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# NATIONAL REPORT ON IMPLEMENTATION

## Field trials in Spain

WP3 VALIDATION THROUGH FIELD TRIALS IN REAL ENVIRONMENTS  
<https://empowering-teachers.eu/>



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



## Executive Summary

This document provides an overview of the preparation and implementation of the LOOP mentors' capacity programme and teachers' induction programme in Catalan schools, the so-called field trials. The aim of this national report is to present and analyse the results from the field trials conducted in a sample of 7 schools in Spain in the context of the LOOP programme. Employing a quasi-experimental research design, that is dividing the participants between a control group subjected to a less formal and structured intervention and an experimental group subjected to a more formal and structured intervention, the scope of the analysis is to evaluate the relationship between the proposed policy measures and the change they might induce on teachers' perceptions.

To establish the pilot groups and select the teachers to be involved, the Catalan partners built through their contacts a pool of interested schools and teachers, between June 2022 and January 2023 allowing the participation of 97 teachers in the field trials, distributed as follows:

1. Control group of 21 experienced teachers.
2. Experimental group of 30 experienced teachers.
3. Control group of 20 new teachers.
4. Experimental group of 26 new teachers.

As part of the preparation for the field trials, a set of **events, involving** a total of **103 Catalan teachers** was promoted, including the:

- **Train the Mentors training course (E7) - 7 sessions** involving **30 experienced teachers** of the experimental group (26 answered the questionnaires)
- **My induction programme workshop (E8) - 2 sessions** involving **26 new teachers** of the experimental group (25 answered the questionnaires)
- **Info session for Mentors (E9) – 1 session** involving **21 experienced teachers** of the control group
- **Info session for New Teachers (E10) – 1 session** involving **26 new teachers** of the control 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 February/2023 and March/2023) and **after** completing this **implementation** (post-intervention



questionnaire filled in between June and September/2023). Of the 97 involved in the field trials: 91 (93,8%) answered the ex-ante and post-intervention questionnaires.

- One **focus group involving 6 experienced teachers** from the control and experimental group promoted after completing the implementation, in November/2023
- Five online **interviews with 5 teachers** (1 mentor and 4 new teachers) conducted 3 months after finalizing the implementation of the induction programme, in November 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.

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

While in experienced teachers the validation of hypothesis 1 is somehow confirmed – although with some serious caveats, as shown in the decrease in the positive beliefs regarding the impact of induction in supporting new teachers -, the picture regarding new teachers is more negative: in 3 out of 4 dimensions, new teachers are notably less prone to completely agree or agree to the positive outcomes of induction programs. Whether this is the result of a greater concern regarding induction programmes compared to the control group or the consequence of the challenges of induction programmes to address new teachers' challenges – rather than a negative evaluation of the programme per se – remains unclear, given the very low differences before and after the programme in the control of group of new teachers. Thus, according to the global results of the field trials, we find reasonable evidence in support of Hypothesis 1 for experienced teachers, but we have not enough evidence to support it for the new ones.

### ***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***

We found some promising results regarding seeing the profession as less challenging and increased awareness of mentoring as a different professional opportunity after the intervention. However, after the intervention, the number of teachers seeking mentoring as a career option decreased significantly, and a significant number of items did not show significant differences. So, hypothesis 2 is 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***

The result from both groups seems to support that mentoring programmes have the potential to improve the entering of the profession for new teachers, although experienced teachers show more reservations. New teachers support the benefits of mentoring more clearly, showing more interest





about becoming a mentor and viewing mentoring to lessen the challenging nature of the teaching profession. Thus, hypothesis 3 is verified.

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

No overall significant differences were found between the control and experimental group. If anything, the experimental group seems more aware of the challenges of the profession, which would explain the larger decrease of confidence of their professional competences. So, hypothesis 4 cannot be fully supported by the Spanish evidence.

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

Given the significant diverse patterns of the control and experimental group, the evidence from the field trials does not provide enough support in favour of the fifth hypothesis. In both groups, there is a clear trend of a general increased perception of challenge – and thus becoming less optimistic about some professional competences. If anything, it is possible that the intervention positively counteracts this pattern in the experimental group. The conclusion from the control group is that teachers' confidence in dealing with most issues reduced in most items, probably related to what research calls “shock reality”. Instead, the experimental group was more resilient to that “reality shock”, presumably because of the induction program. So, hypothesis 5 is partially supported by data.

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

As stated in hypothesis 1, experienced teachers are more prone to see the benefits of induction programmes, although more information is needed regarding their specific views regarding the training of mentors and its implications. So, hypothesis 6 can be partially supported.

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

The results from experienced teachers show that the availability of time and financial incentives are conditions worth considering when designing and implementing induction programmes. Almost all of resources for the control group and especially time and leadership for the experimental group are important. For the experimental group, spaces, financial incentives and activities are fewer essential conditions than the others. Instead, the experimental group of new teachers shown a kind of scepticism about the resources and guidance after the intervention. Overall, hypothesis 7 is partially verified from the field trials, especially from the experienced teachers.

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

Table 1: Verification of the hypotheses.

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	✓		
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 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	✓		

The Spanish 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:

- Mentors and mentees need to have enough time dedicated to organising meetings and mentoring activities. Because the key element of mentoring is to work hand in hand with continuous support and developing the necessary trust, school organisation and education authorities must allocate the necessary room in teachers' work schedules to meet this demand.
- Experienced teachers should be provided with specific incentives so as to undertake the role of mentors. This can take the form of formal recognition of this role when applying for higher positions, the reduction of the teaching workload or the provision of a financial reward in the form of a special allowance.



- It is critical to meet the background and pedagogical content knowledge of experienced and new teachers. Having said that, mentees also need to spend time with diverse professionals in order to understand the institution as a system at three levels: school as organisation (head teachers), their area of knowledge, and transversal areas (orientation, SEN, etc.).
- Mentoring support regarding legal and formal school procedures and duties should necessarily involve school leaders and management teams.
- Class management, and in particular how to deal with conflicts should be more central in the induction program as these are overwhelmingly identified by all participants as the key area.
- New teachers should be provided with mentoring programs from the very beginning in order to really support them, for it can be complex to align the needs of newcomers with those teachers with 2 or 3 years of experience.
- Networking among mentors should be encouraged and facilitated. This can take the form of meetings in each school with all mentors and mentees. Other activities like school visits should be taken into account and involve school leaders and management teams.
- The permanence of mentors in each school will benefit induction programs, as they become more and more experienced in mentoring new teachers.
- New national induction programmes can adopt/adapt LOOP materials and courses, and its findings from the pilot study, for its designing and implementation.



## Part A: The quantitative evaluation of the field trials

To establish the pilot groups and select the teachers to be involved, the Catalan partners built through their contacts a pool of interested schools and teachers, between June 2022 and January 2023 allowing the participation of 97 teachers in the field trials, distributed as follows:

1. Control group of 21 experienced teachers.
2. Experimental group of 30 experienced teachers.
3. Control group of 20 new teachers.
4. Experimental group of 26 new teachers.

In total, 97 Catalan teachers were involved in the field trials of the LOOP project, but only 79 (81,44%) answered the ex-ante and post-intervention questionnaires. In detail, 75,49% of the experienced teachers of the two groups answered both questionnaires and 89,13% of the new teachers of the two groups answered both questionnaires. As can be seen, there is a lower percentage of responses from the mentors, which can be explained by the fact that, being the end of the course, the mentors were very busy with the final evaluations and do not read or answer the e-mails. Even so, we tried to contact them again at the beginning of the following year, but we received very few replies.

In this context, the quantitative evaluation of the field tests (Part A) only takes into account those teachers who responded to the two questionnaires. Therefore, the following sections present data for the 79 teachers who responded to the questionnaires and not for all teachers who participated in the field tests in Spain.

## Introduction

The LOOP consortium designed a quasi-experimental methodology to evaluate the impact of the intervention proposed (mentor capacity and induction programmes) and assess the extent to which the proposed tools better prepare experience teachers to support new teachers and expand their career opportunities and overall motivation, while also discussing the perceived improvement in the inclusion and initial professional development of these new teachers entering the profession.

The results build on a sample of nine schools in Catalonia (Spain) from which seven are part of the experimental group and two are part of the control group. The trial aims at evaluating a set of proposed hypotheses that have guided the implementation of the LOOP project, as follows:

1. Mentors' formal training programmes for experienced teachers and school leaders facilitates the deployment of effective formal teacher induction programmes.



2. The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors contributes to their motivation and maintenance on the system.
3. Peer-developed teacher 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 increases the interest and success of its participants.
6. The training of mentors facilitates the implementation of teacher induction programmes.
7. Lack of resources and guidance are the reasons for not implementing induction programmes in schools.

This report is structured in four sections. In the first section the profiles of the participants in both groups are presented. Section two briefly describes the context, caveats, and implementation of the trials, which includes an initial phase of training and info-sessions (mentors capacity program) and the proper induction program in which experienced teachers worked with new teachers in the experimental group of schools. This section is followed by the presentation and discussion of the results arising from quantitative tools (ex-ante and post intervention questionnaires) and qualitative tools (interviews and focus group). The final section presents the main conclusions and proposes some policy recommendations based on the trial results.

## Part A: The quantitative evaluation of the field trials

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In this context, the quantitative evaluation of the field tests (Part A) only takes into account those teachers who responded to the two questionnaires. Therefore, the following sections present data for the 79 teachers who responded to the questionnaires and not for all teachers who participated in the field tests in Spain.

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

From the 79 teachers that replied to both questionnaires:

1. 18 are experienced teachers of the control group (85,71% answered)
2. 21 are experienced teachers of the experimental group (70% answered)
3. 16 are new teachers of the control group (80% answered)
4. 24 are new teachers of the experimental group (92,30% answered)

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

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

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1. 18 are experienced teachers of the control group (85,71% answered)
2. 21 are experienced teachers of the experimental group (70% answered)
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4. 24 are new teachers of the experimental group (92,30% answered)

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

### The sample of the control group (experienced teachers)

Figures 1-6 present the profile of the participants of the control group of experienced teachers. As illustrated in figure 1, 80% of the participants are women, reflecting the gender allocation of the Spanish educational system. Nearly 80% of participants are distributed very evenly across three age groups: 26-35 with 28% of the sample, 36-45 with 29% of the sample, 46-55 with 24%, while 19% are under 25 years old (figure 2). Moreover, 54% of participants have accumulated over 16 years of experience, 24% between 6 and 10 years, and 10% between 11 and 15 years, with another 10% between 1 and 5 years (figure 3). In relation to the school level where they teach (figure 4), 81% of participants teach in primary schools and the rest in lower secondary (9%) and upper secondary (10%) schools. Almost 90% of the 7 schools in the control group are in urban areas and 10% in rural areas (figure 5). Figure 6 shows that most participants teach in regular education, with 5% and 9% of them



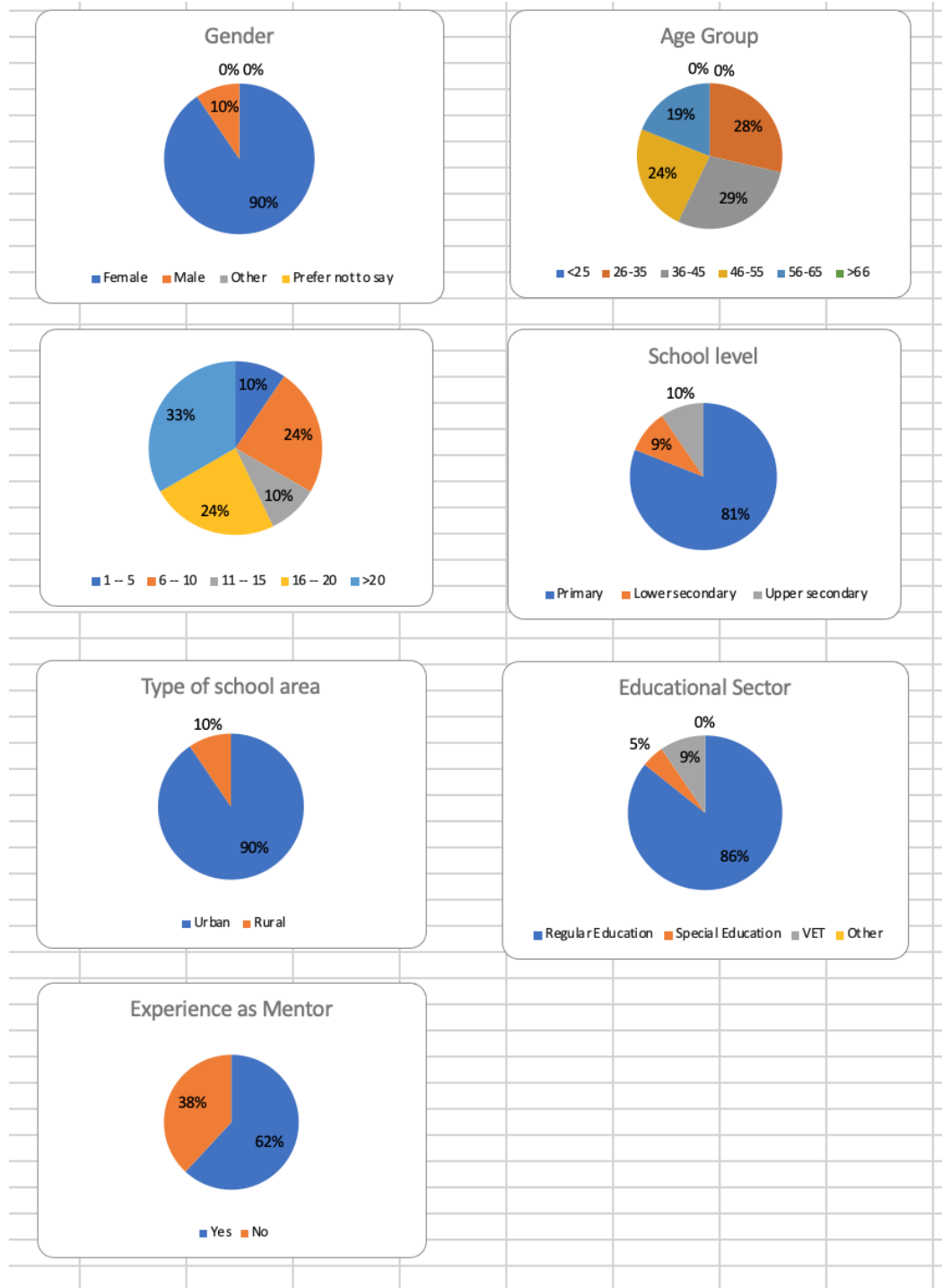
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teaching in special education and VET schools, respectively. In terms of mentoring experience (figure 7), is important to mention that 62% of the sample have prior mentoring experience.



Figure 1: Profile of the participants (control group of experienced teachers)



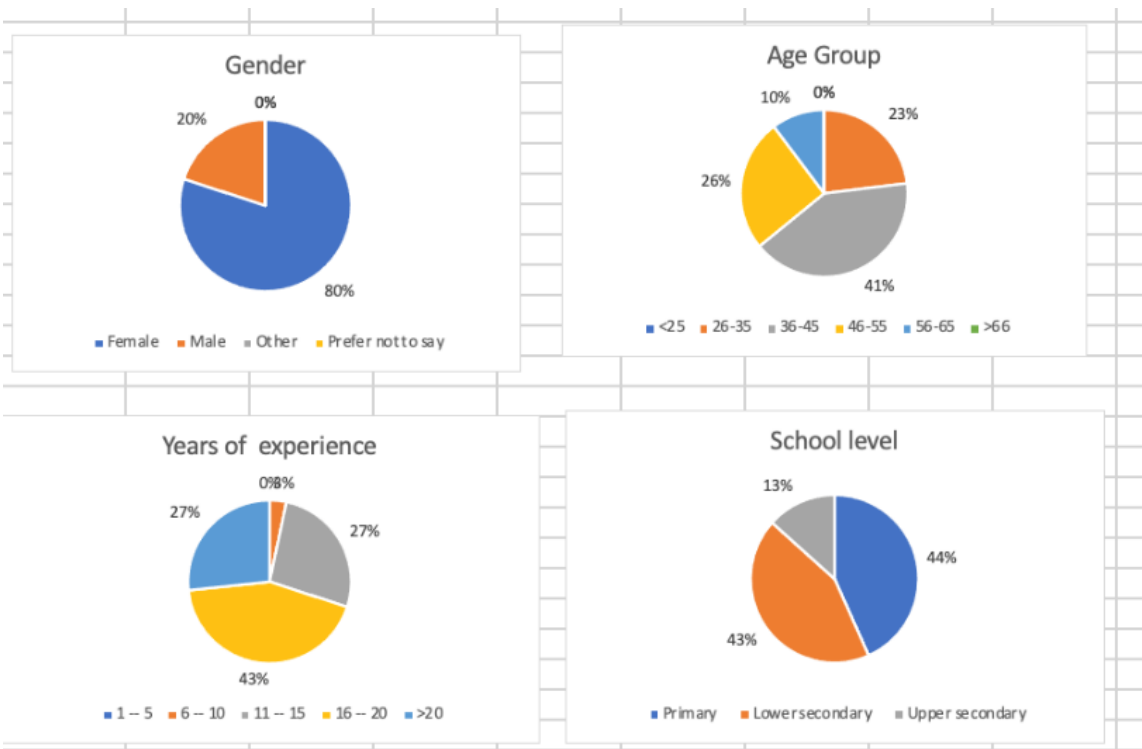


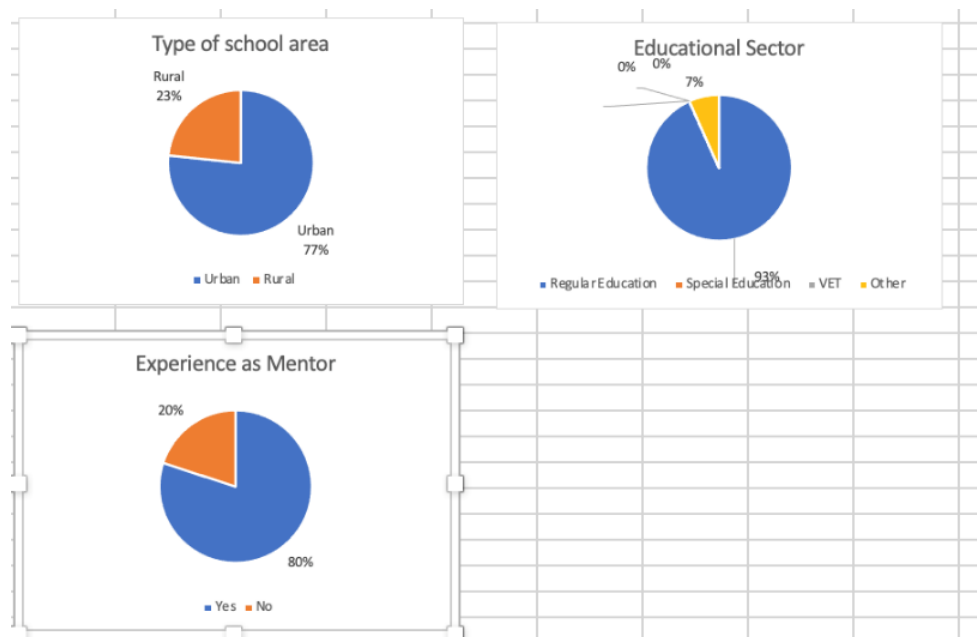
## The sample of the experimental group (experienced teachers)

