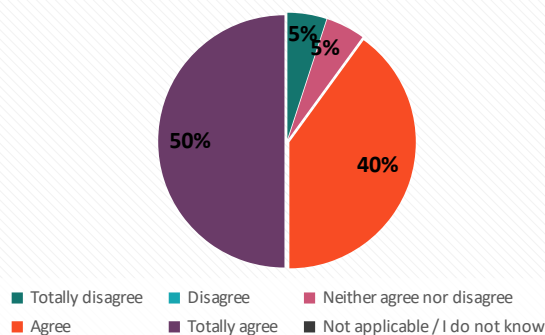
The classroom management (Post)



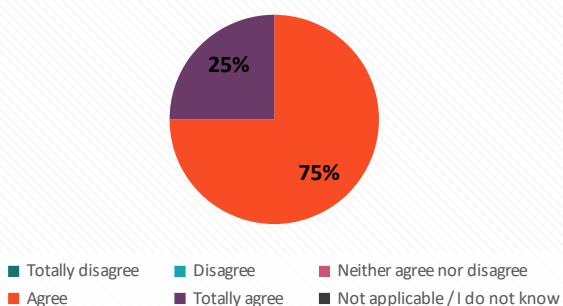
Improving their teaching techniques (Ex-Ante)



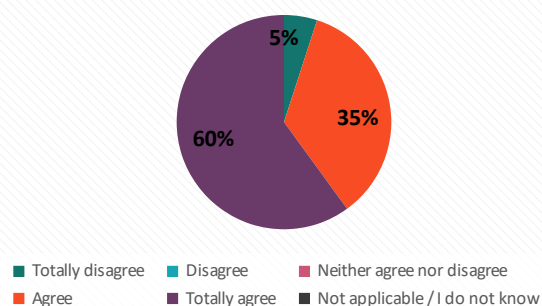
Improving their teaching techniques (Post)



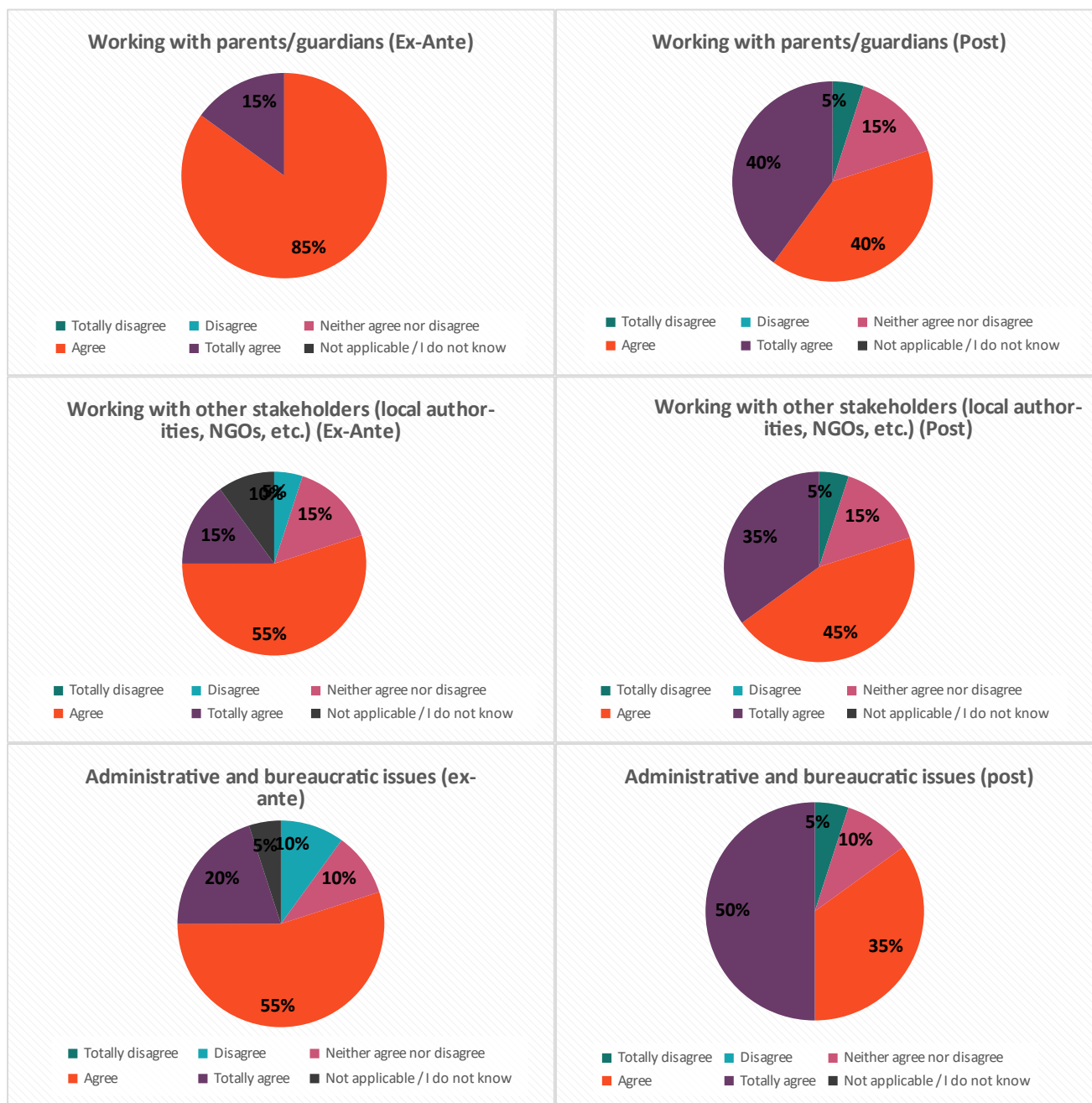
Developing/using supporting materials in teaching (Ex-Ante)



Developing/using supporting materials in teaching (Post)







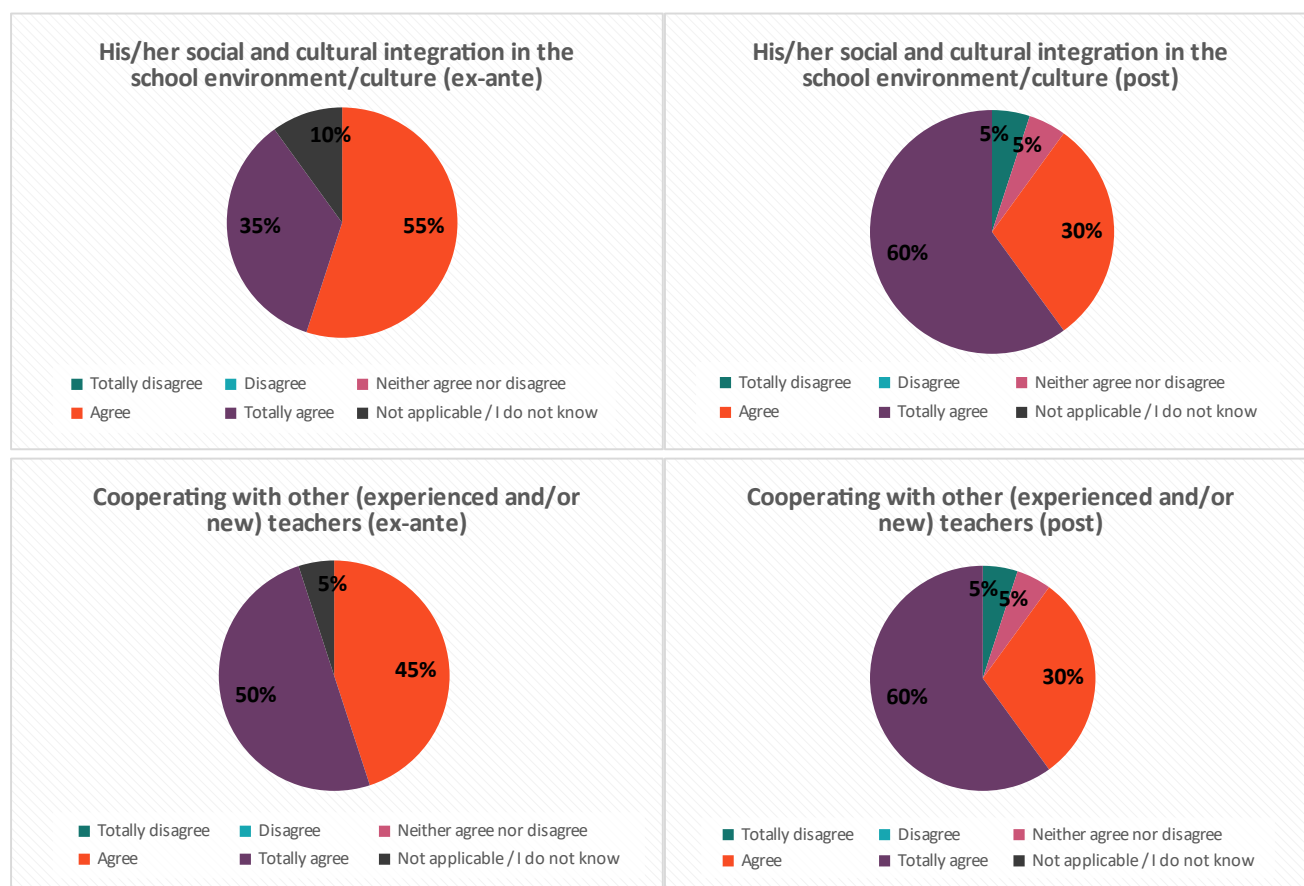


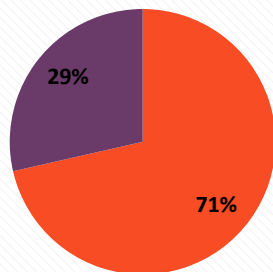
Figure 19- Results towards the teachers' self-efficacy in various professional domains in the perspective of the experienced teachers of the control group.



As depicted in Figure 20, overall, **when comparing the percentages of "totally agree" and "agree," there is an increased self-efficacy perception of the ET-EG in various areas.** Notably, in the ex-ante questionnaire, 29% "totally agree" and 71% "agree" regarding classroom management, whereas in the post-intervention questionnaire, these percentages shift to 48% "totally agree" and 47% "agree." A similar pattern is observed in the improvement of teaching techniques, with the ex-ante percentages at 32% "totally agree" and 64% "agree," contrasting with the post-intervention percentages of 67% "totally agree" and 33% "agree." **Furthermore, in the areas of developing/using supporting materials in teaching, the use of ICT devices and tools in the classroom, dealing with students with diverse needs and backgrounds, evaluating and giving feedback to students, working with parents/guardians, working with other stakeholders, administrative and bureaucratic issues, and cooperating with other teachers, there is a consistent trend of increased self-efficacy perception among the ET-EG in the post-intervention questionnaire compared to the ex-ante questionnaire.** Specifically, in the spheres related to administrative and bureaucratic issues, there was a significant decrease in percentages from 81% (ex-ante) to 72% (post-intervention). Additionally, there was a slight decrease in percentages from 86% (ex-ante) to 82% (post-intervention) regarding the perception of ET-EG being able to support new teachers in their social and cultural integration in the school environment/culture. The opportunity for ET-EG to support new teachers in these spheres may have contributed to an improved perspective on self-efficacy among the ET-EG.