Figure 8 shows that within this group, 80% of the participants are women. Figure 9 tells us that more than 2/3 of the sample belong to the 36-55 range age, while none of the sample is under 25. Not surprisingly, 43% of the participants have accumulated more than 16 years of experience, with another 27% having more than 10 years of experience (figure 3). Interestingly, 27% of the sample can be considered as very experienced teachers, with more than 20 years of experience. Additionally, 44% of the participants teach in primary schools, and 43% in lower secondary schools (figure 11). Almost 77% of these schools are in urban areas and 23% in rural areas (figure 12). Most participants teach in regular education, and 7% have specified that they work in schools with high complexity (figure 13). Finally, the figure 14 show that 80% of them have mentoring experience.

**Overall, there are slight differences in terms of gender and age, or school level and region, between the two groups. More significant differences appear in relation to years of experience, with those teachers in the experimental group being more experienced (70% of them having at least 16 or more years of experience, against a 58% in the control group) and having more experience as mentors (80% of them vs. 62% in the control group).**

Figure 2: Profile of the participants (experimental group of experienced teachers)



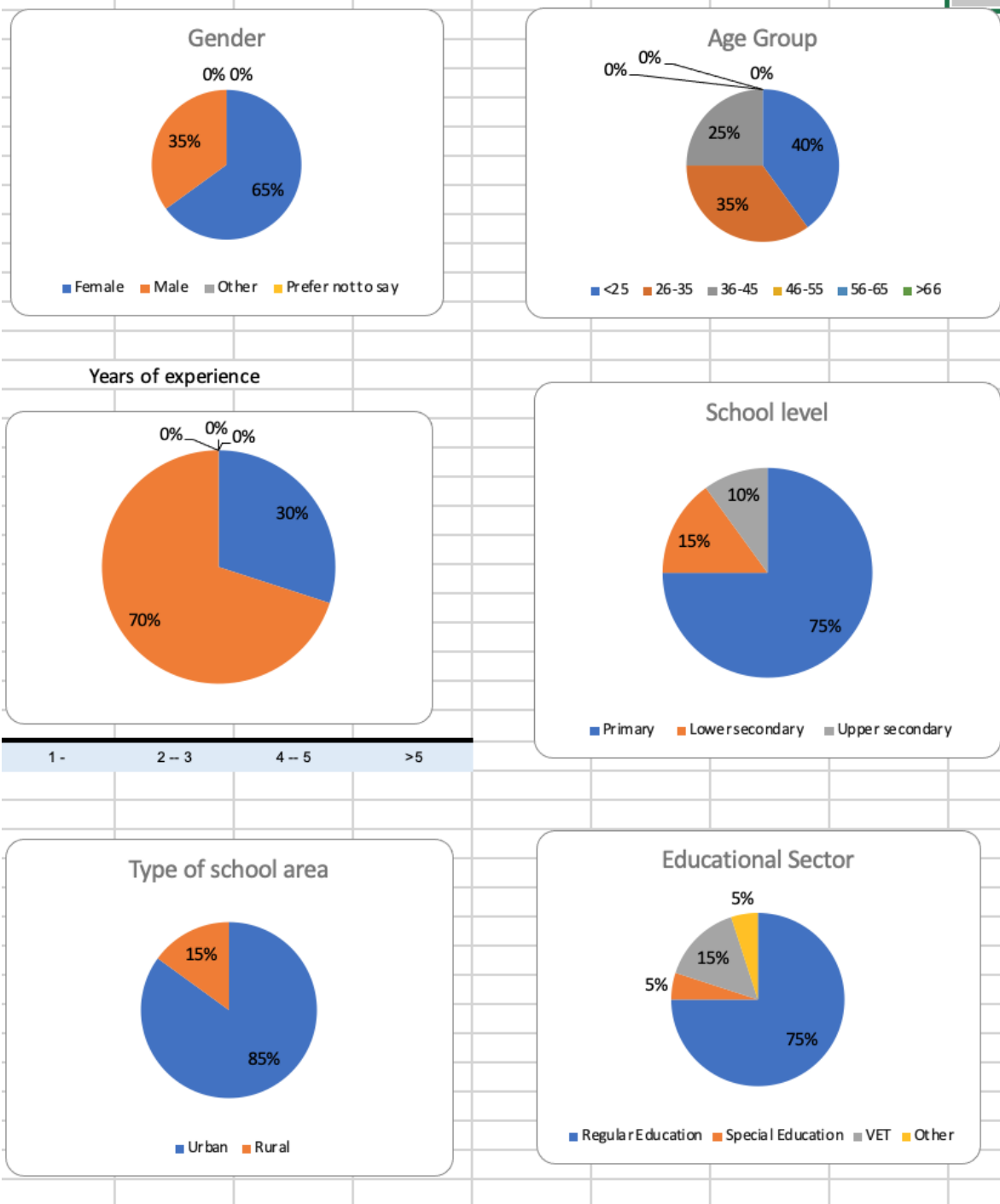


## The sample of the control group (new teachers)

Figures 15-20 present the profile of the participants in the control group of new teachers. In this sample, the percentages between women (65%) and men (35%) are more similar than the control group of experienced teachers. Being new teachers, most of these individuals (40%) consists of individuals under 25 years old, and 75% of them are under 35 (figure 16). All of them are inexperienced (less than 5 years of experience), with 70% having 2-3 years and 30% having one year of experience (figure 17). Figure 18, in turn, shows that three out of every four teachers work in primary education. Furthermore, 85% of the sample is located in urban schools (figure 18), with most of these being in regular education (75%, figure 19), with another 15% belonging to vocational education and training (VET) and 5% to special education and other categories, respectively (figure 20).



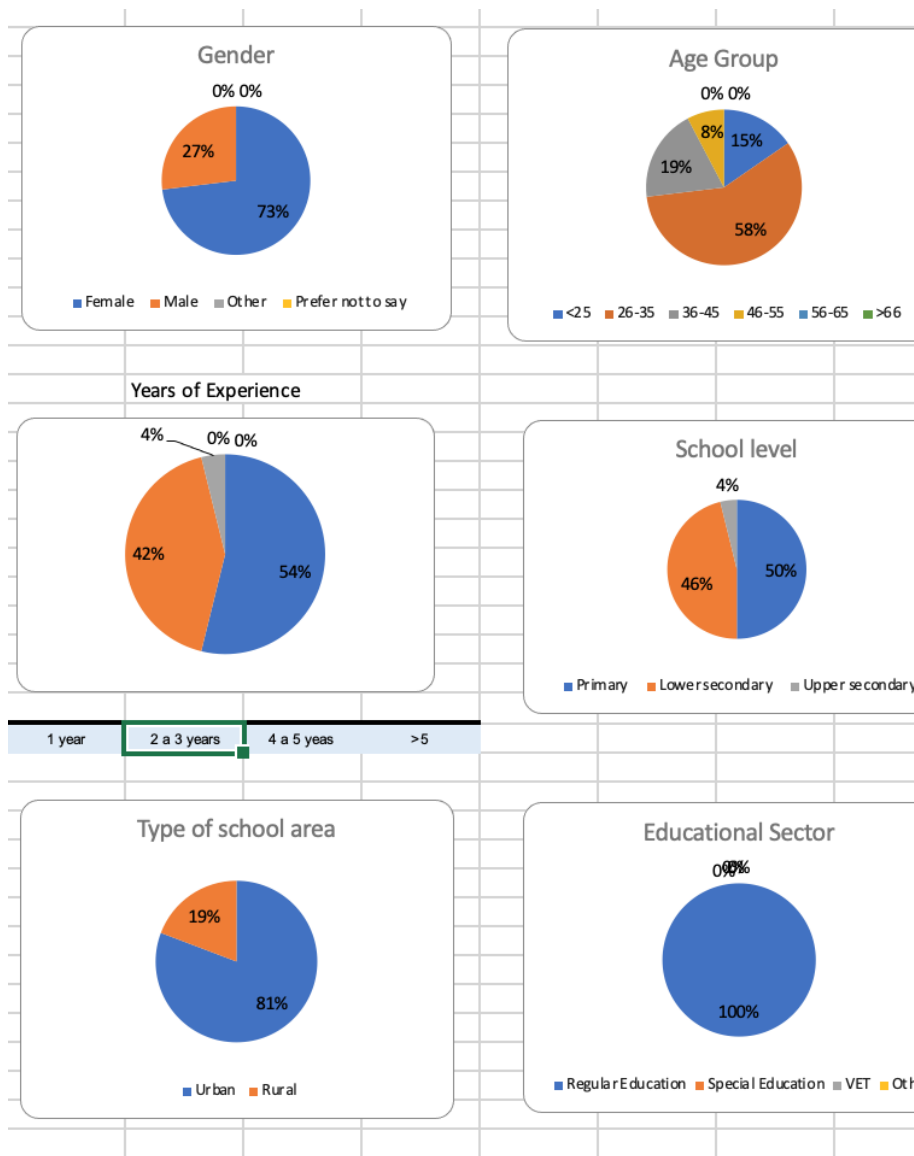
Figure 3: Profile of the participants (experimental group of experienced teachers)



## The sample of the experimental group (new teachers)

The sample of new teachers from the experimental group shows significant differences in terms of age group, where the most representative group is those of 26-35 years (figure 22), instead of under25 (figure 16), and notably less experienced than in the control group (54% having less than 1 year of experience, as shown in figure 23, compared to 30% of the control group, figure 17). Most new teachers in the experimental group are from secondary schools (50% vs. 75%), while the type of school area is very similar. Another difference arises from the type of educational sector: while in the experimental group all teachers are from regular education (figure 26).

Figure 4: Profile of the participants (experimental group of new teachers)





## Section 2A: The procedure of the field trials

The hypotheses of the analysis were tested through field trials, which were organized as follows: Initially, the participants were divided into two groups: the control group and the experimental group. While a particular attention was put into ensuring a high degree of similarity between the two groups (experienced and new teachers), as discussed in the previous section, it was more challenging to maintain this similarity in the group of new teachers given the high mobility of new teachers and the difficulties to reaching out those who would be available to answer the post-intervention questionnaires.

It should be noted that we had some impediments to being able to find schools in the times that the LOOP program itself demands. After many emails and meetings, we got more direct contact with the Department of Education of Catalonia. The government provided us the schools able to carry out the practical part of the project. That is why we want to thank all the support that the government gave to the project, because thanks to them we were able to go ahead with the project.

The function of the control group was to carry out two surveys (PRE and POST surveys of the project). In this group we got 21 mentors and 20 novice teachers from different schools in the educational regions of Catalunya Central and Barcelona.

The experimental group, on the other hand, had to carry out the two surveys (PRE and POST of the project) the same as the control group and they will also do a training course of the Mentoring Program (destined to mentors) and a training course of the Induction Program (destined to new teachers). In this group we have 30 mentors and 26 new teachers from different schools from the next educational regions: Barcelona, Tarragona and Terres de l'Ebre.

The differences between the two groups are that the experienced teachers of the experimental group were, prior to the initiation of the field trials, systematically trained on the basis of Mentor's Capacity Programme (MCP) for 40 hours for undertaking the role of mentors, while the experienced teachers of the control group were only informed about the two policy instruments: New Teachers Induction Programme (NTIP) and Mentor's Capacity Programme (MCP), during one info session lasting a few

hours. Besides the new teachers of the experimental were informed about the NTIP during the info session and train the NTIP during two months with their mentors.

Table 2: Events promoted as part of the phase of preparation of the field trials in Spain.

Events	Target group	Editions	Nr. Teachers
<b>E7 Train the Mentors training course</b>	Experienced teachers of the experimental group	7	30
<b>E8 My induction programme workshop</b>	New teachers of the experimental group	2	26
<b>E9 Info session for Mentors</b>	Experienced teachers of the control group	1	21
<b>E10 Info session for New Teachers</b>	New teachers of the control group	1	20
<b>TOTAL</b>		11	97

In addition, the experimental group received systematic support during the field tests, while the control group only received support when needed. It should be specified that the control group did not need any support throughout the months and did not request any meetings. The systematic support we took with the experimental group is based in the form of follow-up emails, phone calls or on-demand remote meetings to further clarify the NTIP. At the end of the test, members of the pilot group had the opportunity to discuss the challenges and opportunities of implementing NTIP in each school, share good practices, and discuss ways to overcome obstacles that arose in each school context.

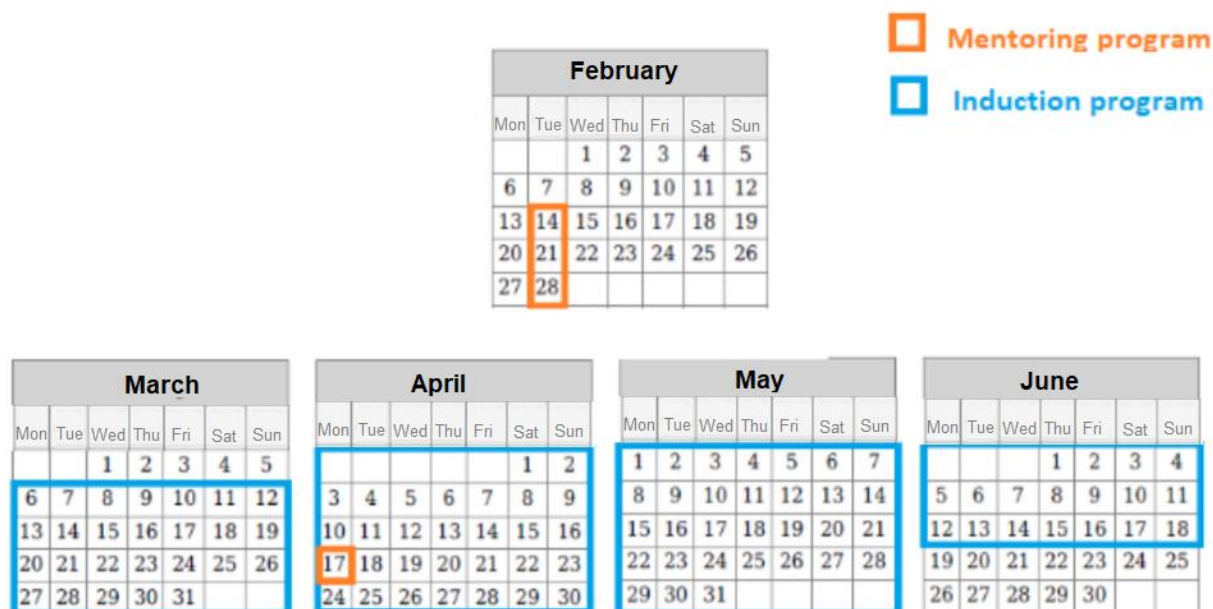
In the case of Catalonia (Spain), all schools participating in the pilot groups were promised that they would participate in the new Catalan induction program starting the following year (SENSEI induction program), as were some of the schools participating in the control group. This was key to securing their participation in the trial and also was used by the Catalan Department of Education to gain insightful views on the dynamics of implementing mentoring and induction training programs for new teachers. LOOP project became, in fact, a pilot of the SENSEI induction program in Catalonia started September 2023 and informed it from many respects.