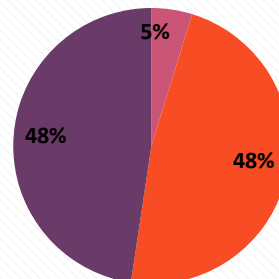


The classroom management (Ex-Ante)



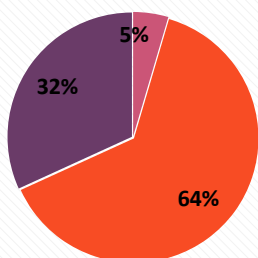
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

The classroom management (Post)



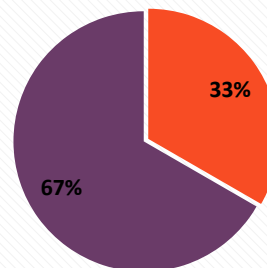
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

Improving their teaching techniques (Ex-Ante)



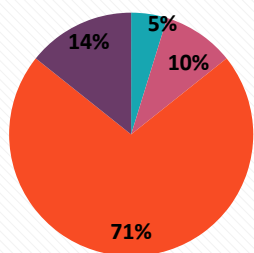
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

Improving their teaching techniques (Post)



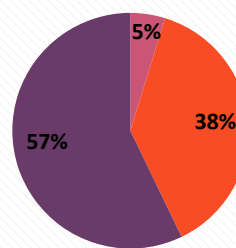
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

Developing/using supporting materials in teaching (Ex-Ante)



■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know

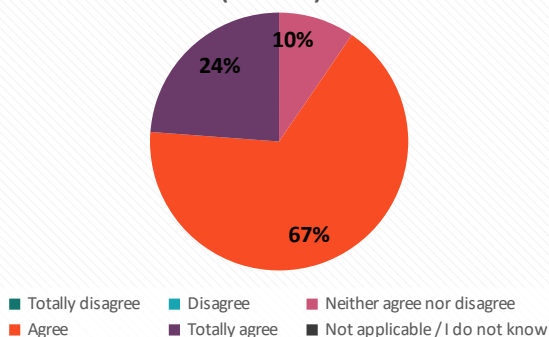
Developing/using supporting materials in teaching (Post)



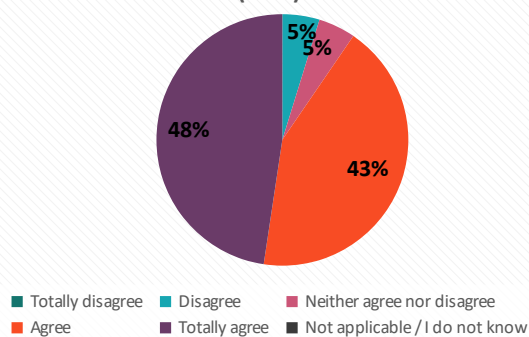
■ Totally disagree ■ Disagree ■ Neither agree nor disagree
■ Agree ■ Totally agree ■ Not applicable / I do not know



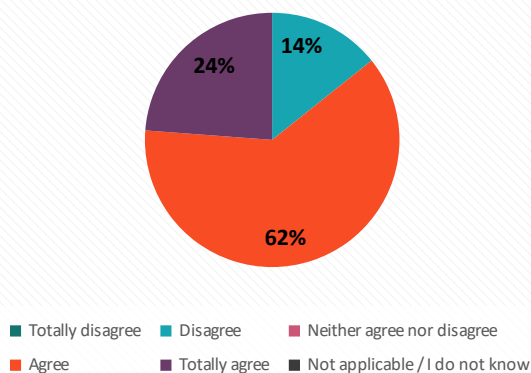
**The use of ICT devices and tools in classroom
(Ex-Ante)**



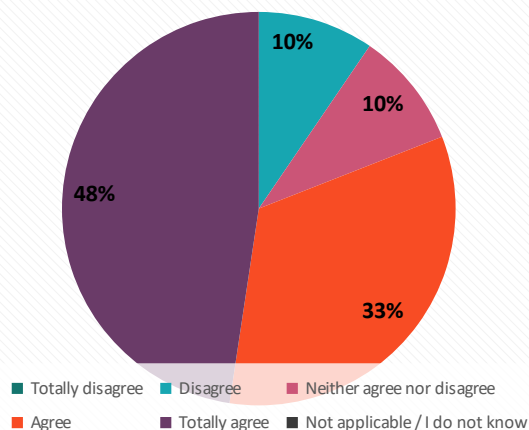
**The use of ICT devices and tools in classroom
(Post)**



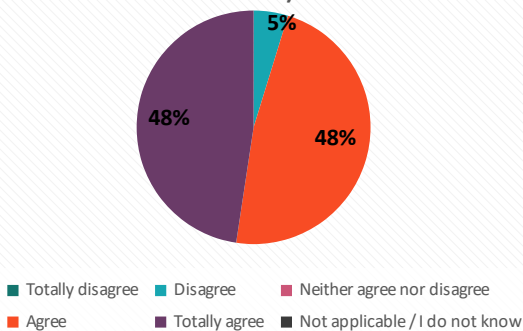
**Dealing with students with diverse needs and
backgrounds (special needs, with migrant
background, disadvantaged students) (Ex-
Ante)**



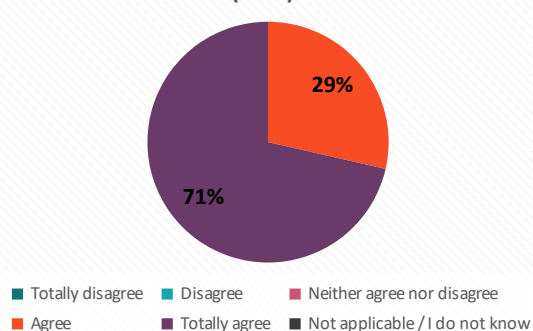
**Dealing with students with diverse needs and
backgrounds (special needs, with migrant
background, disadvantaged students) (Post)**



**Evaluating and giving feedback to students (Ex-
Ante)**



**Evaluating and giving feedback to students
(Post)**



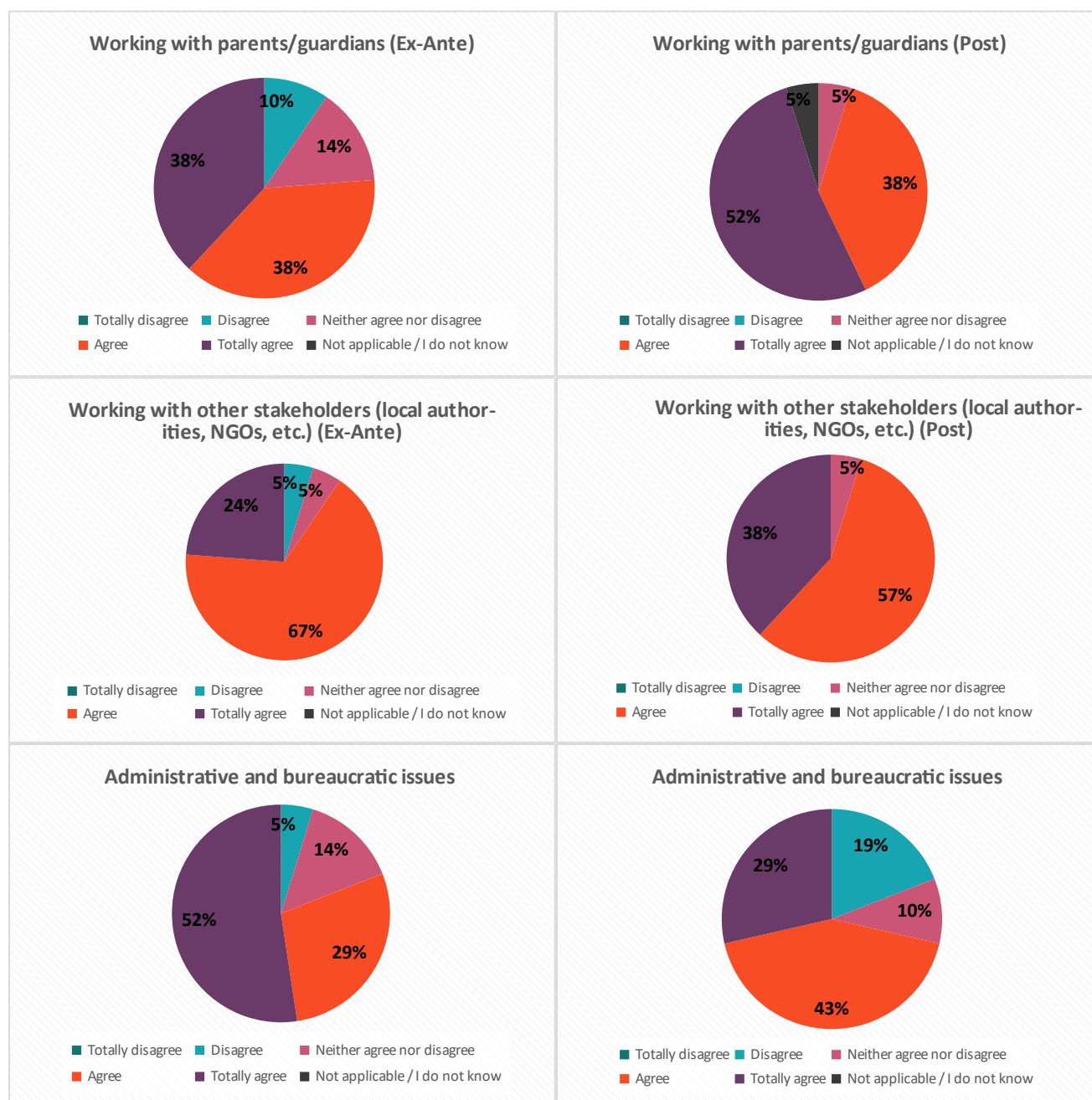




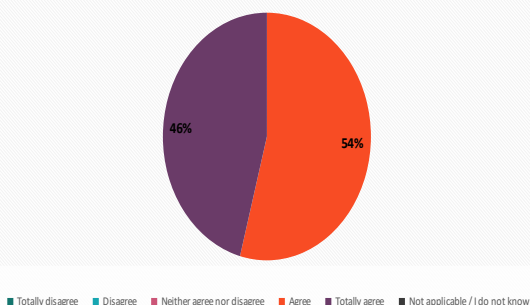
Figure 20 - Results towards the teachers' self-efficacy in various professional domains in the perspective of the experienced teachers of the experimental group.



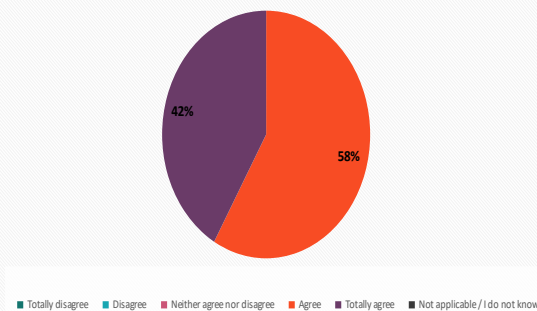
As illustrated in Figure 21, when comparing the percentages of overall agreement on the self-efficacy perception of ET-CG from the ex-ante to the post-intervention questionnaire, there is no significant difference in the ability to "deal with administrative and bureaucratic issues" (100%), "use teaching techniques" (96%), "developing/using supporting materials in teaching" (96%), and "socially and culturally integrate into the school environment/culture by themselves" (96%), which are high, and in "working with parents/guardians" (71%), which is low. On the other hand, there is a slight increase in perception of NT-CG self-efficacy related to the ability to "use ICT devices and tools in the classroom" (from 84% to 92%), "deal with students with diverse needs and backgrounds" (from 92% to 96%), and a significant increase in the ability to "deal with administrative and bureaucratic issues" (from 59% to 75%). In the ability to "evaluate and give feedback to students" (from 100% to 88%), "work with other stakeholders" (from 83% to 75%), and "cooperate with other teachers" (from 96% to 92%), there is a notable change, which can be associated with the increased perception of NT-CG after benefiting from mentoring.



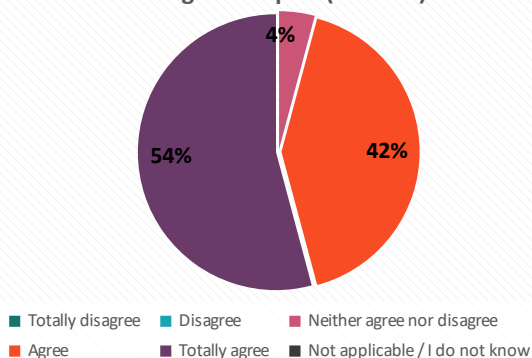
Dealing with administrative and bureaucratic issues (Ex-Ante)



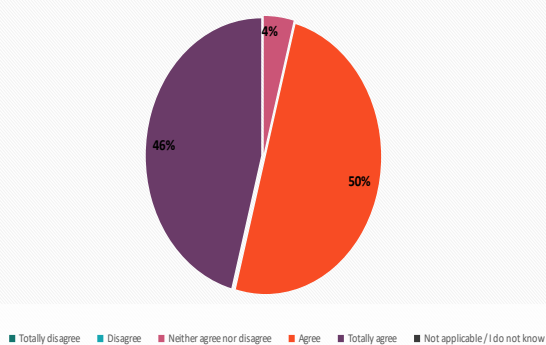
Dealing with administrative and bureaucratic issues (post)



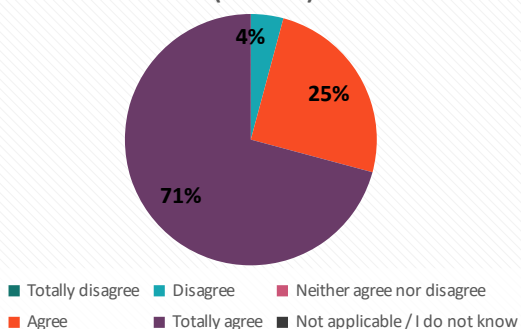
Teaching techniques (Ex-Ante)



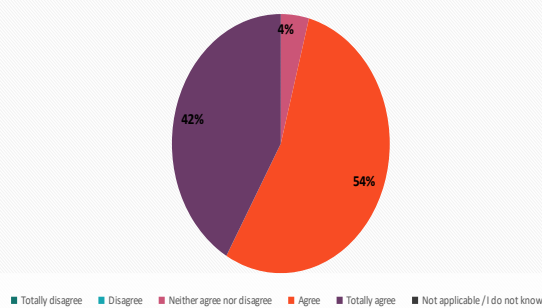
Teaching techniques (post)



Develop/use supporting materials in teaching
(Ex-Ante)

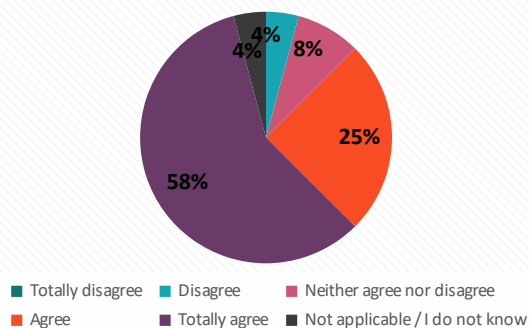


Develop/use supporting materials in teaching (post)

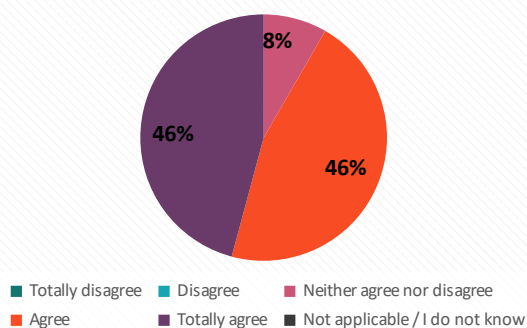




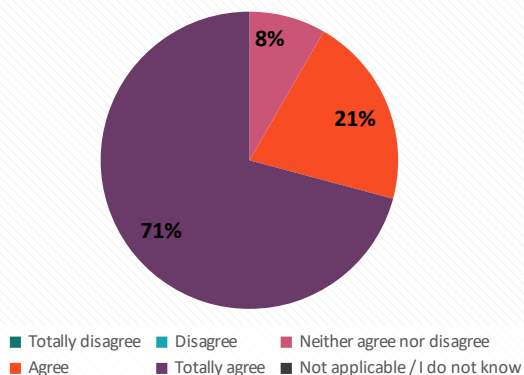
**Use of ICT devices and tools in classroom
(Ex-Ante)**



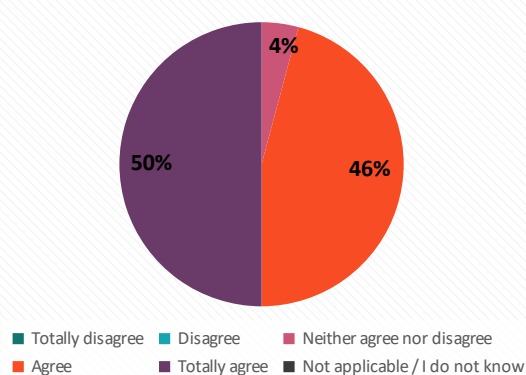
Use of ICT devices and tools in classroom (post)



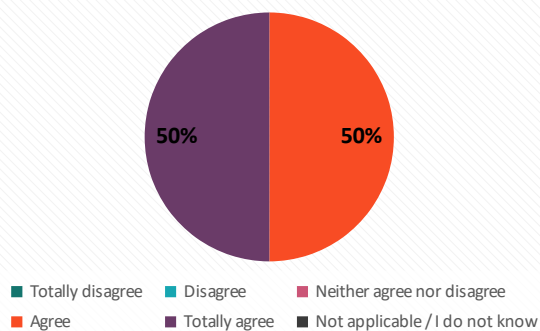
**Dealing with students with diverse needs and
backgrounds (special needs, with migrant
background, disadvantaged students) (ex-ante)**



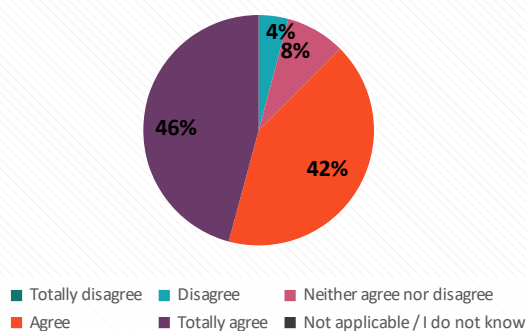
**Dealing with students with diverse needs and
backgrounds (special needs, with migrant
background, disadvantaged students) (post)**



**Evaluating and giving feedback to students (ex-
ante)**

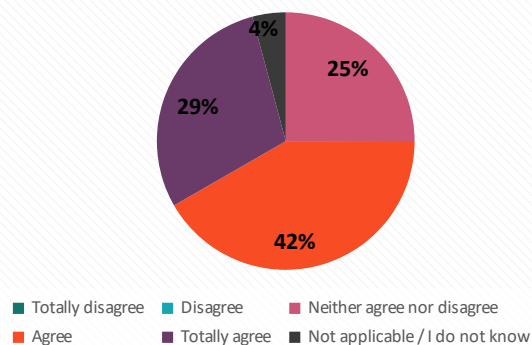


**Evaluating and giving feedback to students
(post)**

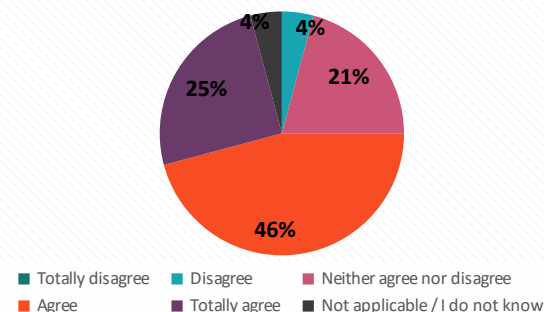




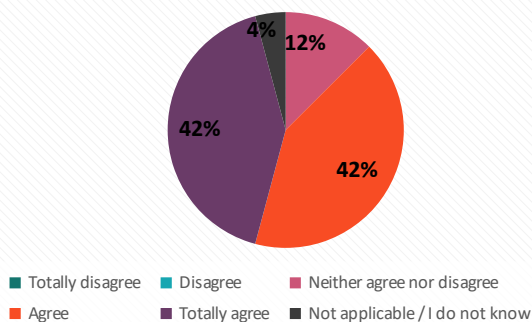
Working with parents/guardians (ex-ante)



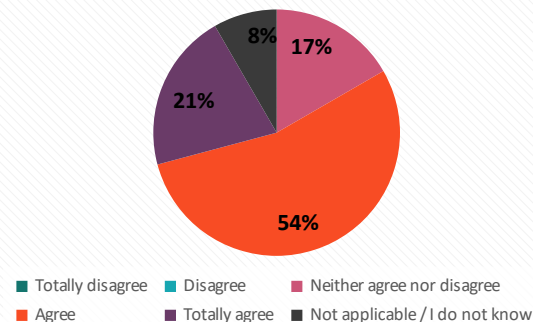
Working with parents/guardians (post)



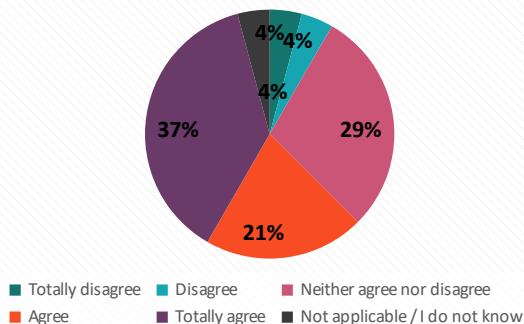
Working with other stakeholders (local authorities, NGOs, etc.) (ex-ante)



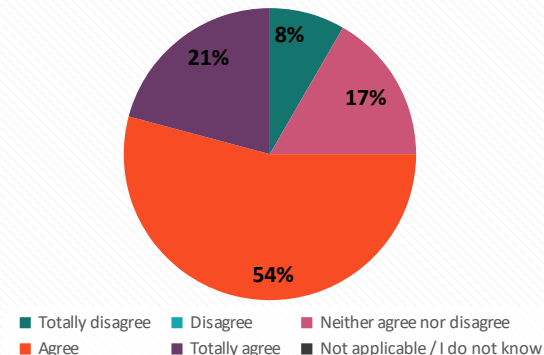
Working with other stakeholders (local authorities, NGOs, etc.) (post)



Administrative and bureaucratic issues (ex-ante)



Administrative and bureaucratic issues (post)



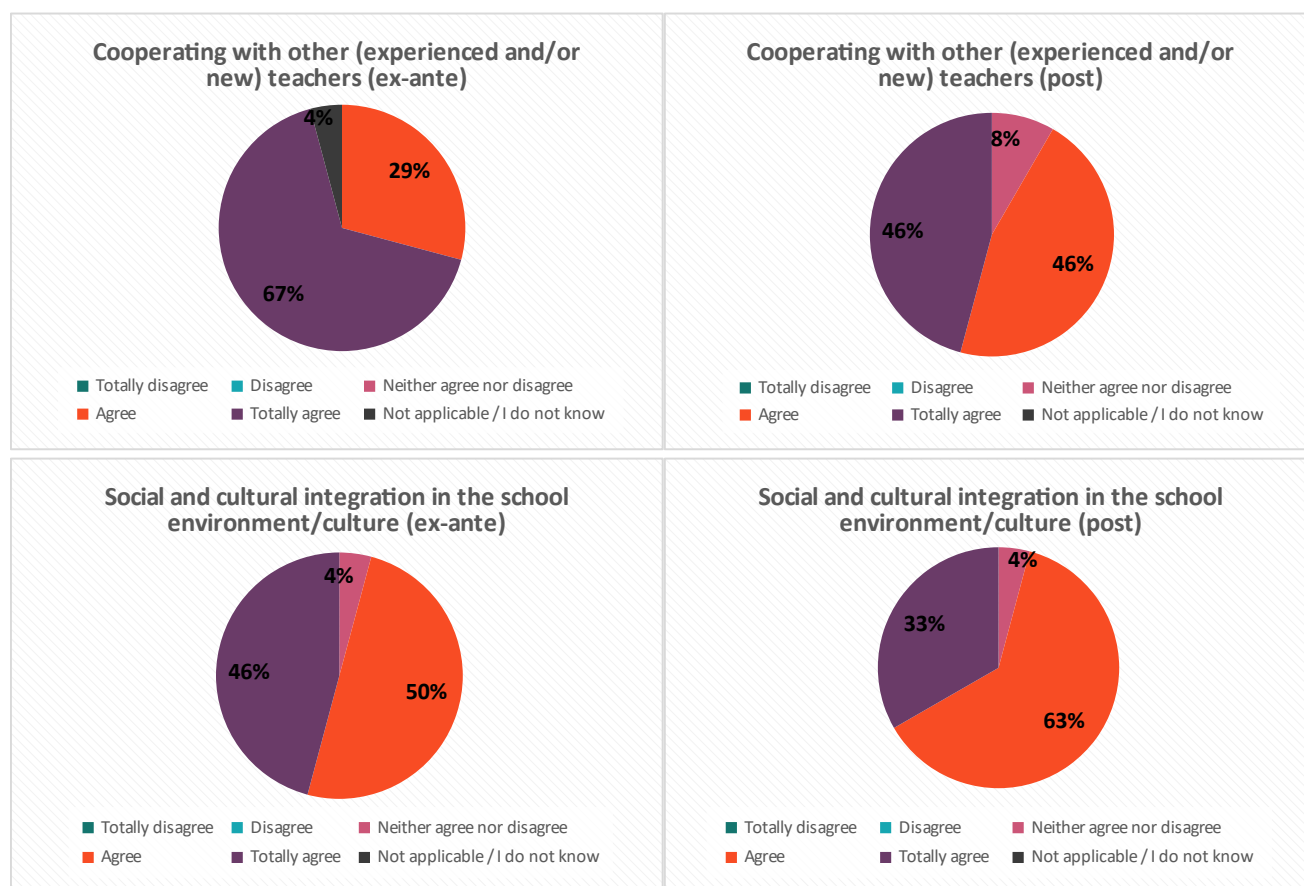


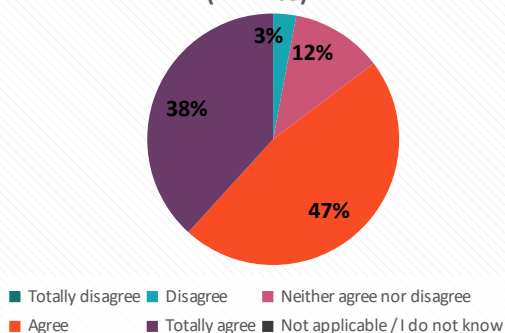
Figure 21 - Results towards the teachers' self-efficacy in various professional domains in the perspective of the new teachers of the control group.