To begin by going deeper into this training, it should be detailed that it consisted of two phases. The first was to take a mentoring course in which the mentors were trained to be able to carry out the role of mentor. The second phase was to put into practice the mentoring program through the Induction

program in which the mentors had to put into practice their knowledge and the knowledge they had acquired during the training to train the new teachers assigned to them.

The timing of the training had to be February 14/2, 21/2 and 28/2, adding February 17/4 as the closing of the training with a final conference that we will detail later on. Due to serious personal health situations of the UVIC-UCC researchers, we could not meet the 28/2 date and had to postpone the training until 14/3 and added 21/3 to finish the training. The final conference was not held on 17/4 as it was postponed to 17/5. In addition, we also held sessions on 25/4 and 27/6. Specifically, on 25/4 we followed up on how the project was going and on 27/6 we closed the training sessions with mentors, and they had time to answer surveys.

Here it is the calendar we followed for the training of mentors (orange stripe) and new teachers (blue stripe):



The following calendar was the schedule for each of the formations:



February						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	<del>X</del>					

March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
<del>X</del>	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

The mentoring program finally consisted of six sessions and a final closing conference. All sessions worked on the mentoring program created by the European partners and each session was divided into three parts: theoretical concepts, discussion, reflections.

First, the UVIC-UCC researchers always presented the concepts of the mentoring program to be discussed that day and gave a short theoretical presentation of what the mentors needed to be aware of. Then, we looked for interaction with the mentors and done a little debate on the issues discussed and their thinking about what had been worked about. At the end of the sessions, we made some final reflections on the experiences that the mentors/mentees could share with us and solved any doubts they might have about the current session and the work they had to do for the next day.

The following table shows how the topics were distributed in the sessions of the mentoring capacity program:





<b>Nº SESSION</b>	<b>TOPIC</b>
1º Session	1. Welcome kit
	2. Developing planning and setting objectives/goals
2º Session	3. Identifying motivation and drive and self-reflection
	4. Authority and confidence in the class
	5. Issues of pressure and stress
3º Session	6. Personal and professional life
	7. Developing supporting materials and using ICT
4º Session	8. Training opportunities
	9. Classroom management and setting the discipline
	10. Dealing with diverse students
5º Session	11. Evaluation and giving feedback
	12. Work with parents
6º Session	13. Work with other (local) stakeholders
	14. Administrative and technical obligations
7º Session	Final Conference



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



As it can be seen in the table above, the seventh session was dedicated to the closing of the mentoring program with a final conference "*Tensions and complicities in initial training and teacher training*" by Enric Prats Gil, Doctor in Pedagogy and professor at the Faculty of Education of the University of Barcelona (UB). Below we leave the invitation that was created:

**Universitat de Vic – Universitat Central de Catalunya**

**La Facultat d'Educació, Traducció, Esports i Psicologia i el CIFE es complauen a convidar-vos a la conferència:**

**Tensions i complicitats entre universitat i escola**

A càrrec d'**Enric Prats Gil**, Doctor en Pedagogia i professor de la Facultat d'Educació de la Universitat de Barcelona (UB). Secretari del programa MIF.

Presentarà l'acte **Mariona Casas Deseuras**, coordinadora del doble grau en Mestre d'Educació Infantil/Mestre d'Educació Primària. La conferència s'emmarca en la presentació del llibre **Mestres del present acompanyant mestres del futur. L'experiència de la mentoria a les escoles de Vic (2018-2021)** (coord. Mariona Casas; Eumo Editorial) i forma part de la cloenda del Seminari de Mentoria i Identitat Docent (MID) i de l'estada a l'escola de l'estudiantat de 1r curs dels graus de Mestre de la UVic-UCC.



**Dimecres 17 de maig de 2023**, de les **18.00h** a les **19.00h**, al Paranimf de la UVic-UCC (Rambla de l'Hospital, 50, Vic) o en Streaming a través de l'[enllaç](#)

Us agraïem que confirmeu la vostra assistència tot omplint aquest [formulari](#)

**CIFE. Unitat de formació del professorat d'Infantil, Primària i Secundària – [formacio.cife@uvic.cat](mailto:formacio.cife@uvic.cat)**

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i Formació en Educació  
UVIC | UVIC-UCC

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ESPORTS I PSICOLOGIA  
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 Ajuntament de Vic

 Vic,  
elitet o la  
mesura humana

 mif  
Programa de Millora  
i Innovació en la Formació de Mestres

 @uvic\_cife

It should be noted that each and every one of the centres participated doing activities in all the modules of the induction program with their new teachers. Finally, we would like to thank all the support from the Department of Education and also the involvement and willingness of schools in the LOOP program.

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

This section presents the results from the analysis of the collected data during the ex-ante and post intervention surveys. The scheme of analysis per stated hypothesis is shown in Table 1. In the following paragraphs, each hypothesis is presented separately.

Table 3: Correspondence of the various parts and questions of the ex-ante and post-intervention questionnaires with each one of the hypotheses to be tested.

Hypothesis	Ex ante questionnaire (exp. teachers)	Post intervention questionnaire (exp. teachers)	Ex ante questionnaire (new teachers)	Post intervention questionnaire (new teachers)
1	Part C	Part C	Part C	Part C
2	Part B	Part B	Not applicable	Not applicable
3	Part E	Part E	Part B + Part C	Part B + Part C
4	Not applicable	Not applicable	Part D	Part D
5 (interest)	Part C	Part C	Part E	Part E
5 (success)	Part D	Part D	Part F	Part F
6	Part C	Part C	Not applicable	Not applicable
7	Part F (second question)	Part F (second question)	Part G (second question)	Part G (second question)

### Hypothesis 1: Mentor formal training programmes for experienced teachers and school leaders facilitates the deployment of effective, formal teacher induction programmes.

In figure 5, the results of the comparison before and after the intervention for the control group of experienced teachers are presented. When asked if the mentoring program should be mandatory for all mentors, as similar number of experienced teachers answered positively both before and after the intervention (48% vs. 44%). Regarding the question of whether the mentoring program should adapt to the school context, the responses of experienced teachers were almost unequivocally positive before and after the intervention, but they increased by 6 points after the intervention (from 57% to 63%, as shown in the second pair of result in figure 26). Similarly, no significant differences were found



regarding if programmes should be the same in all national contexts. More interesting, though, is the differences identified regarding informal vs. structured programmes, in which results show an increase of 5% in those who agree to structured programmes and **a reduction of 50% in those who totally disagree that these programmes should be structured**. Paradoxically, although before the intervention they **generally favour a formal induction program with tools, guides, and support for mentors (90%), this percentage decreased after the intervention by 9 points (81% of them responded positively after the intervention)**.

Figure 5: Results of Part C of the Questionnaire (control group – experienced teachers)



In Figure 6, the results of the experimental group of experienced teachers are presented. It is reminded that the experimental group was subjected to a formal and structured intervention compared to the control group. When asked if the mentoring program should be mandatory for all mentors, **the proportion of experienced teachers responding positively increased drastically from 40%, with 13% "Totally agree" and 23% "Agree," to 92% for those responding, "Totally agree" or "Agree").**

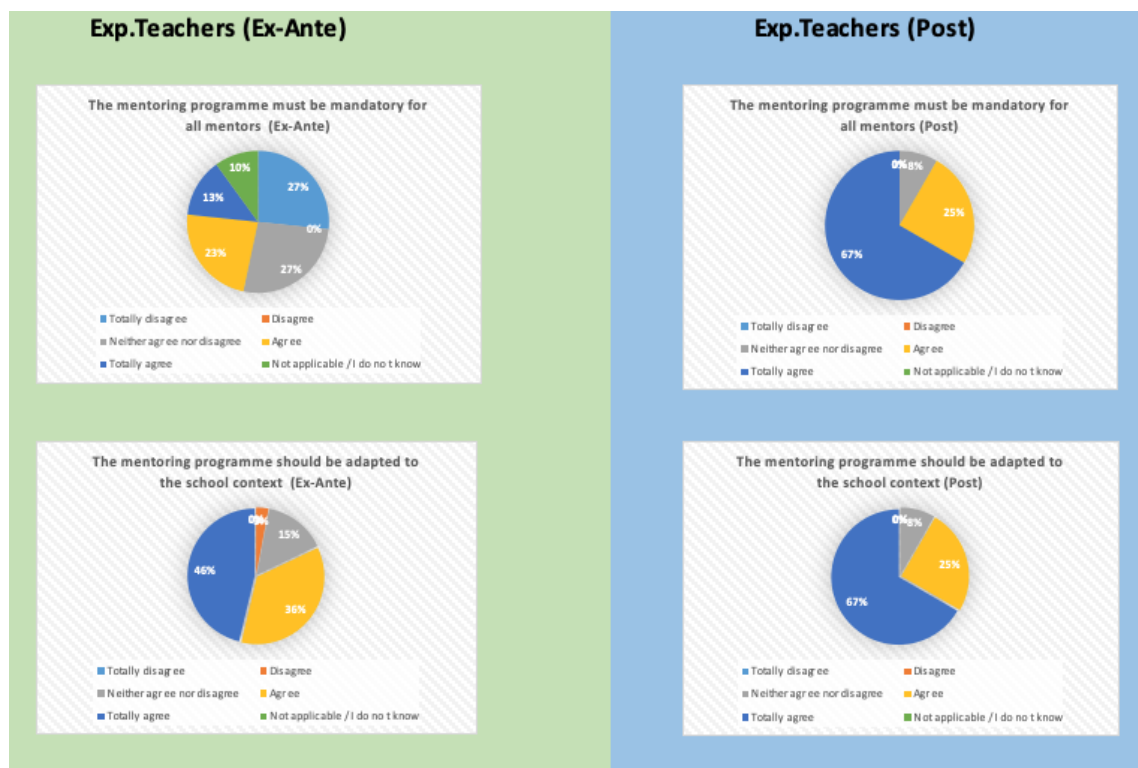


Regarding the question of whether the mentoring program should be adapted to the school context, the responses of experienced teachers were almost unequivocally positive before the intervention. Their **opinions were even more positive after the intervention (from 82% to 92%)**. The proportion of teachers agreeing that the mentoring program should be the same across the national context is 76% ("Totally agree" or "Agree") before the intervention and decreases from 76% to 67% after the intervention.

One of the most significant differences is found in the way the intervention strengthened the feeling of the need for a structured program rather than an informal one, where ambivalence decreases almost by 50% (from 60% to 33%) while those clearly against the idea of informal programmes slightly increasing.

Finally, we observe again the same apparently paradoxical results regarding those teachers clearly in favour of the idea that mentoring programmes support new teachers, decreasing from 90% to 81%.

Figure 6: Results of Part C of the Questionnaire (experimental group – experienced teachers)

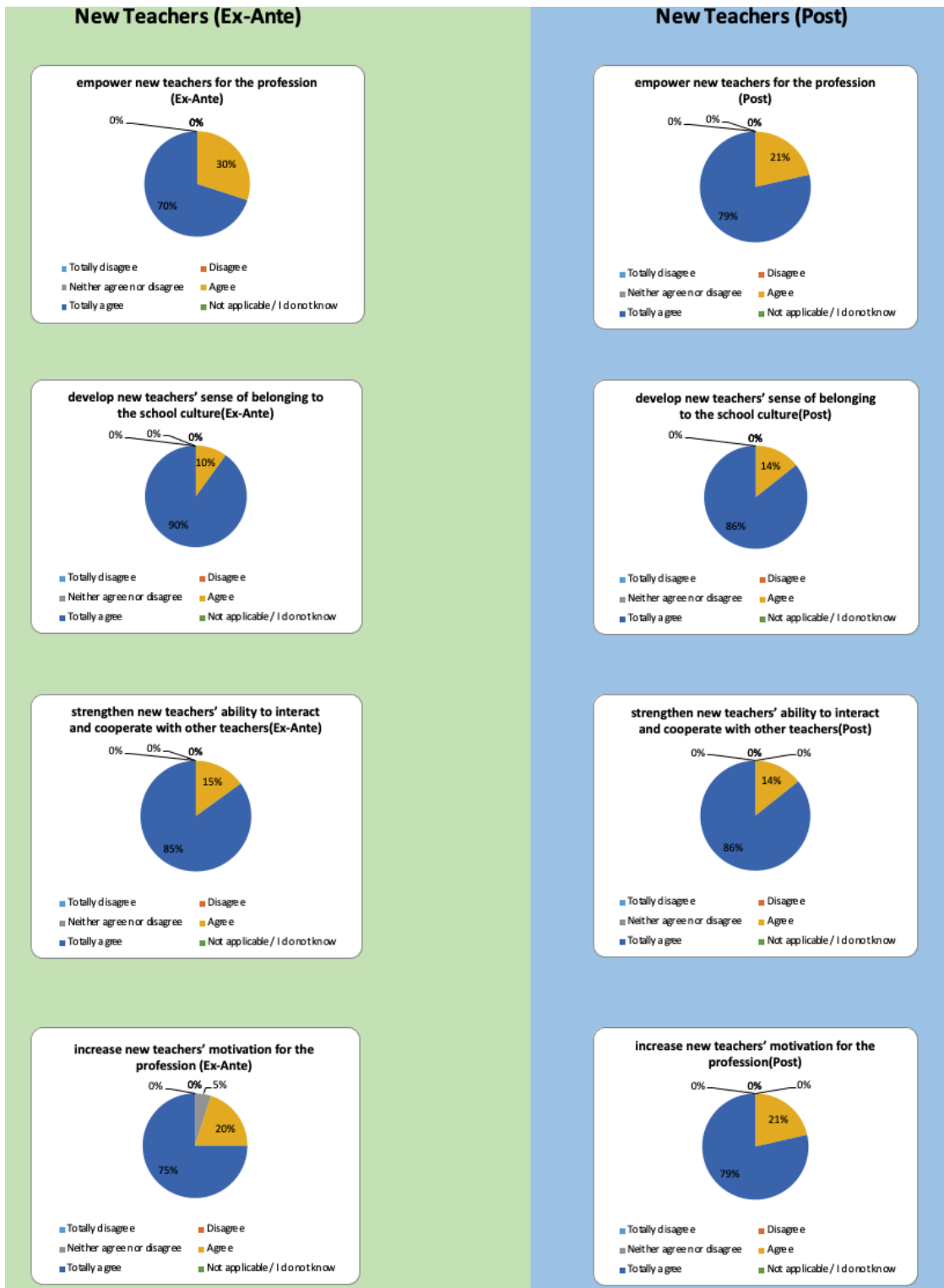




Moving now to new teachers, Figure 7 shows the results of the comparison (before and after the intervention) for the control group. Initially, all new teachers “Totally agree” or “Agree” that mentoring programmes can empower them in their professional career. It should be noted that the few inputs regarding the NTIP offered to the control group succeeded in reinforcing this view, because the percentages of answering “Totally agree” increases from 70% to 79%. No significant differences are found regarding the sense of belonging, ability to get on with colleagues and motivation.