As indicated in Figure 22, when examining the percentages of overall agreement on self-efficacy perception of ET-CG from the ex-ante to the post-intervention questionnaire, there is no notable difference in the percentages related to the ability to "deal with administrative and bureaucratic issues" (65%) and "use ICT devices and tools in the classroom" (67%), suggesting that these teachers hold a relatively low perception of these capabilities. **There is a noteworthy increase in the percentages concerning the ability to "work with other stakeholders"** (from 64% to 79%), which were initially low, **and a slight increase in the percentages related to the ability to "deal with students with diverse needs and backgrounds"** (from 82% to 94%), "work with parents/guardians" (from 79% to 85%), and "socially and culturally integrate themselves in the school environment/culture" (from 82% to 88%). On the flip side, there is a slight decrease in the percentages regarding the ability to "use teaching techniques" (from 88% to 86%), "develop/use supporting materials in teaching" (from 85% to 82%), and in "class management" (from 91% to 88%). There is a more pronounced difference in the ability to "evaluate and give feedback to students" (from 91% to 85%) and "cooperate with other teachers" (from 94% to 88%). In the latter case, the result can be attributed to the fact that some NT-EG didn't have the opportunity to assess that ability during mentoring, as evidenced by the 9% of "neither agree nor disagree."

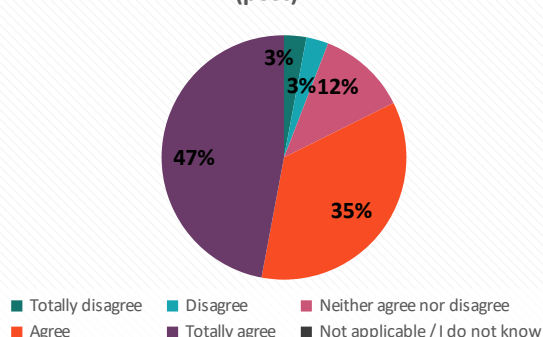




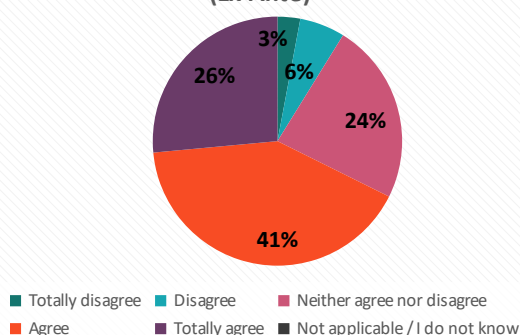
**Develop/use supporting materials in teaching
(Ex-Ante)**



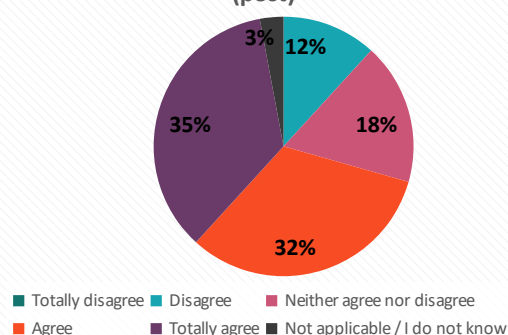
**Develop/use supporting materials in teaching
(post)**



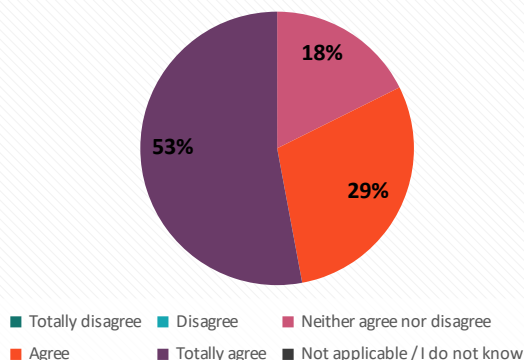
**Use of ICT devices and tools in classroom
(Ex-Ante)**



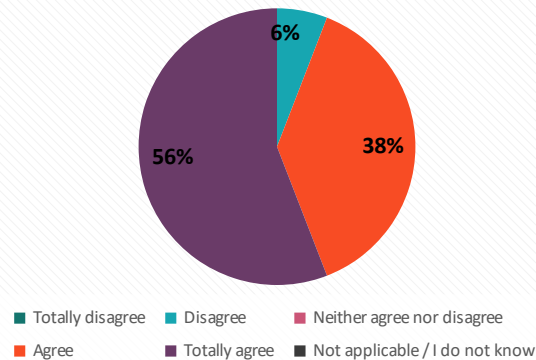
**Use of ICT devices and tools in classroom
(post)**



**Dealing with students with diverse needs and
backgrounds (special needs, with migrant
background, disadvantaged students) (ex-ante)**



**Dealing with students with diverse needs and
backgrounds (special needs, with migrant
background, disadvantaged students) (post)**





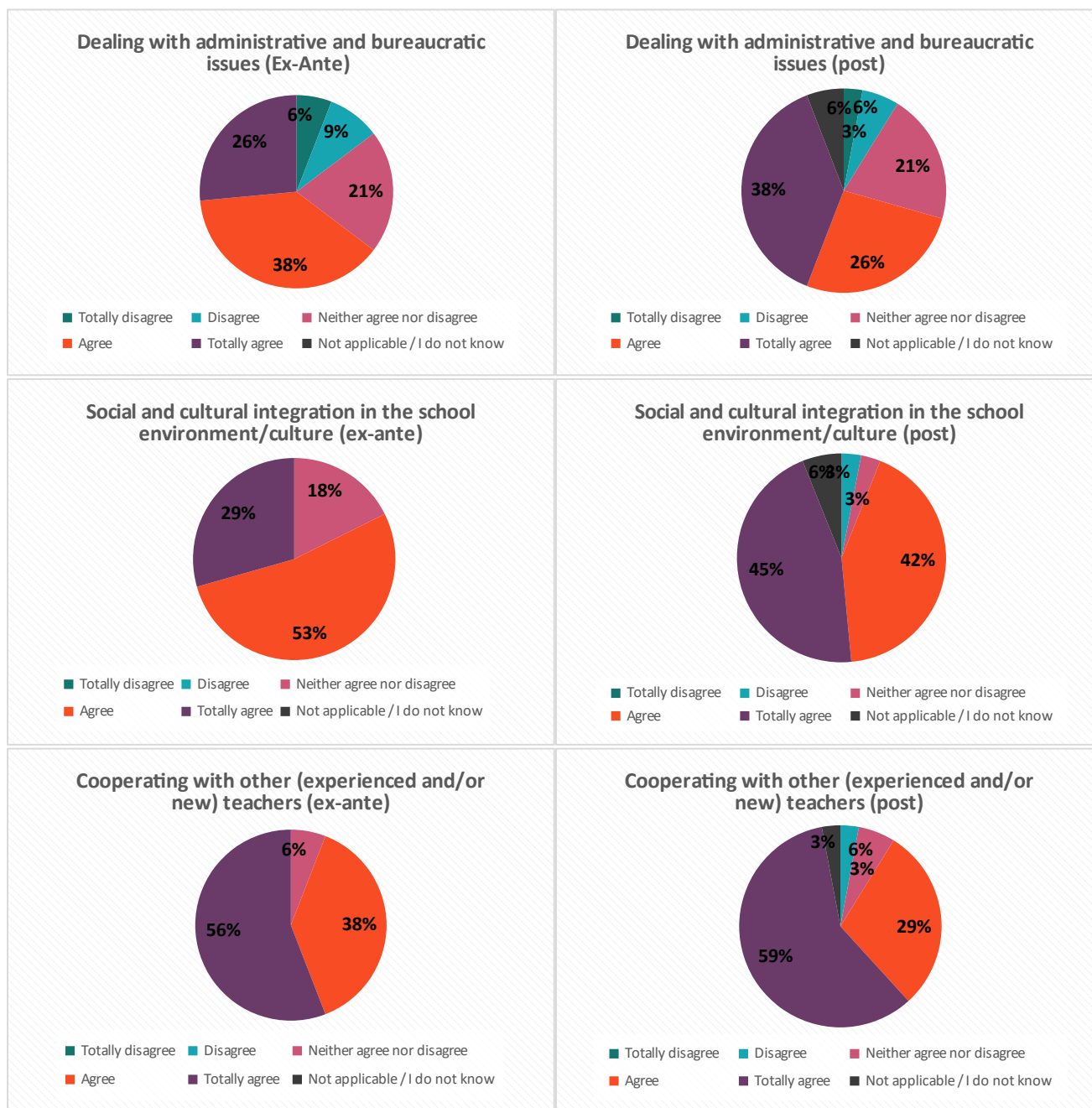


Figure 22 - Results towards the teachers' self-efficacy in various professional domains in the perspective of the new teachers of the experimental group.



Overall Conclusion: *The overall perception of self-efficacy of experienced teachers of the two groups increased after concluding the implementation of the induction programme; in the case of experienced teachers of the control group the sense of self-efficacy increased in class management, define/use teaching techniques, develop/use materials, evaluation and feedback to students, working with stakeholders, deal with administrative issues and cultural integration (6 of the 11 spheres) and maintained in use ICT in classes, manage diversity, working with parents (3 in 11 spheres); in the case of experienced teachers of the experimental group the sense of self-efficacy increased in 10 of the 11 spheres (all except cultural integration). The results from the new teachers are a little different; in the case of new teachers of the control group their sense of self-efficacy increased in use ICT in classes, manage diversity, evaluation and feedback to students, working with stakeholders, managing administrative issues and working with other teachers (6 in 11 spheres) and maintained in the class management, develop/use teaching techniques, develop/use materials, working with parents and cultural integration (remaining 4 spheres); in the case of new teachers of the experimental group increased in managing diversity, evaluation and feedback to students, working with parents, working with stakeholders, cultural integration and working with other teachers (6 of the 11 spheres), maintained in use ICT in classes and managing administrative issues (2 in 11 spheres) and reduced in class management, define/use teaching techniques and develop/use materials (3 of the 11 spheres). The decrease in the sense of self-efficacy may be explained as result of an increased awareness towards their ability. In accordance with these results, is possible to mention that hypotheses 5 was verified.*

Hypothesis 6: The training of mentors facilitates the implementation of teachers' induction programmes

This hypothesis is directly related to the results of the graphics presented within hypothesis 1 ([see the results of hypothesis 1](#)).

On a global scale, experienced teachers appreciate the presence of a mentoring capacity training programme; however, they do not view it as imperative to mandate this training. There is an inclination among experienced teachers to support customizing the training to suit the school context, as opposed to implementing it in a uniform format nationally. Additionally, in addition to valuing the formal preparation of experienced teachers for mentorship roles in induction programmes, these teachers also highly regard the willingness, availability, competencies, and profile of experienced teachers for undertaking such activities.



Overall Conclusion: *Following implementation, the experienced teachers of the two groups exhibit a growing inclination towards endorsing a mandatory mentoring programme for preparing experienced teachers to mentor in the LOOP induction programme, with the latter group showing even stronger agreement. However, there is uncertainty about the feasibility of implementing an identical mentoring programme nationwide, as all teachers express a unanimous preference for tailoring the mentoring programme to the specific school context. While there is no consensus on whether the preparation of experienced teachers to become mentors should be formal or informal, there is a prevailing tendency to favor informal preparation. Furthermore, a majority of teachers in both groups deem it highly important to offer a formal and structured induction programme complete with tools, guides, and ready-to-use activities. In this sense, in the opinion of the experienced teachers the hypotheses 6 was verified.*

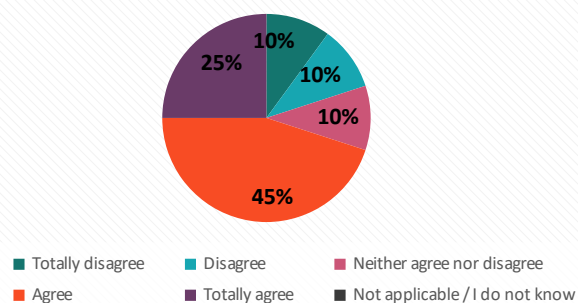
Hipotehsis 7: Lack of resources and guidance are the reasons for not implementing induction programmes in schools

One of the sections of the questionnaires was related to the expectations of teachers concerning the continuous implementation of the LOOP induction programme in schools. Integrated in this section, teachers had the opportunity to share their opinions about the resources and conditions to ensure this implementation and the results can be analyzed in the graphics of Figures 23 to 26.

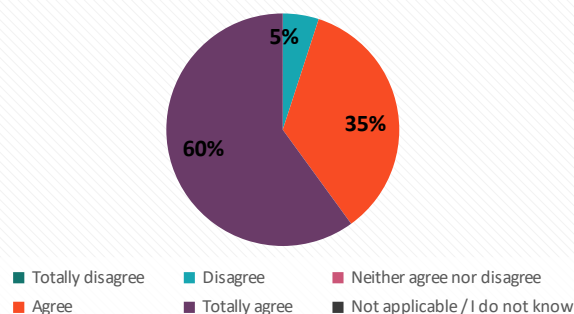
From the perspective of ET-CG (Figure 23), **the time required for new teachers to participate in the induction programme is the most important condition to be considered in both questionnaires, even more, emphasised in the post-intervention questionnaire** (in the ex-ante questionnaire 25% “totally agree” and 45% “agree” (total of 70%) and in the post-intervention questionnaire 60% “totally agree” and 35% “agree” (total of 95%). **The support from the school leader was identified by ET-CG in 2nd place in the post-intervention questionnaire** (55%), but not so valuable in the ex-ante questionnaire (10%). **The existence of appropriate office/meeting space and the existence of activities and supporting materials to be used during mentoring was also referred to by ET-CG as important in the post-intervention questionnaire** (30% and 35%, respectively), despite not being valuable in the ex-ante questionnaire (10% in both cases). In the case of the financial incentive, there is a balance in answers agreeing and disagreeing with it, in both questionnaires (35 globally agree and 30% globally disagree in the ex-ante questionnaire and 40% globally agree and 40% globally disagree in the post-intervention questionnaire).



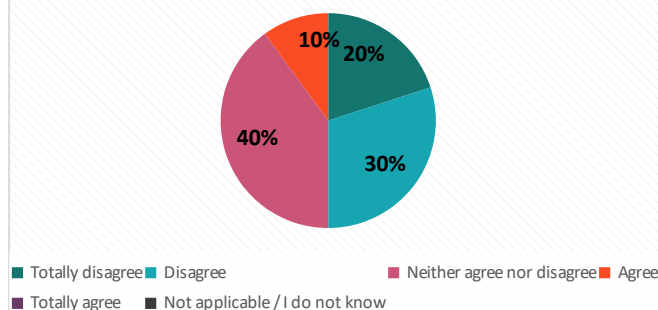
Time required for new teachers to participate in the induction programme (ex-ante)



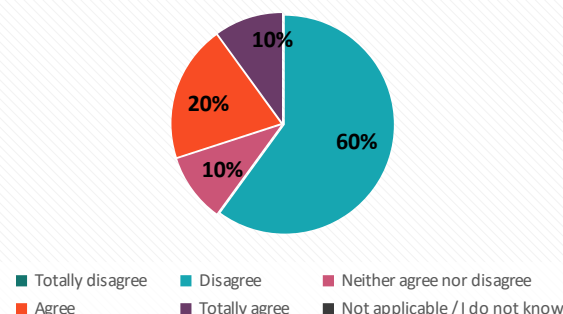
Time required to provide mentoring in the induction programme (post)



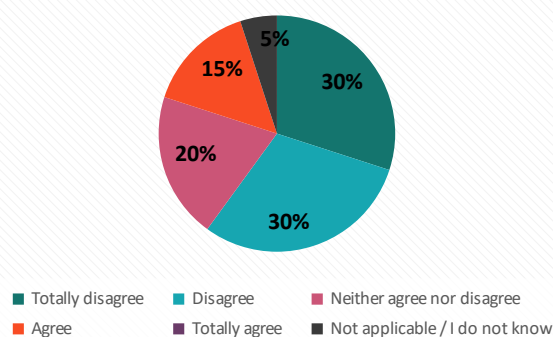
Existence of appropriate office/meeting space (ex-ante)



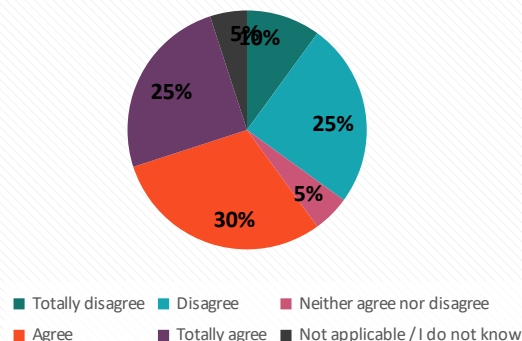
Existence of appropriate office/meeting space (post)



Support from the school leadership (ex-ante)



Support from the school leadership (post)



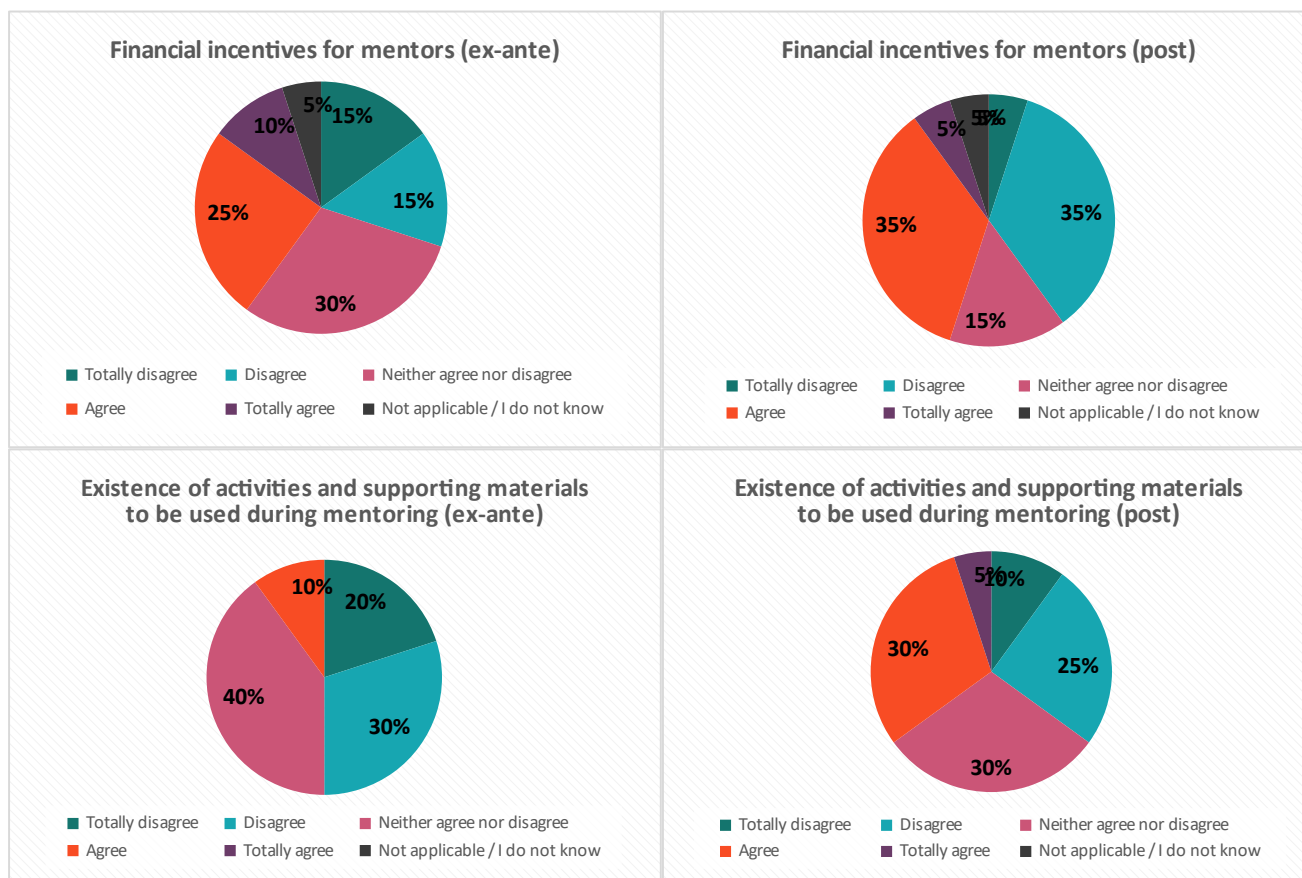


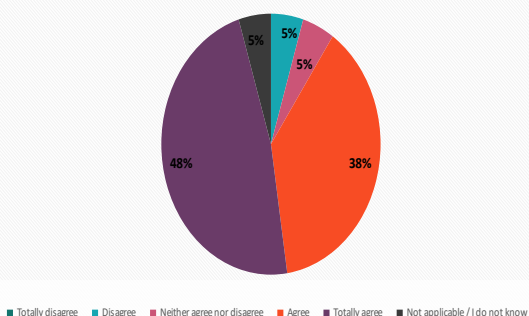
Figure 23- Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the experienced teachers of the control group.



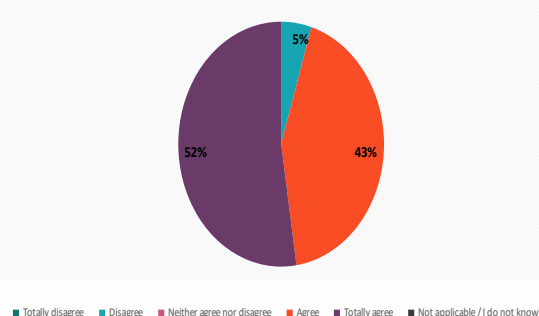
From the perspective of ET-EG (Figure 24), the time required for new teachers to participate in the induction program emerges as the most crucial consideration in both questionnaires, with even greater emphasis on the post-intervention questionnaire. In the ex-ante questionnaire, 47% "totally agree" and 38% "agree" (total of 85%), while in the post-intervention questionnaire, these percentages increase to 52% "totally agree" and 43% "agree" (total of 95%). The support from school leaders was identified as the second most important condition by ET-EG in the post-intervention questionnaire (57%), contrasting with its lesser significance in the ex-ante questionnaire (19%). The presence of appropriate office/meeting space and the availability of activities and supporting materials for mentoring was also highlighted by ET-EG as crucial in the post-intervention questionnaire (55% and 53%, respectively). This trend was identified in the ex-ante questionnaire, where the perception of these aspects was lower (43% in both cases). As for financial incentives, there is a balance in responses, with agreement and disagreement, in the post-intervention questionnaire (globally 48% agree and 43% disagree). This is in contrast to a substantial difference observed in the ex-ante questionnaire, where 43% globally agreed with financial support, compared to 24% who disagreed. The notable difference lies in the percentage of ET-EG who responded "neither agree nor disagree" in the ex-ante questionnaire (14%), a contrast to the post-intervention questionnaire where this response was absent (0%).



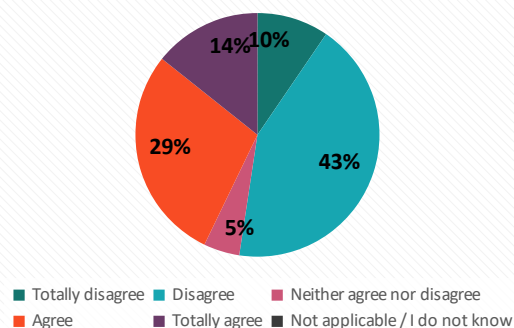
Time required for new teachers to participate in the induction programme (ex-ante)



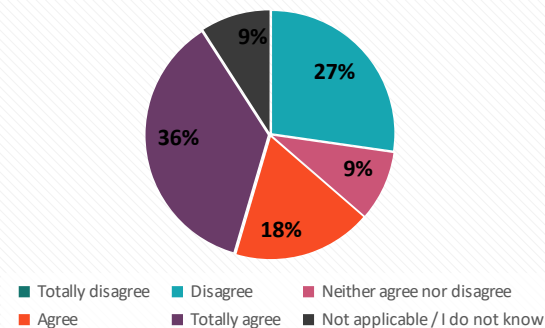
Time required to provide mentoring in the induction programme (post)



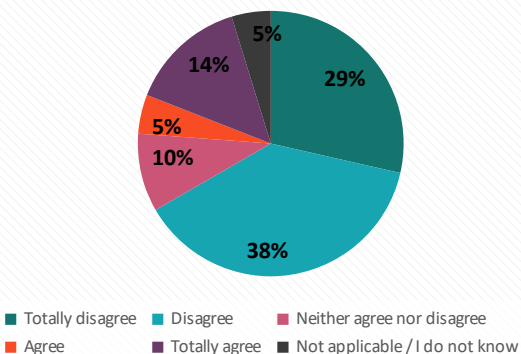
Existence of appropriate office/meeting space (ex-ante)



Existence of appropriate office/meeting space (post)



Support from the school leadership (ex-ante)



Support from the school leadership (post)

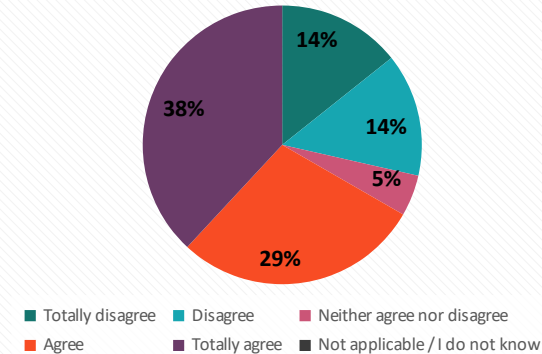




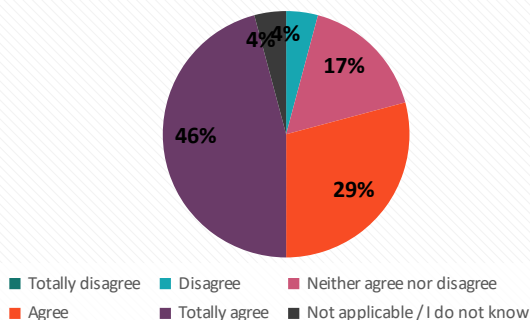
Figure 24 - Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the experienced teachers of the experimental group.