Figure 7: Results of Part C of the Questionnaire (control group – new teachers)



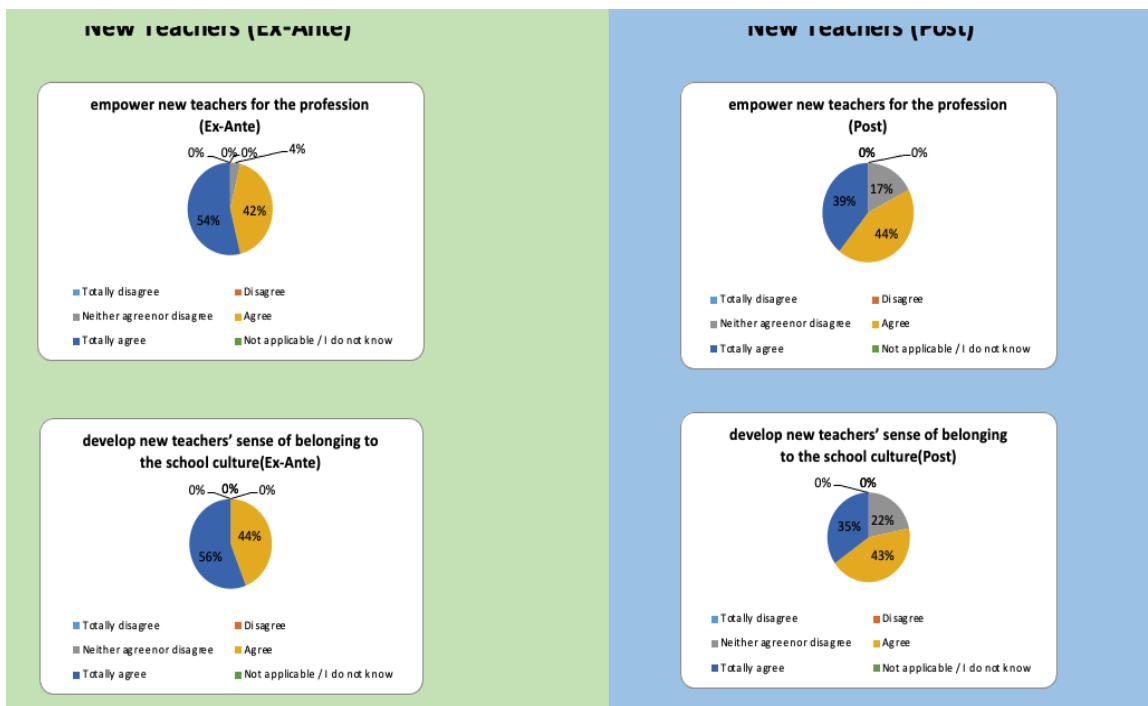


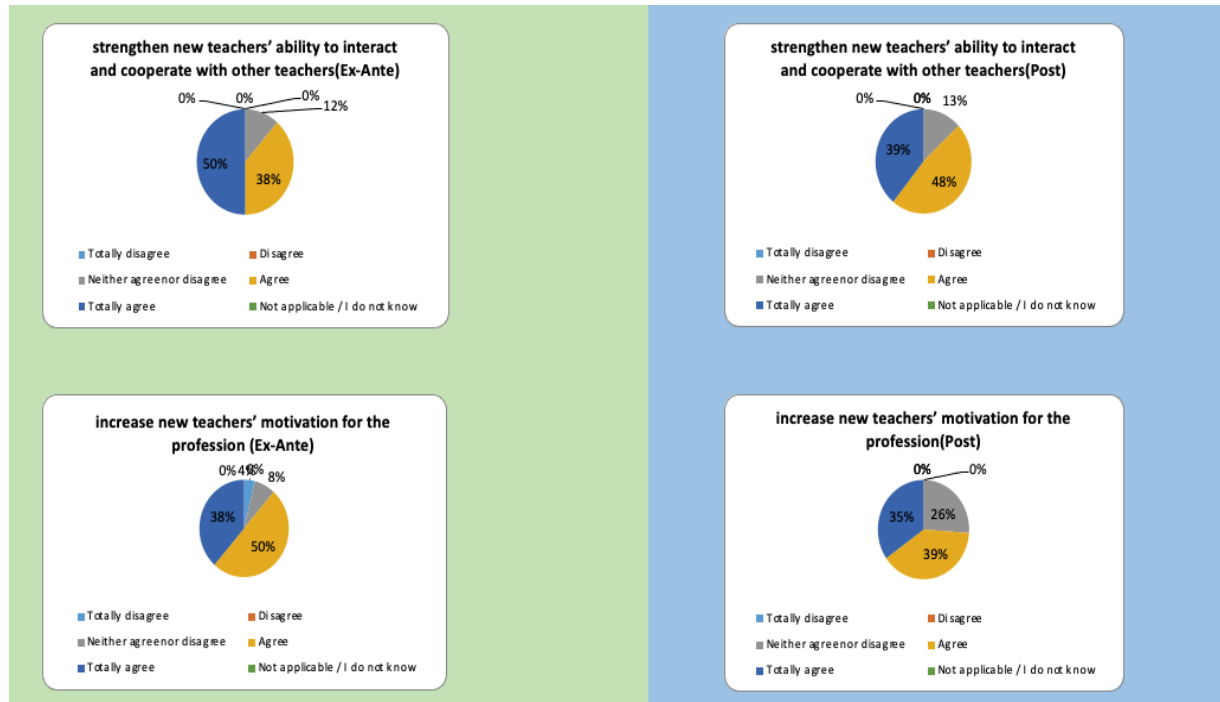
In Figure 8 the results of the comparison (before and after the intervention) for the experimental group of new teachers are presented. It should be noted that **the new teachers of the experimental group tend to adopt stances that are less positive after the intervention**. In particular, 54% of new teachers replied before the intervention that they totally agree that mentoring programmes could empower new teachers. This percentage decreases to 39% after the intervention. The percentage of teachers replying “Agree” to this item was 42% and increases only to 44% after the intervention. That is to say, **the percentage of teachers having a positive stance (i.e. replying “Totally agree” or “Agree”) decreased from 96% to 83%**. It is key to highlight that the percentage of teacher with ambivalence “Neither agree nor disagree” increased from 4% to 17% after the intervention.

The same pattern is observed for developing new teachers’ sense of belonging to the school culture where the **100% of new teachers respond positively before the intervention but it decreased to 78% after the intervention** (“Totally agree” decreased from 56% to 35% and “Agree” from 44% to 43%). It is important to highlight the percentage of ambivalence of new teachers after the intervention, which increased by 22%.

In contrast, the percentage around 88% of new teachers before and after intervention is stable for strengthening teacher’s ability to interact and cooperate with other colleagues. However, in the last couple of graphs included in Figure 29, **the effect of the intervention on the motivation of new teachers decreased from 88% to 74% after the intervention**, while the percentage of teachers who respond with ambivalence increased from 8% to 26% after the intervention.

**Figure 8: Results of Part C of the Questionnaire (experimental group – new teachers)**





**Overall Conclusion:** While in experienced teachers the validation of hypothesis 1 is somehow confirmed – although with some serious caveats, as shown in the decrease in the positive beliefs regarding the impact of induction in supporting new teachers -, the picture regarding new teachers is more negative: in 3 out of 4 dimensions, new teachers are notably less prone to completely agree or agree to the positive outcomes of induction programs. Whether this is the result of a greater concern regarding induction programmes compared to the control group or the consequence of the challenges of induction programmes to address new teachers' challenges – rather than a negative evaluation of the programme per se – remains unclear, given the very low differences before and after the programme in the control of group of new teachers.



## 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.

Figure 9 presents the results of Part B of the questionnaire for the control group of experienced teachers. As we can see, all experienced teachers reply that they like their job. There aren't significant changes regarding the perception of work challenges (90% vs. 88%), intention to leave the profession (76% vs. 75%), being a teacher during all their careers, or regarding recommending the teacher career to youngsters. Interestingly, although **76% of them stated that they would like to become a mentor. This percentage decreased by 1 percentage point after the intervention.** It seems that the intervention has slightly raised their views of mentoring as a career option (81% to 88%).

**Figure 9: Results of Part B of the Questionnaire (control group – experienced teachers)**

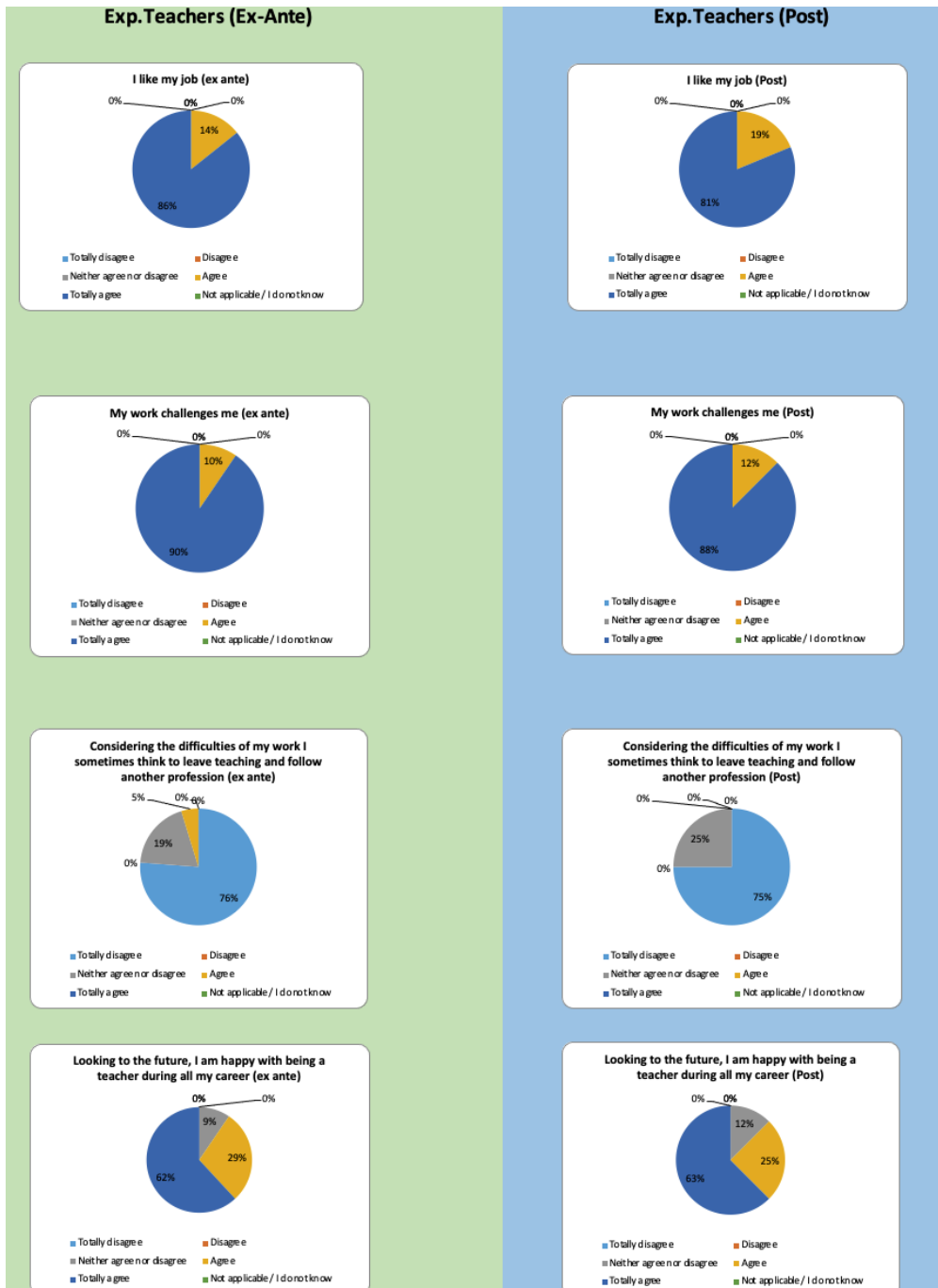


Figure 9 (cont.): Results of Part B of the Questionnaire (control group – experienced teachers)



It is interesting to compare the above results with those of the experimental group of experienced teachers. This is provided by the results described in Figure 10. The experimental intervention does not



affect the degree to which teachers like their work (although the % of totally agreed decreased by 15 points after the intervention); in contrast, after the intervention the results decreased the degree to which they find it challenging, **from 100% before the intervention to 92%**. It is noteworthy to consider that **this intervention has increased their disagreement with the idea of leaving teaching for another profession**, although the huge difference (from 93% to 8% agreement with this statement and the degree of disagreement has increased to 83% after the intervention) make us think that most teachers might have understood this question from different perspectives in each round. They overwhelmingly agree that they are happy to complete their teaching career. However, the same finding is also observed in the control group, which undermines the impact of the programme per se.

A large majority of experienced teachers agree with recommending a young person to pursue a teaching career before and after the intervention. Thus, there are no significant variances on this item.

**It is important to note that the desire to become a mentor decreased after the intervention by 14 points, from 97% to 84%**. This contrasts with the positive idea that mentoring could be an option to diversify their careers and have a different role at the school (50% to 64%, and 74% to 75%).

It is worth noting that indifference remained at 25% before and after the intervention. In relation to "tutoring as a professional alternative in the school system", the percentage has remained at around 75%. It should be noted that the results of the experimental group are not substantially different from those observed in the control group.



Figure 10: Results of Part B of the Questionnaire (experimental group – experienced teachers)





Figure 10 (cont.): Results of Part B of the Questionnaire (experimental group – experienced teachers)







**Overall Conclusion:** *We found some promising results regarding seeing the profession as less challenging and increased awareness of mentoring as a different professional opportunity after the intervention. However, after the intervention, the number of teachers seeking mentoring as a career option decreased significantly, and a significant number of items did not show significant differences.*

### 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.

Figure 11 presents the results of Part E of the questionnaire for the experienced teachers' control group. The percentage of experienced teachers totally agreeing that mentoring activities empower new teachers remains at 100% both before and after the intervention, decreasing by 2 points from 52% to 50% in "Totally Agree" and increasing by 2 points from 48% to 50% in "Agree" after the intervention. There are no significant differences regarding the sense of belonging, the ability to cooperate with peers or the motivation of new teachers: both before and after the intervention, all experienced teachers hold a positive stance towards the potential of mentoring programmes. Similarly, most of teachers believe that new teachers can develop a sense of belonging, enhance their ability to interact and cooperate, and increase their motivation for the profession. **In all the aforementioned items, the same pattern is observed: a significant positive majority, with little significant variation from "Totally Agree" to "Agree" occurring after the intervention.**



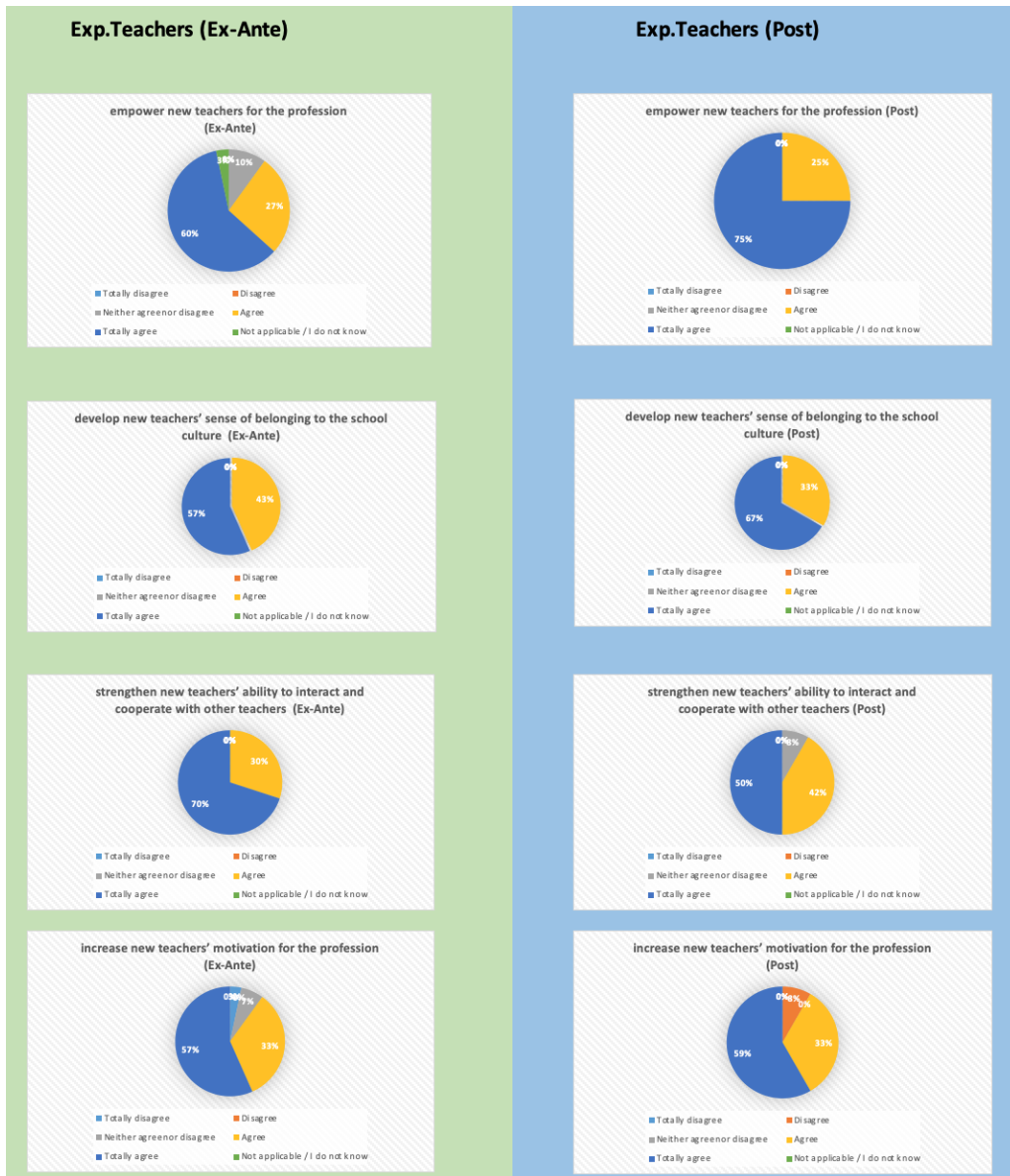
Figure 11: Results of Part E of the Questionnaire (control group – experienced teachers)





Figure 12 presents the results of Part E of the questionnaire for the experimental group of experienced teachers. **We observe a distinct pattern from the previous figure. Now, most experienced teachers systematically believe that mentoring activities are beneficial for new teachers, with a significant increase in those responding "totally agree" (from 60% to 75%).** These increases were not observed in the control group, which remained constant before and after the intervention. A similar change is observed for the development of new teachers' sense of belonging: after the intervention, it increased from 57% to 67%. However, in the statement "Strengthen new teachers' ability to interact and cooperate with other teachers," the 100% agreement (70% "Totally agree" and 30% "Agree") decreases to 92% (50% "Totally agree" and 42% "Agree"), while no significant change is observed regarding the improvement of the motivation of new teachers.

**Figure 12: Results of Part E of the Questionnaire (experimental group – experienced teachers)**



In the following sections, the analysis incorporates the views of new teachers in a search for further evidence to support Hypothesis 3. In that regard, Figure 13 presents the results of Part B of the Questionnaire for the control group of new teachers. 100% of new teachers enjoy their job; both before and after the intervention, although changes are noted after the intervention: The 75% responding "Totally agree" decreases to 71% after the intervention, and the 25% responding "Agree" increases to 29%. All of them (100%) find their job challenging, with no significant changes in this percentage after the intervention. Regarding their intention to remain in the profession regardless of difficulties, the intervention in the control group appears to have a positive effect. **A larger proportion (35% vs. 43%) responds negatively to the question of potentially abandoning the profession.** On the other hand, the percentage of those stating they would be happy following the teaching profession increased by 4



percentage points (from 75% to 79%), while those disagreeing with this statement increased by 9 percentage points (from 5% to 14%). **A vast majority (90%) affirms that they would consider becoming mentors in the future, and after the intervention, it increases by 3 percentage points (93%), and the desire to become mentors, by 7 percentage points.**

Figure 13: Results of Part B of the Questionnaire (control group – new teachers)



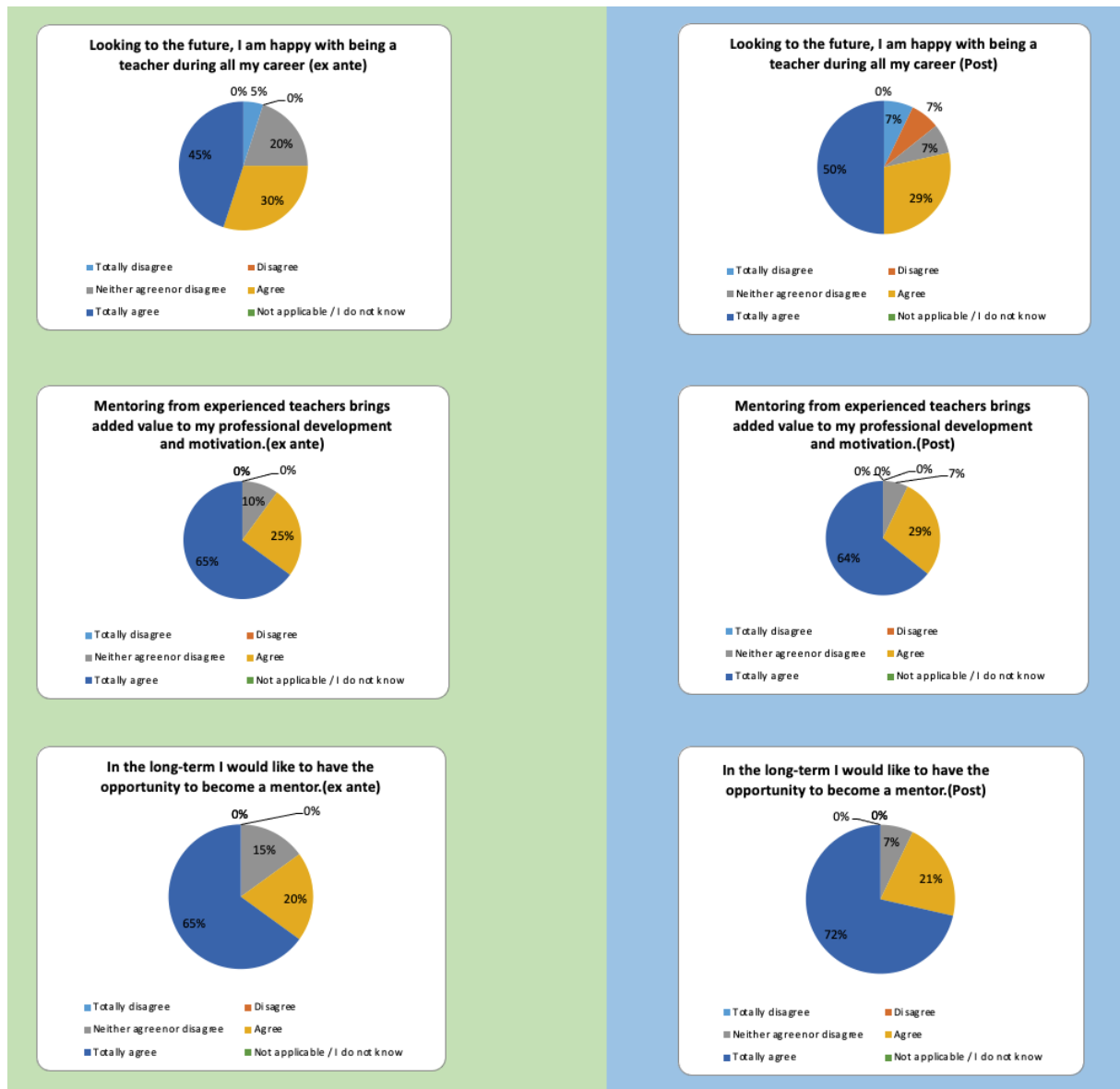


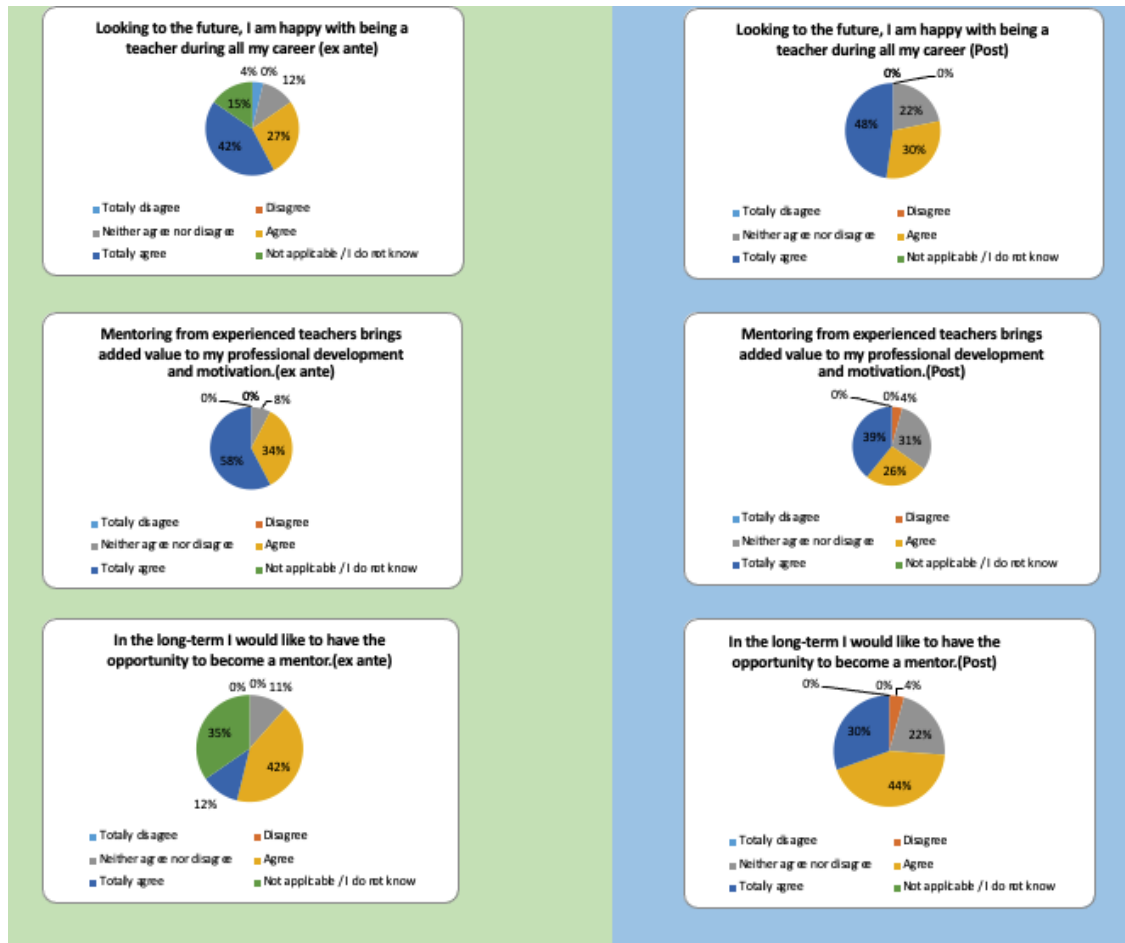
Figure 14 presents the results of Part B of the Questionnaire for the experimental group of new teachers. Before the intervention, all novice teachers (100%) enjoyed their job and also found it challenging. It is noteworthy that after the intervention, the agreement level decreases from 100% to 87% in the first aspect but a significant 18% now is ambiguous regarding the challenging nature of the teaching profession. Moreover, after the intervention, the perception of the challenge in their own work decreases by 22 percentage points and disagreement increases by 4 points. Considering their intention to stay in the profession regardless of difficulties, the intervention of the experimental group has an apparent negative impact because before the intervention, more than half of them (61%) stated that they would not consider leaving the profession, and after the intervention, this decreases by 5 percentage points (56%), and agreement with the possibility of leaving the profession increases (from



16% agreement to 31%). Nevertheless, 69% declared feeling happy about a long-term teaching career before the intervention, and this increases by 9 points (78%). It is relevant to note that the perceived value added in mentoring does not increase after the intervention (from 92% agreement to 65%). Around 54% of them state that they would consider becoming mentors in the future, and this percentage increases significantly (by 20%, up to 74%) after the intervention of the experimental group.

Figure 14: Results of Part B of the Questionnaire (experimental group – new teachers)





**Overall Conclusion:** the result from both groups seems to support that mentoring programmes have the potential to improve the entering of the profession for new teachers, although experienced teachers show more reservations. New teachers support the benefits of mentoring more clearly, showing more interest about becoming a mentor and viewing mentoring to lessen the challenging nature of the teaching profession.



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

Figure 15 presents the results of Part D of the Questionnaire for the control group of new teachers. This part of the questionnaire examines various dimensions of sociocultural inclusion and the development of new teachers. A broad majority of the new teachers in the control group (95%) stated that they can act in accordance with the values and principles of their profession. As expected, after a challenging year, **this proportion decreases to 93%** after the intervention, and the percentage of ambivalence increases (from 5% to 7% "Neither agree nor disagree"). Similarly, the percentage of those who believe they can assimilate to school culture also decreased after the intervention (from 75% to 72%), and the percentage of ambivalence increased again (from 5% to 7% "Neither agree nor disagree"). Again, most new teachers (95%) stated they could cooperate with others, decreasing by 2 percentage points after the intervention (from 95% to 93%). The percentage expressing ambivalence "Neither agree nor disagree" increased from 5% to 7% after the intervention. The results regarding cooperation with parents follow a different trend. Before the intervention, 84% of new teachers say they can cooperate with parents, and this percentage increases by 2 points to 86%. A broad majority of new teachers (67%) consider themselves capable of handling diverse classrooms (responses decrease in 2 percentages points after the intervention). Finally, regarding dealing with school authorities and other stakeholders, participants expressed increased ambivalence after the intervention; that is, the percentage of "Neither agree nor disagree" responses increased from 27% to 50%, and agreement decrease 23 percentage points from 73% to 50%. **Overall, there are not significant changes before and after the intervention, while there is a clear trend towards the "reality" of their profession that might explain these small reductions in their confidence.**

**Figure 15: Results of Part D of the Questionnaire (control group – new teachers)**



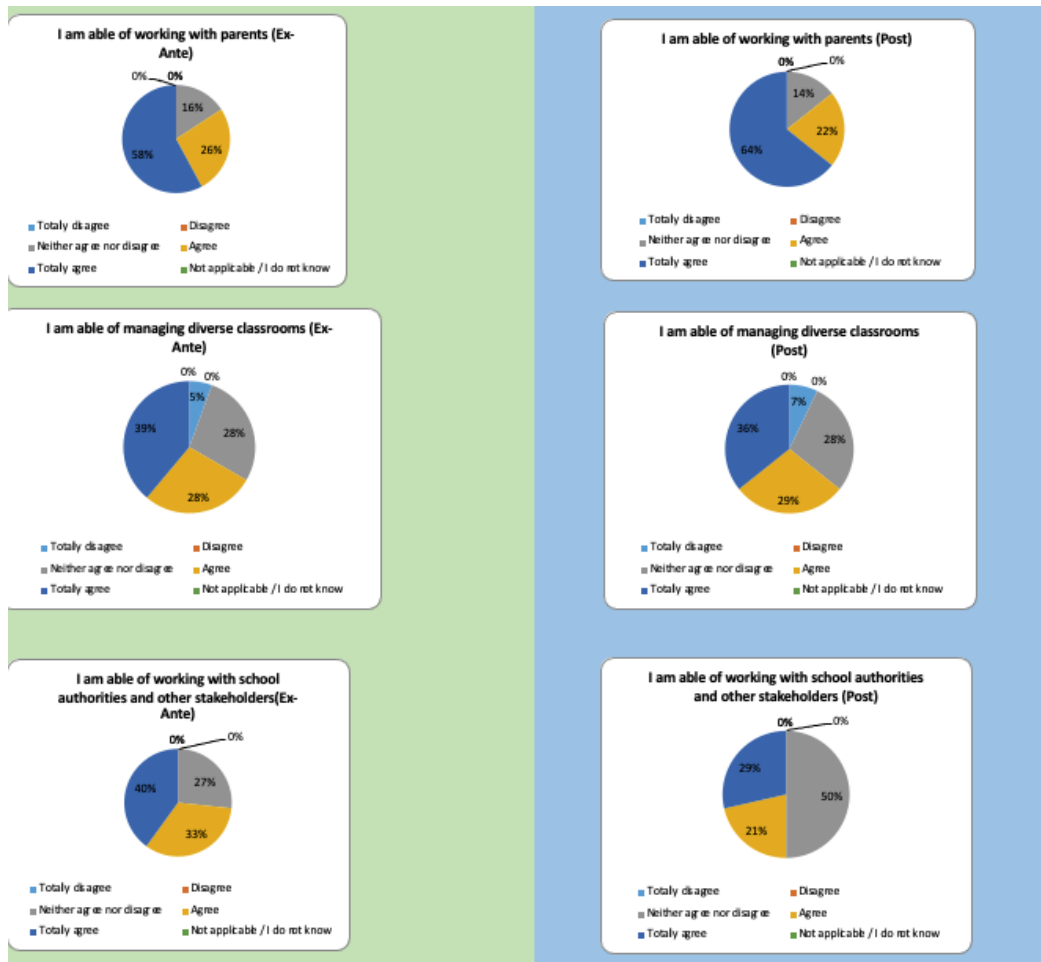
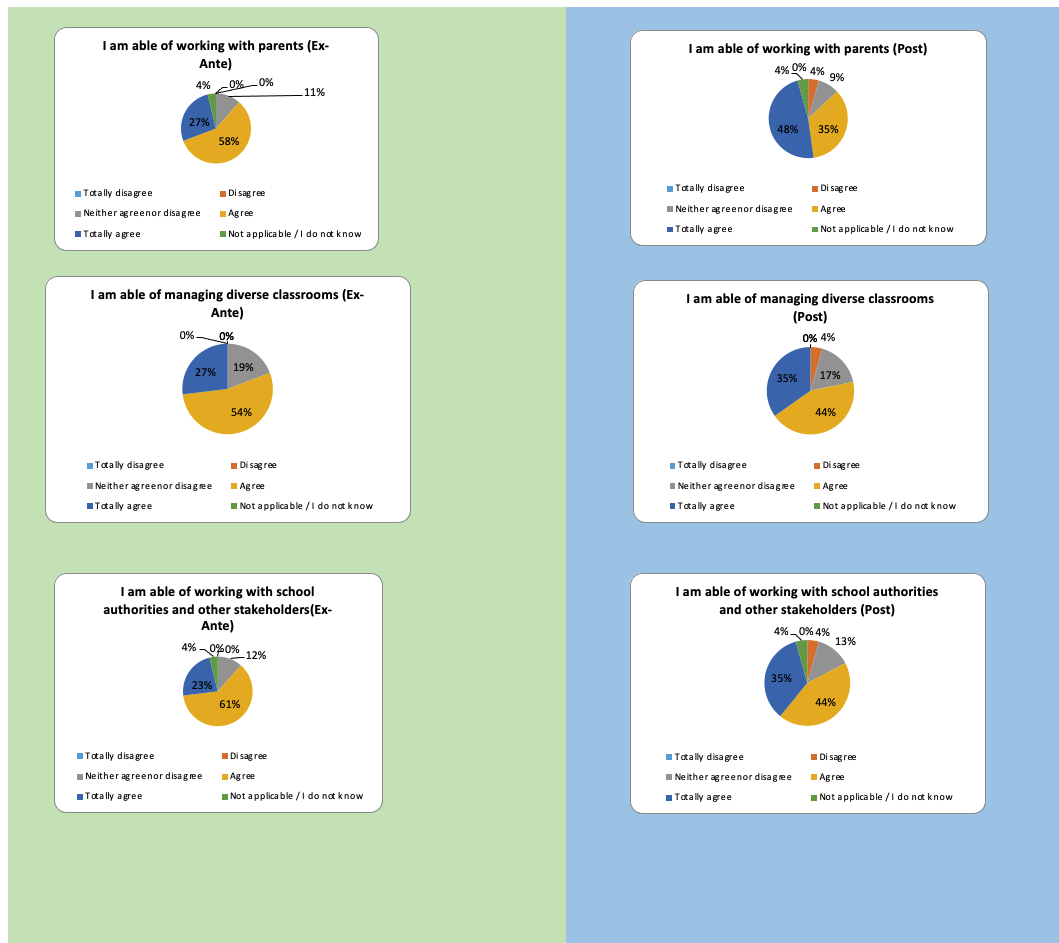


Figure 16 presents the results of Part D of the Questionnaire for the experimental group of new teachers. A broad majority of new teachers in the experimental group (89%) stated that they can **act according to the values and principles of their profession**. This proportion decreases to 74% after the intervention. Also, the percentage of those who believe they can assimilate to school culture decreased after the intervention (from 88% to 83%), and the percentage of ambivalence increased (from 12% to 17% "Neither agree nor disagree"). Similarly, the vast majority (96%) of new teachers stated they could cooperate with others before the intervention, and this decreases by 9 points after the intervention (87%), with an increase in those expressing ambivalence (from 4% to 13% "Neither agree nor disagree" after the intervention). **The result of new teachers regarding cooperation with parents goes from 85% to 83% after the intervention, but in this case, disagreement increases by 4%. 81% of new teachers seem to be capable of handling diverse classrooms (responses increase by 8 points to 89% after the intervention)**. Finally, regarding dealing with other authorities and stakeholders, most participants appear to be confident (84% before the intervention and 79% after the intervention responded "agree" or "totally agree," respectively). **An important difference from the control group is that no increase in ambivalence (i.e., a relatively high proportion of "Neither agree nor disagree" responses) is observed in the experimental group, although more generally it follows the same pattern: the larger decrease**

might be that the experimental group started with higher values of confidence, on the one hand, and the mentor training and induction activities might well deepen their awareness of the barriers and challenges of the profession.