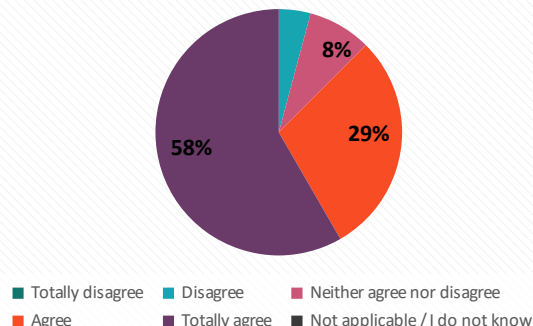
From the standpoint of NT-CG (Figure 25), the time required for new teachers to engage in the induction programme emerges as the most crucial factor in both questionnaires. This emphasis is even more pronounced in the post-intervention questionnaire, with 59% "totally agree" and 29% "agree" (total of 88%), compared to the ex-ante questionnaire where 75% "totally agree" and 29% "agree" (total of 104%). Financial support for mentors and the availability of activities and materials for use during mentoring are mentioned in the second position, with similar agreement percentages at both points in time (17% in ex-ante and 58% in post-intervention for both conditions). The availability of suitable space and support from the school leader has a lesser impact from the perspective of NT-CG, both before (12% consider the support of the school leader relevant and 17% consider the existence of space relevant, with both percentages being low) and after the field trials (29% consider the support of the school leader relevant and 30% consider the existence of space relevant, indicating an increase in percentages, though still low).



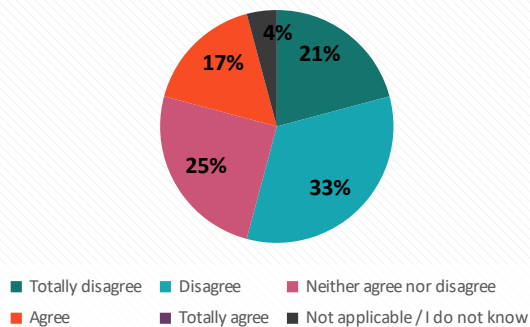
Time required for new teachers to participate in the induction programme (ex-ante)



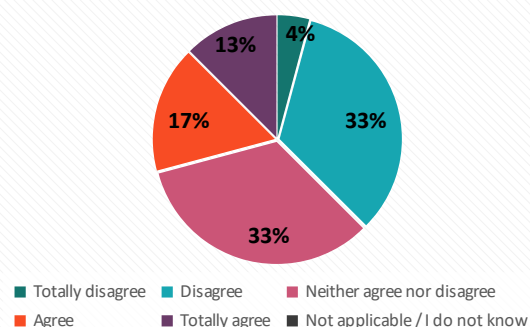
Time required to provide mentoring in the induction programme (post)



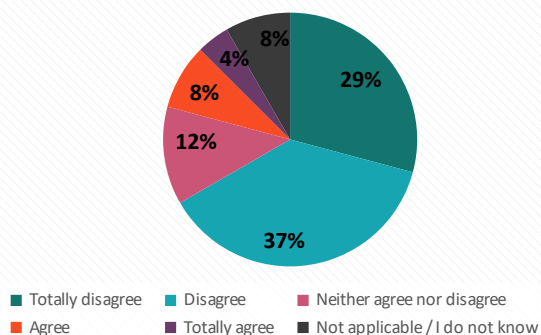
Existence of appropriate office/meeting space (ex-ante)



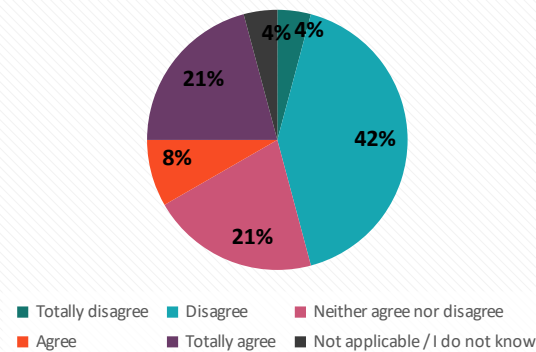
Existence of appropriate office/meeting space (post)



Support from the school leadership (ex-ante)



Support from the school leadership (post)



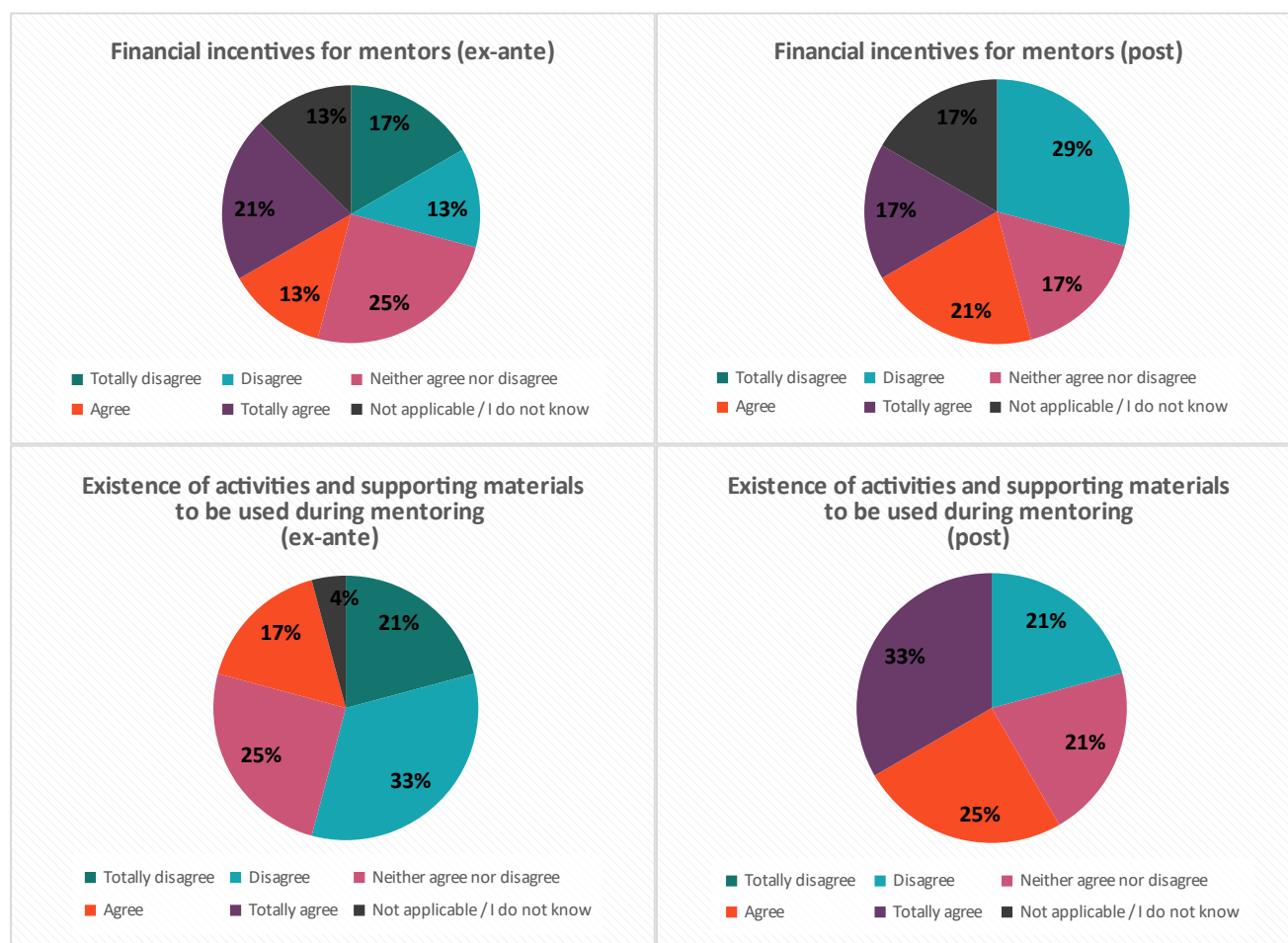


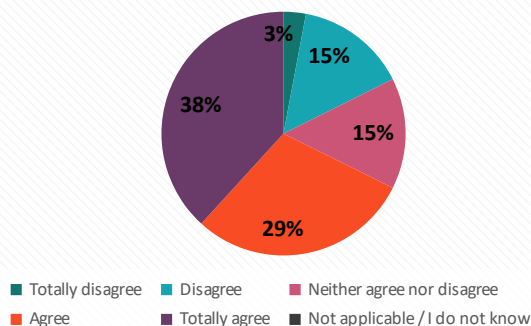
Figure 25 - Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the new teachers of the control group.



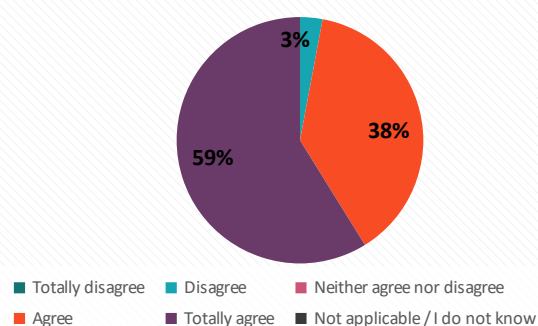
From the perspective of NT-CG (Figure 26), the time required for new teachers to participate in the induction programme stands out as the most crucial factor in both questionnaires. This emphasis is particularly pronounced in the post-intervention questionnaire, with 59% "totally agree" and 38% "agree" (total of 97%), compared to the ex-ante questionnaire where 38% "totally agree" and 29% "agree" (total of 67%). Financial support for mentors is mentioned in the second position (38% in ex-ante and 61% in post-intervention). Examining the results from the post-intervention questionnaire, the availability of activities and materials for use during mentoring takes the 3rd position, experiencing a significant increase in the percentages of agreement from the ex-ante (9%) to the post-intervention questionnaire (46%). The percentage of overall agreement related to the support from the school leader also increased from ex-ante (18%) to the post-intervention questionnaire (39%), though it remains less relevant compared to the previous factors. The least influential factor is the provision of space, which, despite increasing from 9% to 27%, remains of lower importance.