Figure 16: Results of Part D of the Questionnaire (experimental group – new teachers)





**Overall Conclusion:** No overall significant differences were found between the control and experimental group. If anything, the experimental group seems more aware of the challenges of the profession, which would explain the larger decrease of confidence of their professional competences.



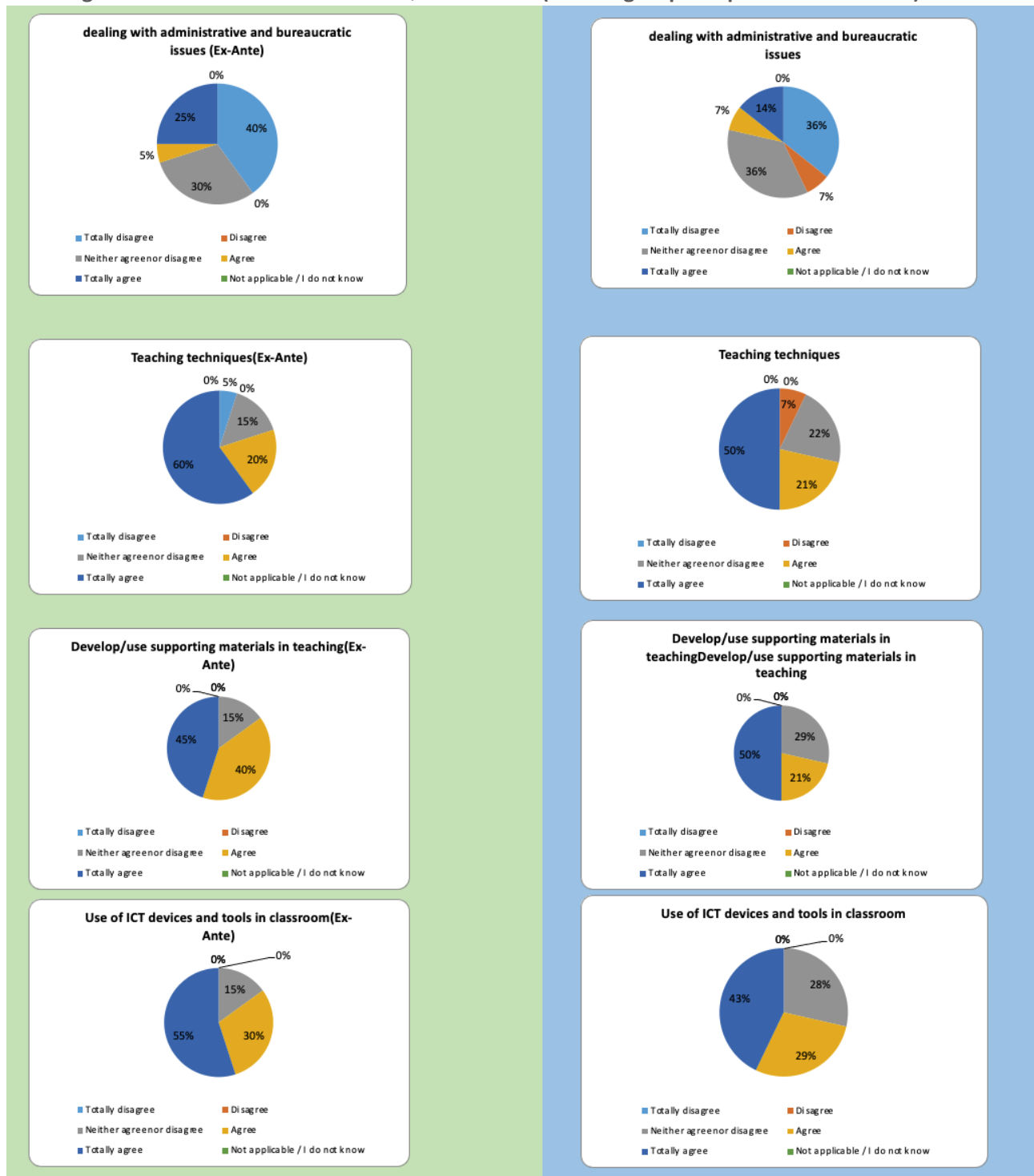
## Hypothesis 5. Structured mentoring programmes adapted to the context increases the interest and success of its participants.

Figure 17 presents the results of Part E of the questionnaire. The comparison is made before and after the intervention (control group). **Regarding dealing with administrative and bureaucratic issues, the percentage of new teachers responding negatively is the highest before (40%) and after the intervention (43%),** and the proportion of those expressing ambivalence ("Neither agree nor disagree") also increases (from 30% to 36%). However, **the percentage of teachers responding positively about teaching techniques decreases (from 80% to 71%).** As in the previous question, the percentage of those responding "Neither agree nor disagree" increases (from 15% to 22%). A similar pattern is observed for "developing/using supporting materials in teaching" and "use of ICT devices in the classroom" (From 85% to 72% in both statements). On the other hand, **their competence dealing with diverse needs slightly decreases (from only 35% to 26%), thus showing that diversity is one of the perceived main challenges,** a pattern also identified regarding evaluation and providing feedback (with an increase of 11% of those who are unsure).

The item "working with parents/guardians" is interesting as there is a decrease in the agreement response from teachers, from 70% to 57% after the intervention, like "cooperating with experienced teachers," which decreases from 85% to 64% after the intervention. In all three cases, the ambivalence response ("Neither agree nor disagree") increases from 30% to 43%, from 10% to 21%, and from 15% to 36%, respectively. Finally, in **the item "promoting social and cultural integration in the school environment," a significant decrease is observed after the intervention (from 75% to 67% agreement),** with disagreement increasing by 7 percentage points.

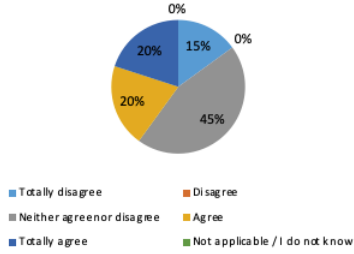


Figure 17: Results of Part D of the Questionnaire (control group – experienced teachers)

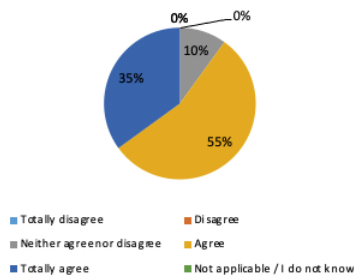




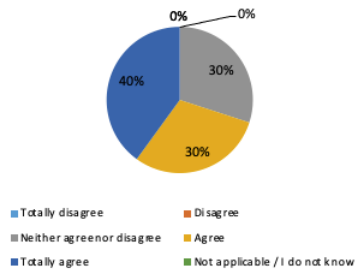
**Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)**



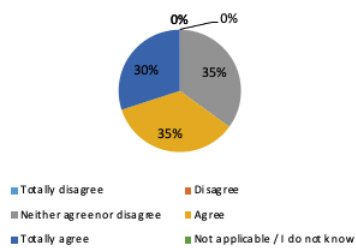
**Evaluating and giving feedback to students**



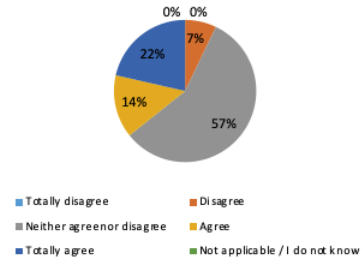
**Working with parents/guardians**



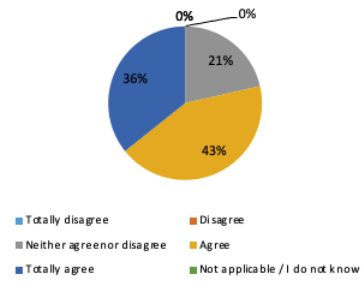
**Working with other stakeholders (local authorities, NGOs, etc.)**



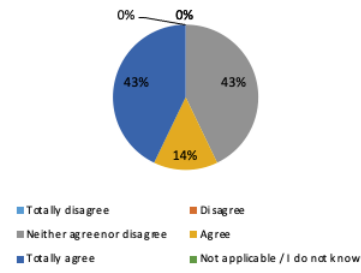
**Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)**



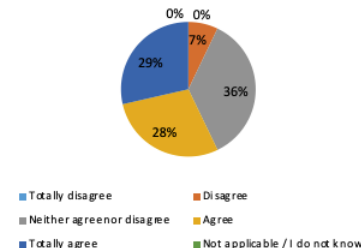
**Evaluating and giving feedback to students**



**Working with parents/guardians**



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





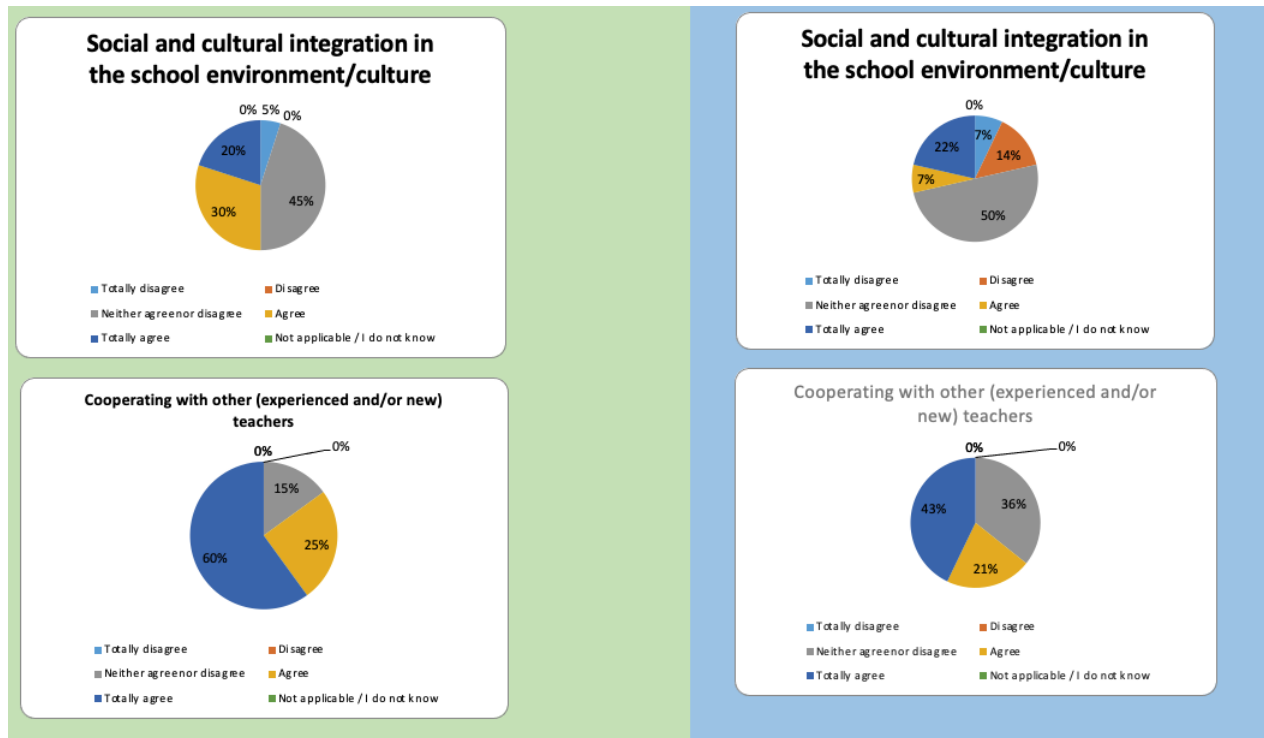
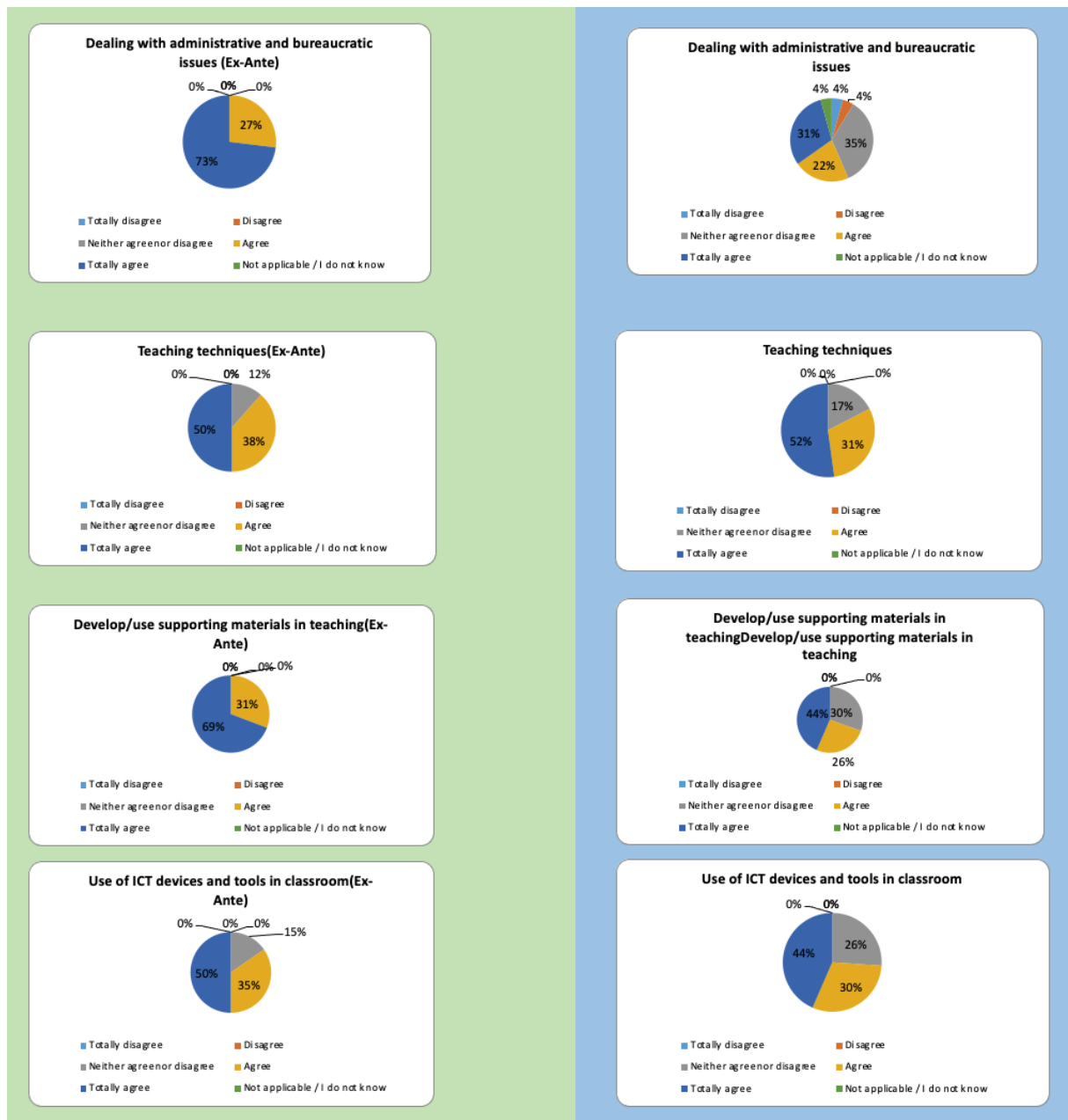


Figure 18 presents the results of Part E of the questionnaire for the experimental group of new teachers. There is a clear pattern in teachers' perception of dealing with administrative and bureaucratic issues, as before, **100% of the teaching staff perceived themselves capable, while after the intervention, only 53% of teachers respond that they feel confident dealing with these issues. The intervention does not have a significant impact on teaching techniques**, although it seems to increase teachers' ambiguity in developing support tools and using information and communication technologies (ICT). In all three cases, the percentage of those responding "Neither agree nor disagree" increased from 12% to 17% (Teaching techniques), from 0% to 30% (support materials), and from 15% to 26% (ICT). The questions about dealing with disadvantaged students, evaluating and giving feedback, working with parents, collaborating with other stakeholders, and cooperating with other teachers were also not positively affected by the intervention in the experimental group. In four items, a 4% disagreement appears that did not exist before the intervention, in items related to bureaucratic and administrative issues, attention to diversity, evaluation, and social and cultural integration in the classroom.