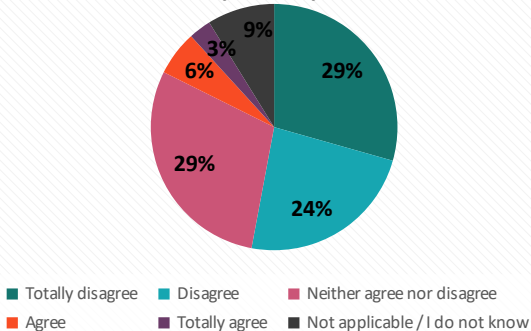
Time required for new teachers to participate in the induction programme (ex-ante)



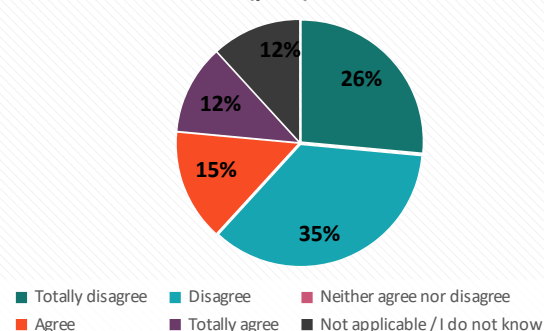
Time required to provide mentoring in the induction programme (post)



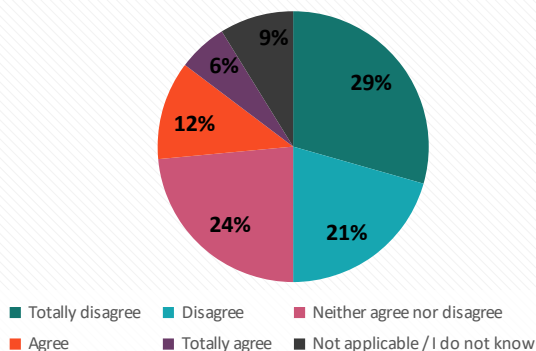
Existence of appropriate office/meeting space (ex-ante)



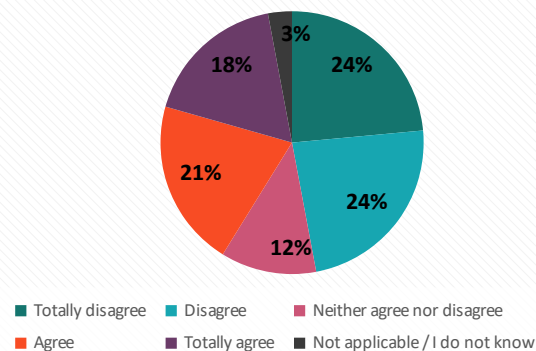
Existence of appropriate office/meeting space (post)



Support from the school leadership (ex-ante)



Support from the school leadership (post)



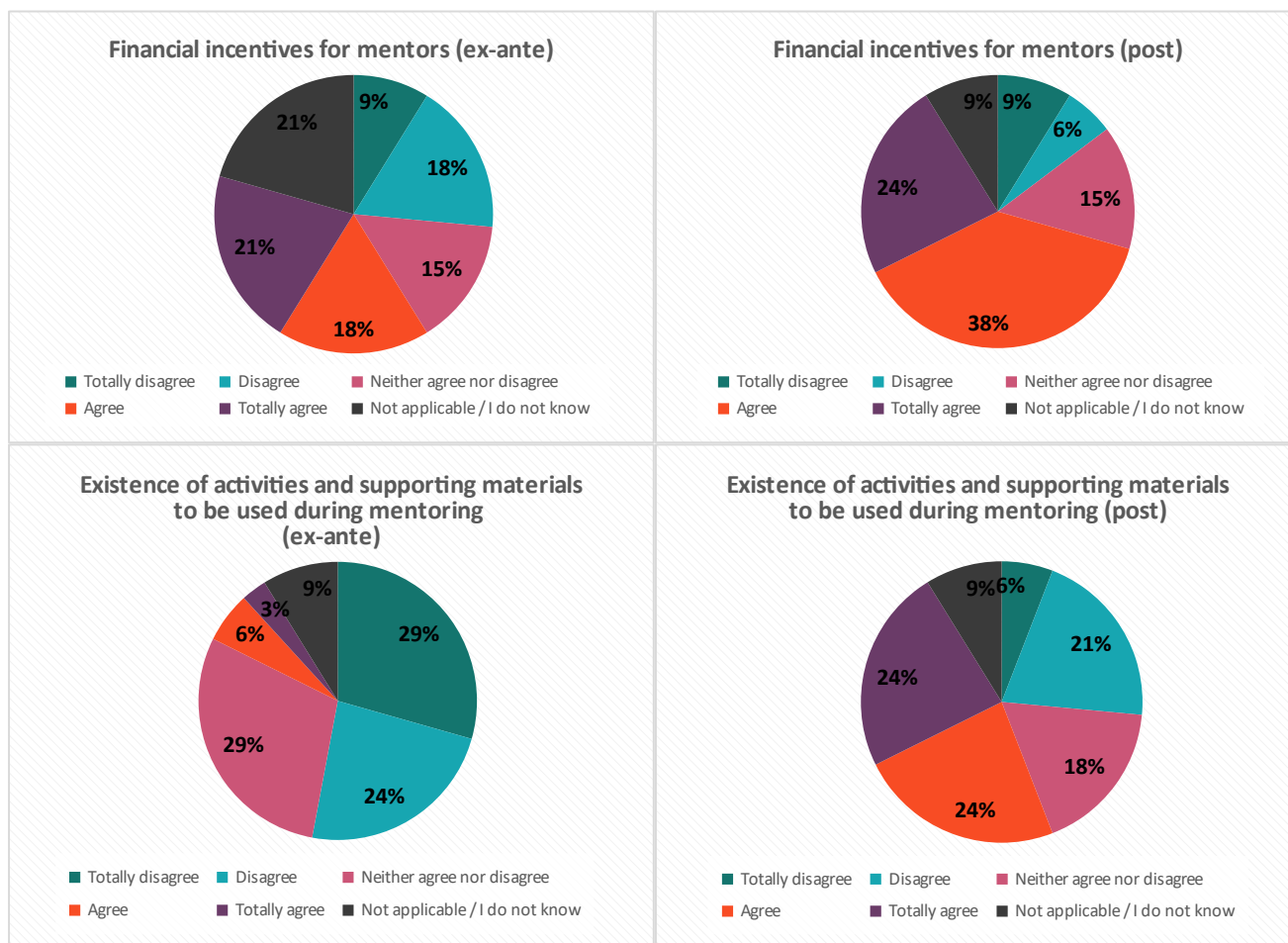


Figure 26 - Results towards the conditions for the implementation of the induction programme for new teachers in their school, in the perspective of the new teachers of the experimental group.

Overall Conclusion: The time allocated to the induction programme is identified by all teachers as the most critical condition to the implementation of the induction programme. The provision of a structured programme with tools and activities is identified as important mostly by experienced teachers from the experimental group and new teachers of the control group. The new teachers of the experimental group consider that the financial support to mentors should be considered as well, an aspect that is slightly value by the experienced teachers, as well. The engagement and support of the school leadership is also identified as important by the experienced teachers. In this context, the hypotheses 7 was verified.

Part B: The qualitative evaluation of the field trials

The qualitative evaluation of the field trials was made between July and September 2023 and consisted of:

- One face-to-face focus group was promoted in Lisbon on the 24th of July 2023, with 9 teachers involved in the field trials (Figure 27)
- Six interviews made online with 6 teachers involved in the field trials and promoted between September and October 2023



Figure 27 – Photos of the Portuguese focus group promoted

Section 1 B: The samples of the qualitative evaluation of the field trials

In total, 15 teachers (9 mentors and 6 new teachers) took part in these activities, contributing actively to the final evaluation of the LOOP mentors' capacity programme and teachers' induction programme. The teachers involved in the two activities were different and are characterized in Tables 4 and 5.

The sample of the teachers attending the focus group

| Subject | Gender | Role | Area of the school | Years of experience |
|-----------|--------|-------------|--------------------|---------------------|
| Teacher 1 | Female | Mentor | Rural | >20 |
| Teacher 2 | Female | New teacher | Rural | 1-5 |
| Teacher 3 | Female | Mentor | Urban | >20 |
| Teacher 4 | Male | New teacher | Rural | 1-5 |
| Teacher 5 | Female | Mentor | Urban | >20 |
| Teacher 6 | Female | Mentor | Urban | >20 |
| Teacher 7 | Female | Mentor | Urban | >20 |
| Teacher 8 | Male | Mentor | Urban | >20 |
| Teacher 9 | Male | New teacher | Urban | 1-5 |



Table 4 - Characterization of the teachers that participated in the focus group.

The sample of the teachers interviewed

| Subject | Gender | Role | Area of the school | Years of experience |
|-----------|--------|-------------|--------------------|---------------------|
| Teacher 1 | Female | Mentor | Urban | >20 |
| Teacher 2 | Female | Mentor | Urban | >20 |
| Teacher 3 | Female | Mentor | Urban | >20 |
| Teacher 4 | Female | New teacher | Urban | 1-5 |
| Teacher 5 | Male | New teacher | Urban | 1-5 |
| Teacher 6 | Female | New teacher | Urban | 1-5 |

Table 5 - Characterization of the teachers that participated in the interviews.

Section 2B: Results of the qualitative part of the field trials' evaluation

In this sub-section are presented the results from the analysis of the feedback provided by teachers who participated in the focus group and interviews promoted in Portugal. The results from these activities were analysed and a summing up of them is presented in the upcoming pages, linking with the hypothesis defined in the proposal.

Hypothesis 1: Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher's induction programmes

From the perspective of mentors of the experimental group, the training was very important to clarify the role of the LOOP mentors as facilitators and to guide experienced teachers in shifting their attitude to be able to give time, space and confidence to new teachers to reflect and discuss their questions, practices, doubts and ideas. The training of mentors gave security to experienced teachers and the possibility of strengthening experienced teachers' capacity to support new teachers in managing their stress, anxiety, insecurities and emotions.

The experienced teachers from the two groups agree that the mentors' capacity building programme and teachers' induction programme are excellent and provide guidelines and support allowing the implementation of the induction programme in schools. Despite this, the experienced teachers from the control group missed the training, considering that would be important to attend it to be sure of their role and what was expected to be done. Furthermore, experienced teachers from the experimental group consider that would be beneficial to dedicate more time to the training to get acquainted and familiar with the induction programme and better prepare for its implementation in a real context.

It is important to highlight that experienced teachers also mentioned that despite the great importance of the training, it is vital to take into consideration also the willingness and competences of experienced teachers to become mentors. As such, experienced teachers identified as relevant competences and characteristics a LOOP mentor should have, the following ones:

- To be open to new experiences and willing to build and implement innovative projects
- To reveal curiosity for knowledge and mutual learning
- to be passionate for teaching
- to be able to establish and maintain interpersonal relationships and be empathic
- To have digital, communicational and leadership skills

Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system

Many experienced teachers in Portugal revealed interest in the project from an early stage, mostly due to their will to support and guide new teachers at the beginning of their careers and as an opportunity to share their knowledge and experience with peers with less experience. From the perspective of the experienced teachers of the focus group and interviewed, at the beginning of the implementation the expectations were in the personal, social and professional development of new teachers and their smooth integration into the teaching profession and school setting. Nevertheless, while implementing the induction programme as facilitators, they realized that the induction is equally important to mentors, once:

- It allowed experienced teachers to gain conscience of the expertise and competences they have, essential to (re) build a positive image of themselves as teachers, impacting their motivation towards their profession
- It was an opportunity to get to know new teachers proximately and establish a fruitful and lasting professional relationship with them, impacting their well-being in the school setting and environment

The experienced teachers identified as characteristics of the LOOP induction programme that contributed to this impact on their development, the following ones:

- The focus on an equal, collaborative and learning relationship between mentors and new teachers
- The flexibility of the programme and the possibility given to new teachers and mentors to agree on the mentoring path

Additionally, experienced teachers spotted as aspects to be considered that value the impact of the LOOP programmes inexperienced teachers:

- The time given to mentors and new teachers dedicated to the induction programme

- The accreditation of the training of mentors at the national level, giving value to the training and as a strategy to recognize the importance of the role of the mentors
- The recognition of mentoring as an activity of experienced teachers (included in their timetable, for example)
- To give public visibility of mentoring, by advertising the activities resulting from it or promoting events of exchange of experience with all teachers at the school

Hypothesis 3: Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system

Experienced and new teachers agree that providing an induction programme based on peer-mentoring is critical to new teachers getting more familiar with the teaching profession and supporting their social integration in the school setting and processes. In detail, by benefitting from a peer-mentoring, new teachers have the opportunity to:

- Better understanding of the role of a teacher, allowing one to deconstruct various stereotypes about the profession and thus lose fears and insecurities;
- Clarifying concrete doubts with the mentor or other professionals indicated by the mentor, on procedures and rules related to the school functioning, in particular when assuming specific roles in the school (as class director, or coordinator of a department);
- Reflecting and discussing the content and objectives of the subjects, didactics and learning strategies to be implemented in specific contexts;
- Jointly preparing and discussing materials and activities to be implemented in classes;
- Accessing (in-house) learning events (workshops and training) to deep knowledge and strengthen relationships with other teachers;
- Observing classes and the implementation of activities in the school;
- Promoting rapprochement to other professionals of the school and other organizations relevant to the teaching/learning sphere;

The flexibility of the programme, the autonomy granted to new teachers and mentors in the (re)definition of the mentoring plan, and the focus on the mentoring relationship were highlighted by teachers as features of the LOOP induction programme that enhanced its influence on new teachers. The competences and attitude of the mentors were also mentioned by new teachers as factors of success, highlighting the level of preparation and commitment of the mentor, the leadership revealed by the mentors during the process and the relationship built with the mentors (based on confidence, mutual learning and respect) as critical to the process. The time given to new teachers was also mentioned as being important since it requires time to engage new teachers in the process.