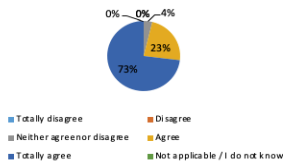


Figure 18: Results of Part D of the Questionnaire (experimental group – experienced teachers)

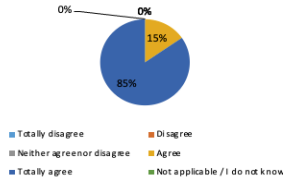




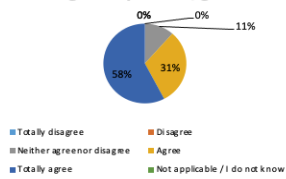
**Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)**



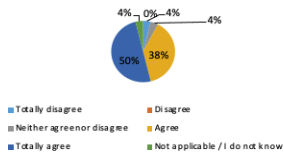
**Evaluating and giving feedback to students**



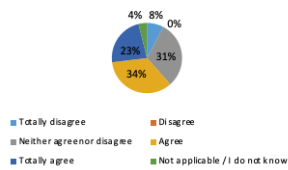
**Working with parents/guardians**



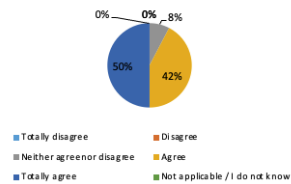
**Working with other stakeholders (local authorities, NGOs, etc.)**



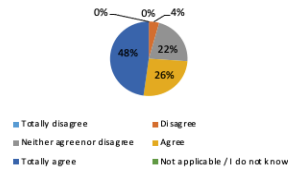
**Social and cultural integration in the school environment/culture**



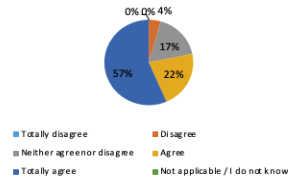
**Cooperating with other (experienced and/or new) teachers**



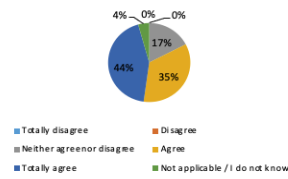
**Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)**



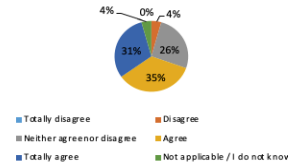
**Evaluating and giving feedback to students**



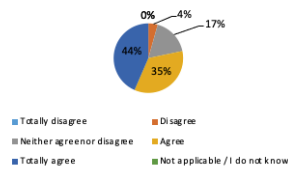
**Working with parents/guardians**



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



**Social and cultural integration in the school environment/culture**



**Cooperating with other (experienced and/or new) teachers**

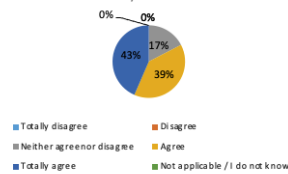




Figure 19 presents the results of Part E of the questionnaire. The comparison is made before and after the intervention (control group). Regarding dealing with administrative and bureaucratic issues, the percentage of teachers responding negatively is the highest before (40%) and after the intervention (44%), and the proportion of those expressing ambivalence ("Neither agree nor disagree") also increases (from 30% to 36%). However, the percentage of teachers responding positively about teaching techniques decreases (from 80% to 71%). As in the previous question, the percentage of those responding "Neither agree nor disagree" increases (from 15% to 22%). A similar pattern is observed for "developing/using supporting materials in teaching," "use of ICT devices in the classroom," and "dealing with disadvantaged students" (From 85% to 72% in both statements). The item "working with parents/guardians" deserves focused attention as there is a decrease in the agreement response from teachers, from 70% to 57% after the intervention, similar to "Evaluating and giving feedback to students," which decreases from 90% to 79% after the intervention, and "cooperating with experienced teachers," which decreases from 85% to 64% after the intervention. In all three cases, the ambivalence response ("Neither agree nor disagree") increases from 30% to 43%, from 10% to 21%, and from 15% to 36%, respectively. Finally, in the item "promoting social and cultural integration in the school environment," a significant decrease is observed after the intervention (from 75% to 67% agreement), but in this specific case, the disagreement percentage increases by 7 percentage points.

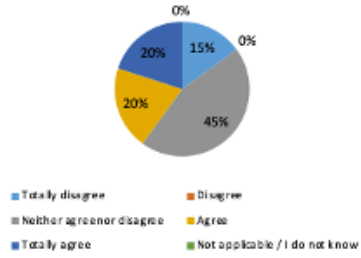
**Figure 19: Results of Part E of the Questionnaire (control group – new teachers)**



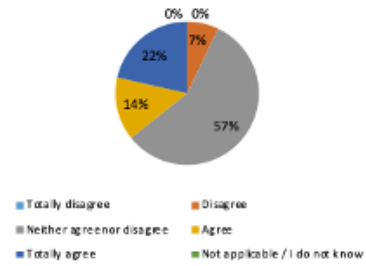
Figure 19 (cont.): Results of Part E of the Questionnaire (control group – new teachers)



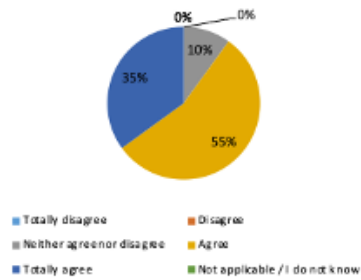
**Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)**



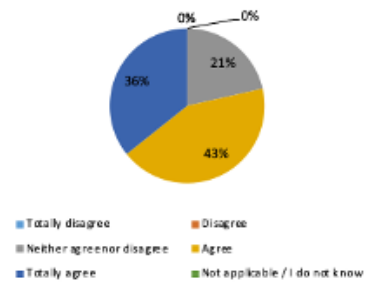
**Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)**



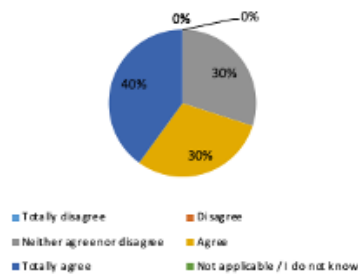
**Evaluating and giving feedback to students**



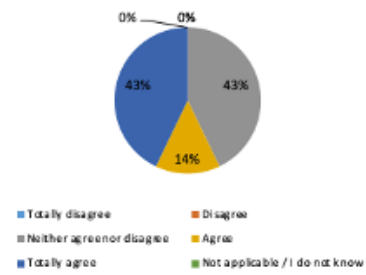
**Evaluating and giving feedback to students**



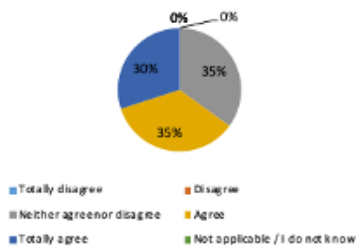
**Working with parents/guardians**



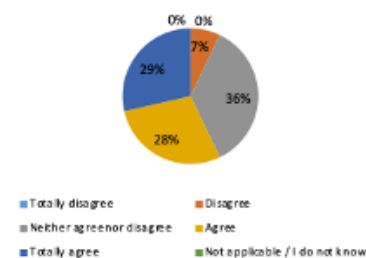
**Working with parents/guardians**



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



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



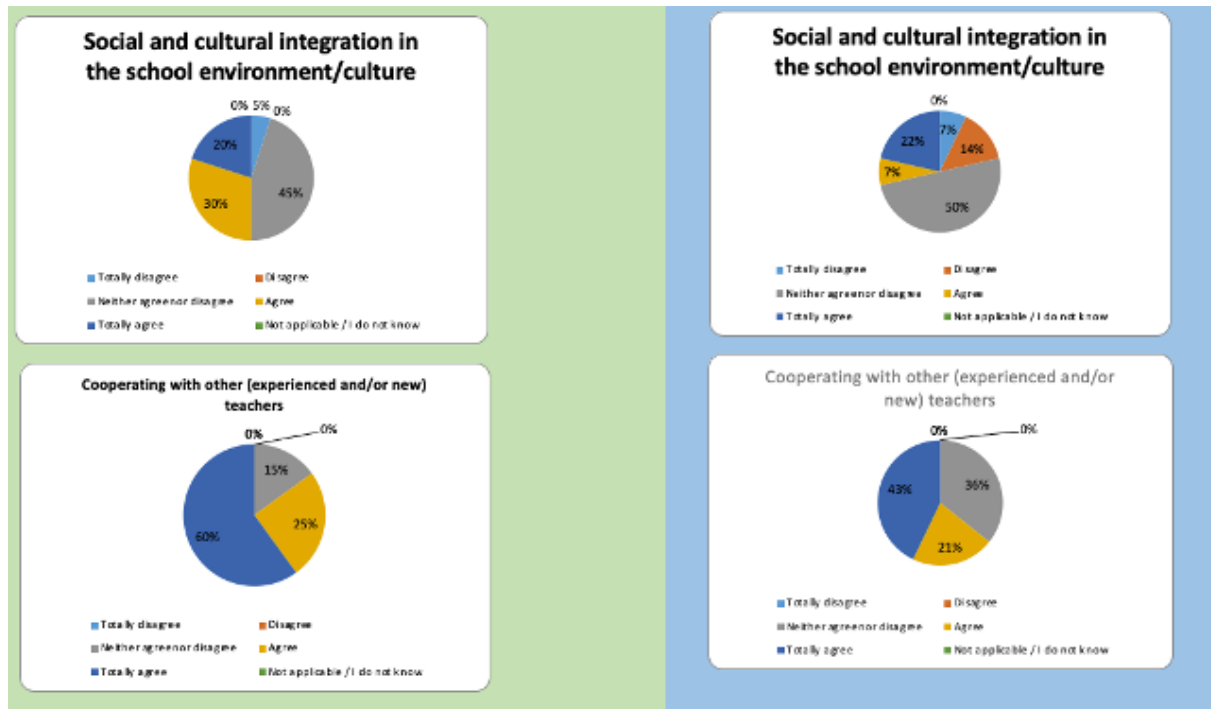


Figure 20 presents the results of Part E of the questionnaire for the experimental group of new teachers. The intervention influences the teachers' perception of dealing with administrative and bureaucratic issues, as before, 100% of the teaching staff perceived themselves capable, while after the intervention, only 53% of teachers respond that they feel confident dealing with these issues. The intervention does not have a significant impact on teaching techniques, although it seems to increase teachers' ambiguity in developing support tools and using information and communication technologies (ICT). In particular, in all three cases, the percentage of those responding "Neither agree nor disagree" increased from 12% to 17% (Teaching techniques), from 0% to 30% (support materials), and from 15% to 26% (ICT). The questions about dealing with disadvantaged students, evaluating and giving feedback, working with parents, collaborating with other stakeholders, and cooperating with other teachers were also not positively affected by the intervention in the experimental group. In four items, a 4% disagreement appears that did not exist before the intervention, in items related to bureaucratic and administrative issues, attention to diversity, evaluation, and social and cultural integration in the classroom.

**Figure 20: Results of Part E of the Questionnaire (experimental group – new teachers)**

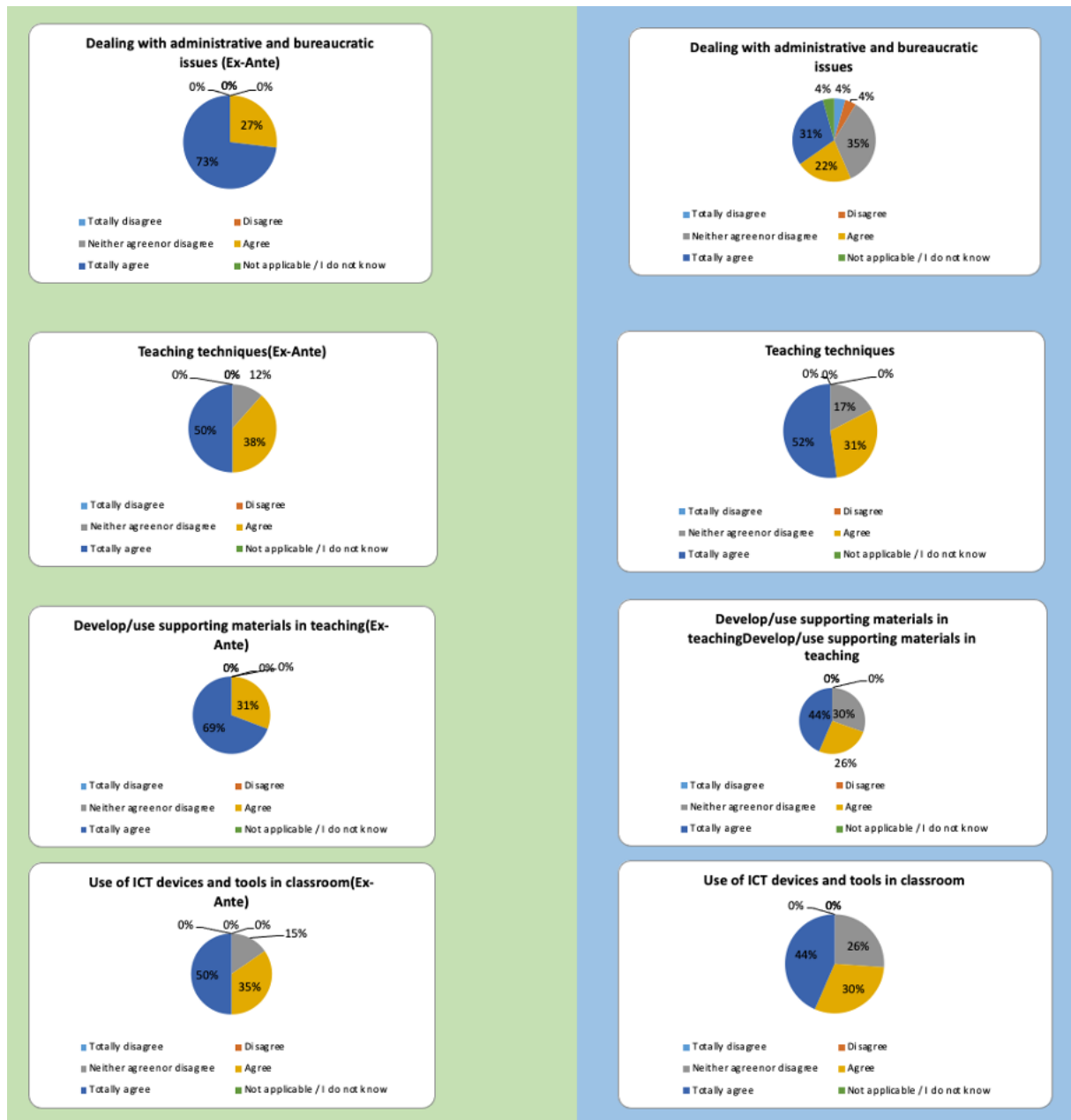


Figure 20 (cont.): Results of Part E of the Questionnaire (experimental group – new teachers)

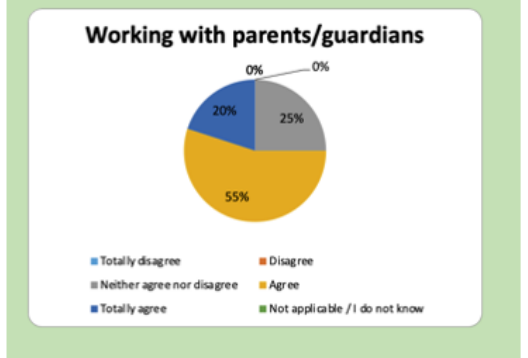
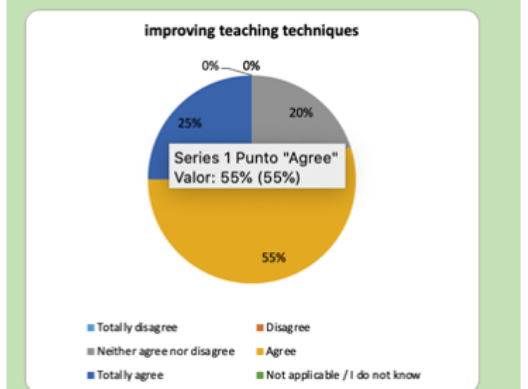
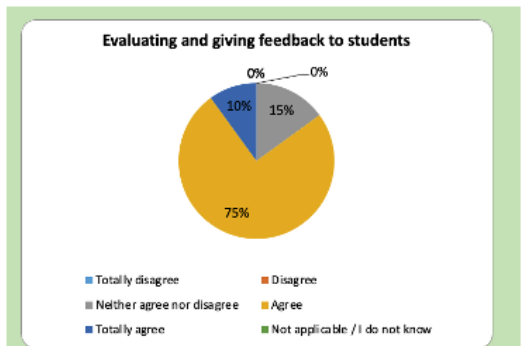
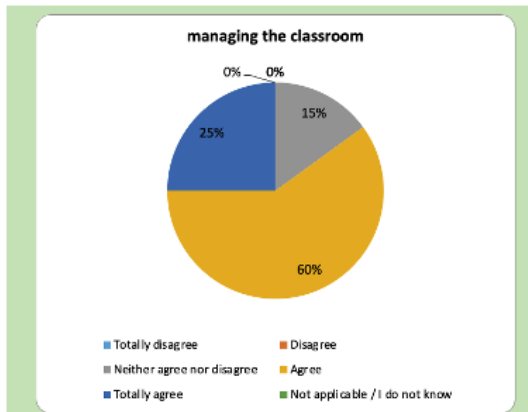