New and experienced teachers believe that the LOOP induction programme and the new teacher-mentor relationship are to prepare new teachers for the practical side of the teaching profession, and it also impacts their and new teachers' motivation to the profession. Some new teachers also mentioned that by being involved in the LOOP induction programme they start to (re)think of teaching as a possible profession/career¹, but it doesn't guarantee that they will remain in the system. Unequivocally, the LOOP programmes prepare new teachers for the teaching profession and prepare new teachers to become mentors in the induction programme, but some aspects need to be ensured, including:

- Time to new teachers and mentors dedicated to the establishment and maintenance of the relationship and to dedicate to induction activities;
- Complement the induction programme with other ongoing learning opportunities of continuous professional development opportunities for new and experienced teachers;
- Start the induction programme at the beginning of the school year;
- Redirect the teachers' induction programme to new teachers (and not only to experienced teachers).

Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers

According to both new and experienced teachers, the induction programme provided an array of tools and a more comprehensive, lucid perspective on the functional essence of the school. Teachers are better equipped to foresee potential challenges and address them when planning their activities. The programme facilitates a smoother integration of new teachers and enables them to derive greater benefits from the entire experience of working in a school, thereby reducing stress and anxiety associated with the "first experience in teaching or school." The impact of the induction programme is largely recognized by the teachers who participated in the focus group and interviews, which highlighted the impact of the programme at the following levels:

- Shift or more adjusted perception and attitude of new teachers towards the teaching profession;
- Their ability to reflect on their competences, objectives and practices, that will remain after this experience;
- Acquisition, strengthening and consolidation of new teachers' soft skills, including self-awareness, ability to work in teams, ability to be empathic, ability to establish and maintain interpersonal relationships with peers, students and families, increased self-confidence and sense of self-efficacy, development of emotional intelligence;
- Development and/or improvement of specific competences related to the teaching profession, for example: didactics; management of classes, supporting students with specific needs and social and professional integration in the school setting.

¹ It is important to highlight that some of new teachers involved in the field trials become teachers due to lack of professional alternatives and LOOP contributed to think on teaching as a career.

Some experienced teachers also mentioned that in the case of new teachers with reduced time of classes in the school, the formal induction programmes based on peer-mentoring are particularly relevant to promote their perception and sense of integration in the school and the interaction with their peers. It seems that in these cases, induction may be critical to motivate these teachers and engage them in other activities of the school, being also important to create good memories related to teaching and motivate them to the career.

Besides encouraging self-reflection of new teachers, teachers also mentioned that formal induction programmes are also important to define and integrate improvements in the school and to the capacity building of experienced teachers, because:

- It allows mentors to start reflecting on their practices and goals as a teacher, which is essential for repositioning themselves in the profession and working towards their well-being;
- It contributes to the establishment and maintenance of relationships between teachers even if they don't remain in the same school, favouring interaction and continuous mutual learning;
- It favours the integration of new practices and resources into the school context: regular peer meetings (in addition to the compulsory ones); defining a process and manual for welcoming teachers;
- Potentiate the creation of opportunities for verbalization and knowledge skills between colleagues with different experiences;
- Increase the opportunities to get and learn refreshing ideas from new teachers (innovation and new projects)

Despite the positive feedback from the teachers related to the impact of the induction programme on their teaching career, some teachers also mentioned the need to overcome the financial and systemic problems existent in Portugal concerning the profession, which requires multidimensional action so that teachers feel supported and motivated to carry out their duties.

Hypothesis 5: Structured mentoring programmes adapted to the context increases the interest and success of its participants

The feedback collected from new and experienced teachers related to this hypothesis was widely focused on their experience and implementation of the LOOP induction programme. As such, globally teachers consider that the programme is structured adequately, is clear and gives structure to the work that some experienced teachers already give to new teachers. It provides guidance and identifies areas that can be approached by new teachers and mentors and the initial modules were very important in guiding new teachers and mentors in the continuous planning of the induction activities. The way teachers approached the modules and used the proposed activities and documents differed from teacher to teacher, which was only possible due to the flexibility of the programme, appointed as a positive aspect of the programme. Overall, teachers referred to the need to jointly plan the induction activities, adjusting the documents and activities proposed. In other cases, teachers felt the need to create new documents/activities, deepen the content and information provided or adjust the actions to the context of the school and the responsibilities of new teachers. In the focus group and

interviews, some teachers shared ideas of other actions implemented that resulted from this joint planning of the induction programme, which are examples:

- Preparation of lectures given by experts on more technical and specific issues, such as teachers' rights, legislation, etc.;
- Observation of the mentor's lessons, followed by discussions on planning, strategies used and possible improvements;
- Development of documents/structures to continuously ensure the integration of new teachers (including after the end of the project), such as the reception manual (consisting of a procedures manual) and the LOOP office (supported by a high degree of informality, making it possible to remove the weight of formality on which different processes are based, taking the burden off the processes);
- Open mentoring to other peers, and new teachers providing guidance and support to other new teachers not involved in the induction programme;
- Bringing together / motivating participation and collaboration with intermediate structures, such as universities, teachers' training centres, and local policy makers.

When questioned about the continuous implementation of the LOOP induction programme, teachers also identified some aspects that should be ensured to guarantee success:

- The monitoring of the implementation of the induction programme and the opportunity to exchange experiences and practices with teachers from other schools is an added value and an excellent way to identify new ideas and good practices to be implemented in the schools;
- The setting up of a multidisciplinary group at school to support the planning, implementation and monitoring process of the programme can be beneficial to give visibility to what is being done and the main achievements;
- The interaction between different mentors and new teachers from the same school and/or other schools can benefit the exchange of perspectives and enrich the induction;
- Is important to give visibility to the induction programme that is being implemented, giving voice to teachers to share their experience and main results;
- The school principal needs to be part of the process from the beginning, and the involvement of the school in the induction programme needs to be clear and communicated by the manager:
 - The existence and implementation of the induction programme needs to be communicated at the beginning of the school year to all teachers and whenever a teacher arrives at the school for the first time;
 - Both, experienced and new teachers, need to be aware of the programme, and what is expected from them and have access to the full programme;
 - Experienced and new teachers should have support from management to give visibility to the induction programme and its main results.



Hypothesis 6: The training of mentors facilitates the implementation of teachers' induction programmes

As mentioned in hypothesis 1, from the viewpoint of mentors in the experimental group, the training played a crucial role in clarifying the role of LOOP mentors as facilitators and guiding experienced teachers in adjusting their attitude to afford new teachers the time, space, and confidence to reflect and discuss their questions, practices, doubts, and ideas. Experienced teachers from both groups concur that the mentors' capacity-building programme and the teachers' induction programme are excellent, offering guidance and support for the successful implementation of the induction programme in schools. Moreover, experienced teachers from the experimental group believe that dedicating more time to training would be beneficial for becoming acquainted with and familiarizing themselves with the induction programme, better preparing for its implementation in a real-world context.

Hypothesis 7: Lack of resources and guidance are the reasons for not implementing induction programmes in schools

Since the beginning of the project two main reasons have been identified as reasons for not implementing the induction programmes in schools:

- Lack of time for teachers to dedicate to other activities besides the one they are allocated to
- Inexistence of a structured programme with clear guidelines and instruments to support the implementation of the induction programme
- Lack of motivation/interest/value from new teachers to take part in induction processes

These constraints were also mentioned in the focus group and interviews with teachers.

Conclusions and Policy Recommendations

From the analysis of quantitative and qualitative feedback collected from experienced and new teachers involved in the field trials in Portugal, the LOOP induction programme based on peer-mentoring is strategic to:

- empower and motivate new teachers to the profession
- increase new teachers' ability to interact and cooperate with other teachers and professionals
- potentiate new teachers' sense of belonging to the school's culture
- create opportunities for self-reflection and mutual learning between experienced and new teachers
- increase the self-awareness and sense of self-efficacy of experienced and new teachers towards the main activities of the teaching profession
- motivate experienced teachers to the profession and act as facilitators of the integration and learning of new teachers

The focus on peer-mentoring and collegial mentoring relationship is seen as the pillar of the LOOP induction programme and thus, the role and profile of the mentors are seen as critical to guarantee the success of the implementation of this programme. Experienced teachers consider that the mentors' capacity training is important, despite some adjustments that would need to be done, being important to ensure that this offer would remain available and as part of the strategy for the continuous professional development of teachers. The recognition of this training values the role of the mentor, nevertheless, in the perspective of the Portuguese experienced teachers the training should be an option (instead of mandatory) and tailored to the context and needs of the school (instead of being equal at the national level). Moreover, experienced and new teachers, consider that besides the formal preparation of the mentors, their motivation and interest to become mentors and their competences are also relevant to select the experienced mentors to act as mentors. The ability to establish relationships and be empathic, communication and listening skills, the ability to understand and manage emotions and a lifelong learning mindset are seen as crucial to a mentor in the LOOP induction programme. Mentoring is perceived by Portuguese teachers as a career option for teachers and an opportunity for experienced teachers to have a formal and recognised role in the school and educational system, as facilitators to the integration and learning of new teachers. Most teachers answering the post-intervention questionnaire reveal interest in becoming mentoring because the approach is aligned with the new teachers' needs and schools' expectations towards experienced and new teachers.

The time allocated to experienced and new teachers dedicated to the induction programme is the condition considered central for the success of its implementation, followed by the existence of activities and supporting materials to be used during mentoring and the commitment from the school principal to the induction programme and its actors. The financial support to mentors is referred to by new teachers as an important factor, but there is no consensus among experienced teachers related to this aspect.

Based on these findings is possible to conclude that :

- Hypothesis 1, 4, 5, 6 and 7² were verified
- Hypothesis 2 and 3³ were partially validated

To complement the LOOP programmes and potentiate its impact in the educational and school system, Portuguese teachers identified a set of conditions that should be taken into consideration when planning and preparing the implementation of induction programmes in schools:

Policy level

- Acknowledge mentoring as an integral aspect of the teaching profession for experienced teachers;
- Invest in the preparation of experienced teachers to act as mentors in formal induction programmes;
- Ensure official certification/accreditation of the teachers' induction programme to recognize the competences acquired by new teachers and value their impact on their professional development;
- Allocate adequate hours to experienced and new teachers dedicated to induction programme;
- Tailor the duration of the induction programme to the needs and characteristics of new teachers, without restricting it to one school year;
- Establish, communicate, and execute a monitoring plan for implementation, fostering the exchange of experiences, best practices, and solutions to overcome challenges and constraints;
- Involve various stakeholders, such as organizations providing continuous training to teachers and universities, and promote visibility for the results and outcomes of implemented induction programmes in schools.

School level

- Involve the school principal and other professionals in school management in planning, implementing, and monitoring the induction programme;
- Integrate the mentoring-based induction programme into the school's strategy for welcoming and integrating new teachers, with the mentors' capacity programme as a key component for the professional development of experienced teachers;
- Present and launch the induction programme to all teachers at the beginning of the school year;

² The hypotheses are: Hypotheses 1 - Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher's induction programmes, Hypotheses 4 - Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers, Hypotheses 5 - Structured mentoring programs adapted to the context increases the interest and success of its participants, Hypotheses 6 - The training of mentors facilitates the implementation of teachers' induction programs and Hipotehsis 7 - Lack of resources and guidance are the reasons for not implementing induction programs in schools.

³ The hypotheses are: Hypotheses 2 - The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system and Hypotheses 3 - Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system.



- Designate spaces and times for induction activities, extending access to all school and teachers (e.g., an induction room);
- Ensure that experienced teachers are willing and capable of assuming mentor roles without being responsible for evaluating their peers;
- Ensure new teachers understand the goals and benefits of the induction programme and are willing to participate;
- Ensure a match between the characteristics and profiles of mentors with the needs of new teachers;
- Allocate time in the timetable of both experienced and new teachers for the induction programme, coordinating common times for collaborative work between new teachers and mentors;
- Prepare new teachers for the induction process and encourage their participation;
- Facilitate contact and interaction with external organizations and professionals, expanding the potential impact of the programmes;
- Create conditions and opportunities to showcase the results and outcomes of the induction programme, giving a voice to teachers and students;
- Establish conditions for collaborative work and interaction among teachers involved in the induction programme (e.g., community practices between mentors; and mentees supporting new teachers not enrolled in the programme).

Teachers' level

- Both experienced and new teachers should dedicate time to become acquainted with and understand the induction programme;
- Collaboratively define the processes, moments, and communication channels, continually revising the induction action plan to align with the needs of new teachers;
- Showcase the outcomes and projects arising from the implementation of the induction programme internally and externally;
- Mentors are encouraged to facilitate interaction among various mentees and new teachers;
- Collaborative efforts, planning, and the exchange of practices among experienced teachers are recommended during the implementation of the induction programme.



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