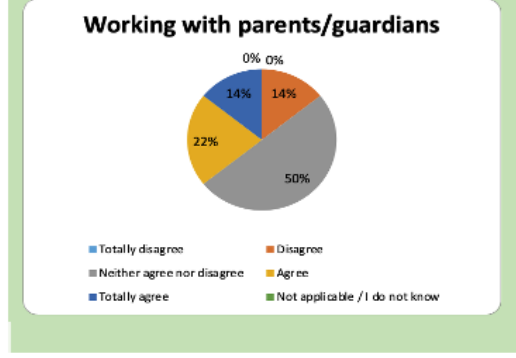
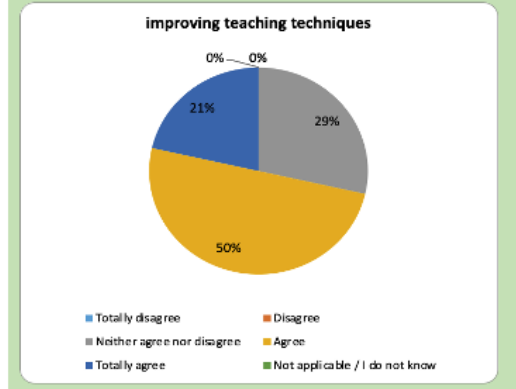
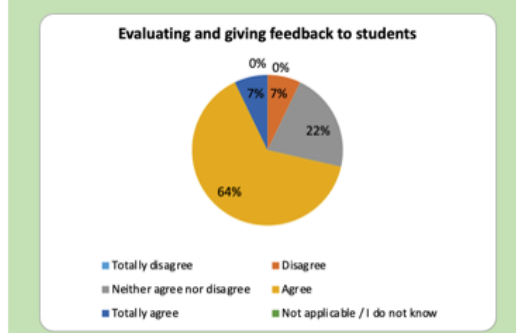
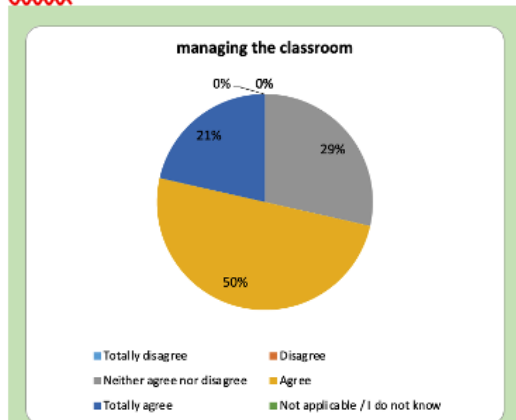
Figure 21: Results of Part F of the Questionnaire (control group – new teachers)



### Ante



### Post





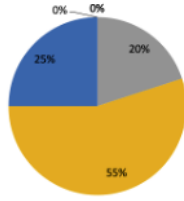
Co-funded by the  
Erasmus+ Programme  
of the European Union



**Figure 21 (cont): Results of Part F of the Questionnaire (control group – new teachers)**

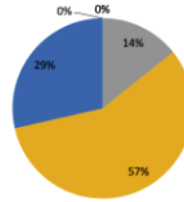


developing/using supporting materials in teaching



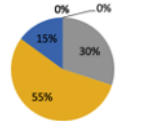
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

developing/using supporting materials in teaching



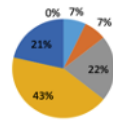
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

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



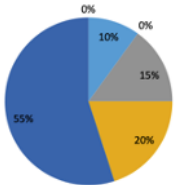
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

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



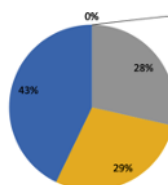
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

using ICT devices and tools in classroom



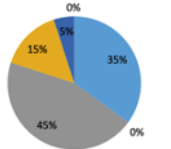
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

using ICT devices and tools in classroom



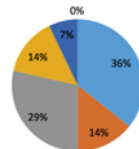
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

dealing with administrative and bureaucratic issues



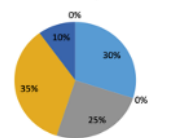
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

dealing with administrative and bureaucratic issues



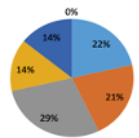
■ Totally disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Totally agree    ■ Not applicable / I do not know

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



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

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



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



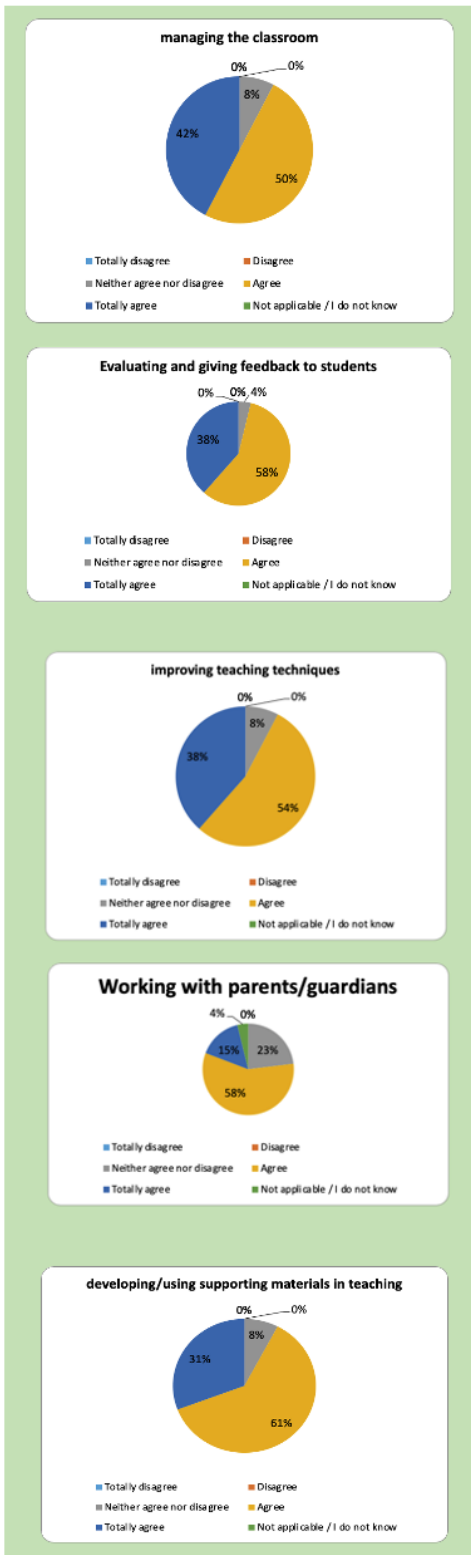
Figure 21 presents the results of Part F of the questionnaire which is dedicated to the self-efficacy of new teachers (control) in various domains of their professional life. In this part of the questionnaire, the new teachers express their level of confidence in dealing with challenges of the teaching profession before and after the intervention. Before the intervention, 85% of new teachers were confident in managing classroom (that is they replied “totally agree” or “agree” to the relevant item). This percentage *reduced to 71% after the intervention*. About 80% of the participants were confident in improving teaching techniques and this percentage *increased to 88%*. About dealing with administrative and bureaucratic issues, the percentage of “neither agree or disagree” felt down from 45% to 29% and increases from 35% to 50% those who believe they are not confident in dealing with paperwork. Something that reflects the increasing amount of administrative and bureaucratic issues in schools in Spain. 75% of participants were confident in using ICT devices and tools in classroom before the intervention and 62% after the intervention. On the other hand, as regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with these issues, *falls down from 45% to 28%*. Finally, as regards working with parents and guardians, the percentage of teachers being confident dramatically *reduced from 75% to 36%*.

**The conclusion from the control group of new teachers is that teachers’ confidence in dealing with most issues reduced in most items, probably related to what research calls “shock reality”.**

**Figure 22: Results of Part F of the Questionnaire (experimental group – new teachers)**



### Ante



### Post

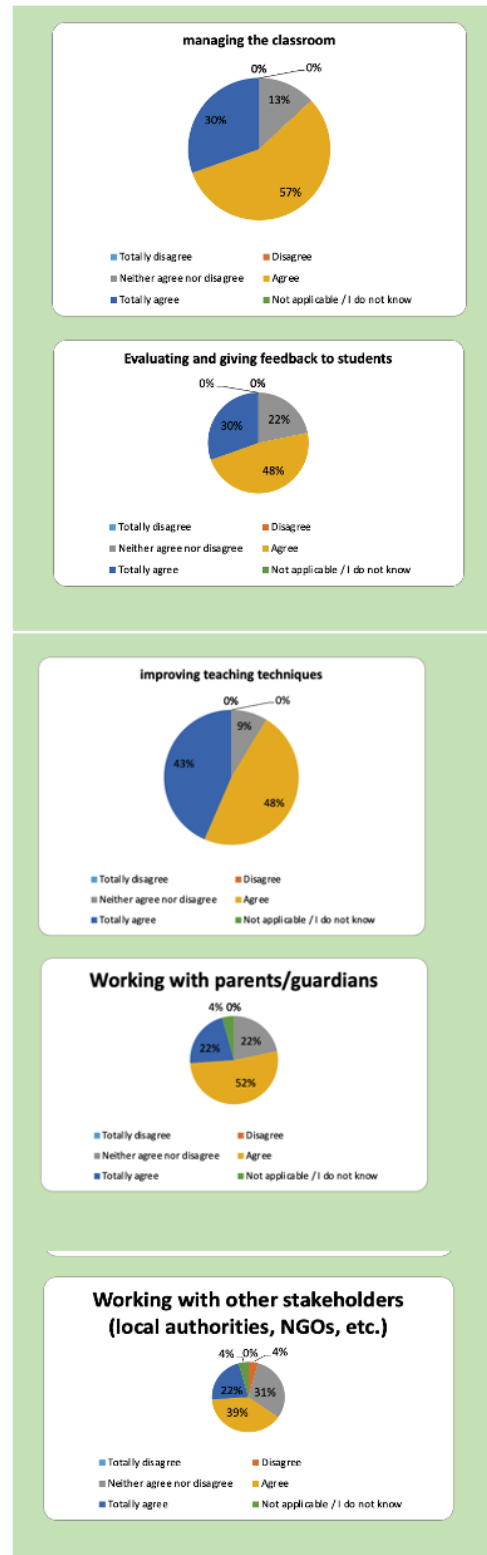




Figure 22 (cont): Results of Part F of the Questionnaire (experimental group – new teachers)

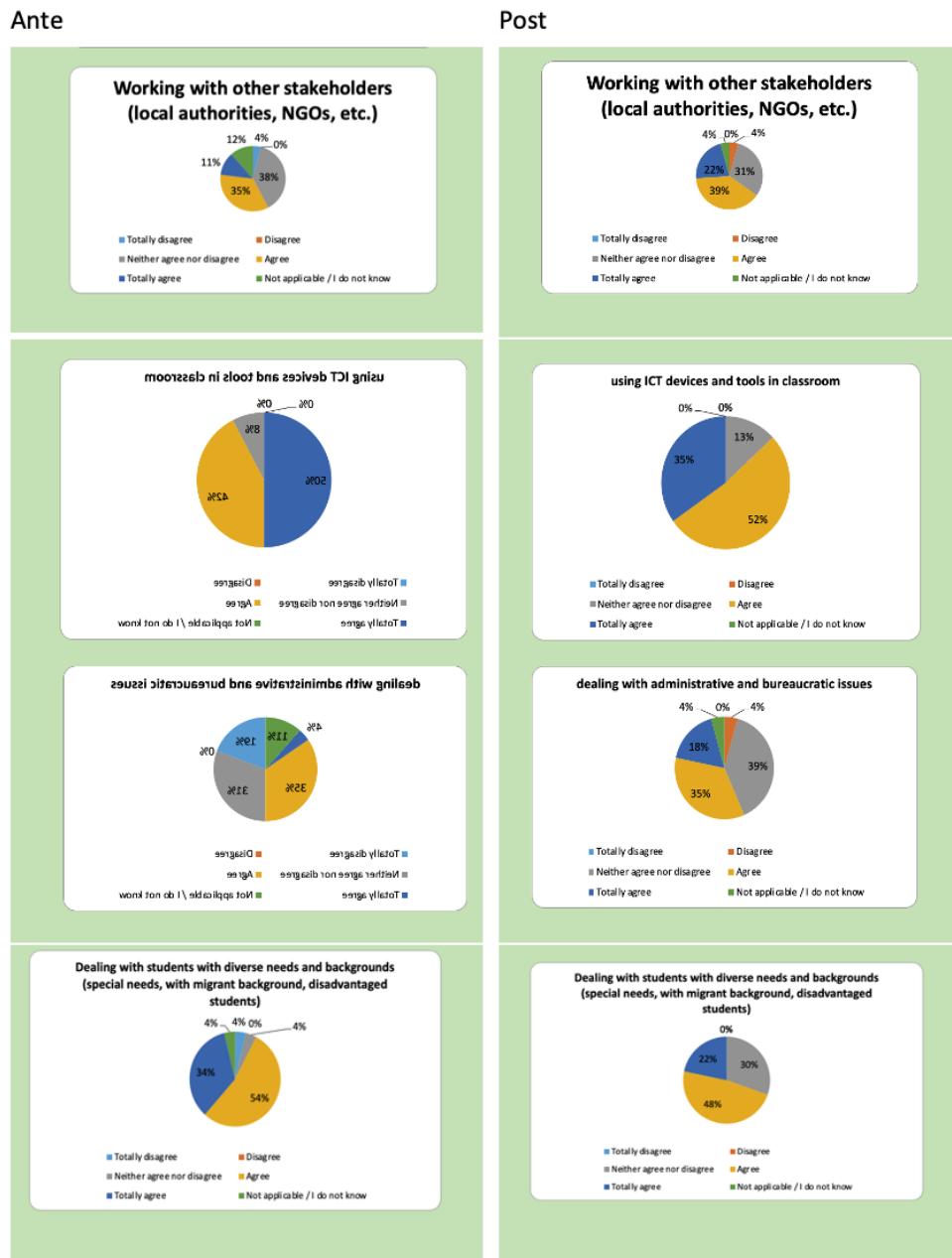




Figure 22 presents new teachers' confidence in dealing with challenges of the teaching profession before and after the intervention provided to the experimental group.

Before the intervention, 92% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage slightly decrease **to 87%** after the intervention. About 92% of the participants were confident in improving teaching techniques. This percentage stay stable *to 91% after the intervention*. 92% of participants were confident in developing/using supporting materials in teaching, with this percentage clearly decrease to 61% after the intervention. On the other hand, 92% of participants were confident in using ICT devices and tools in classroom before the intervention and 87% after the intervention. That is, teachers' confidence was slightly reduced. As regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with this issues, decreased from 88% to 70%.

As regards evaluating and giving feedback to students, the percentage of teachers being confident decreased from 96% to 78%. As regards working with parents and guardians, the percentage of teachers being confident slightly increased from 73% to 74%. As regards working with other stakeholders, the percentage of teachers being confident clearly increased from 46% to 61%. Finally, as regards dealing with administrative issues, the percentage of teachers clearly increased from 39% to 53%.

**Overall, and in contrast with the results of the control group, the experimental intervention increased new teachers' confidence in dealing with some everyday challenges of the teaching profession, decreased in others and was maintained in others. So, data is not clear about the impact of the induction program on improving the "shock reality" at schools but suggests induction program helps new teachers to deal with it.**

***Overall Conclusion:*** *Given the significant diverse patterns of the control and experimental group, the evidence from the field trails does not provide enough support in favour of the fifth hypothesis. In both groups, there is a clear trend of a general increased perception of challenge – and thus becoming less optimistic about some professional competences. If anything, it is possible that the intervention positively counteracts this pattern in the experimental group. The conclusion from the control group is that teachers' confidence in dealing with most issues reduced in most items, probably related to what research calls "shock reality". Instead, the experimental group was more resilient to that "reality shock", presumably because of the induction program.*





## Hypothesis 6. The training of mentors facilitates the implementation of teacher induction programmes.

This hypothesis is tested through the results of Part C of the questionnaire for experienced teachers (see Figures 5 and 6 of the current report). Reiterating the basic findings of the analysis of Part C, most experienced teachers believe that mentoring programs should be mandatory. The degree of agreement with this idea differs between the control group and the experimental group of experienced teachers. In the control group, there is a small decrease of 3 points from 72% to 69%, while in the experimental group, it increased by 50 points (from 40% to 92%) after the intervention. As we already discussed, they are also in favour of a more formal and structured approach in the design of the mentoring program, equipped with tools, formal guidance, and support material, which will also be adapted to the school context. It is worth noting that participants were already positive toward this approach (as reflected in the high levels of positive statements, i.e., answering "agree" and "totally agree" to the relevant items). However, the degree of positivity strengthened after the intervention, especially in the experimental group for certain items (for example, a substantial number of them shifted from "agree" to "totally agree" when asked about the importance of a formal induction program).

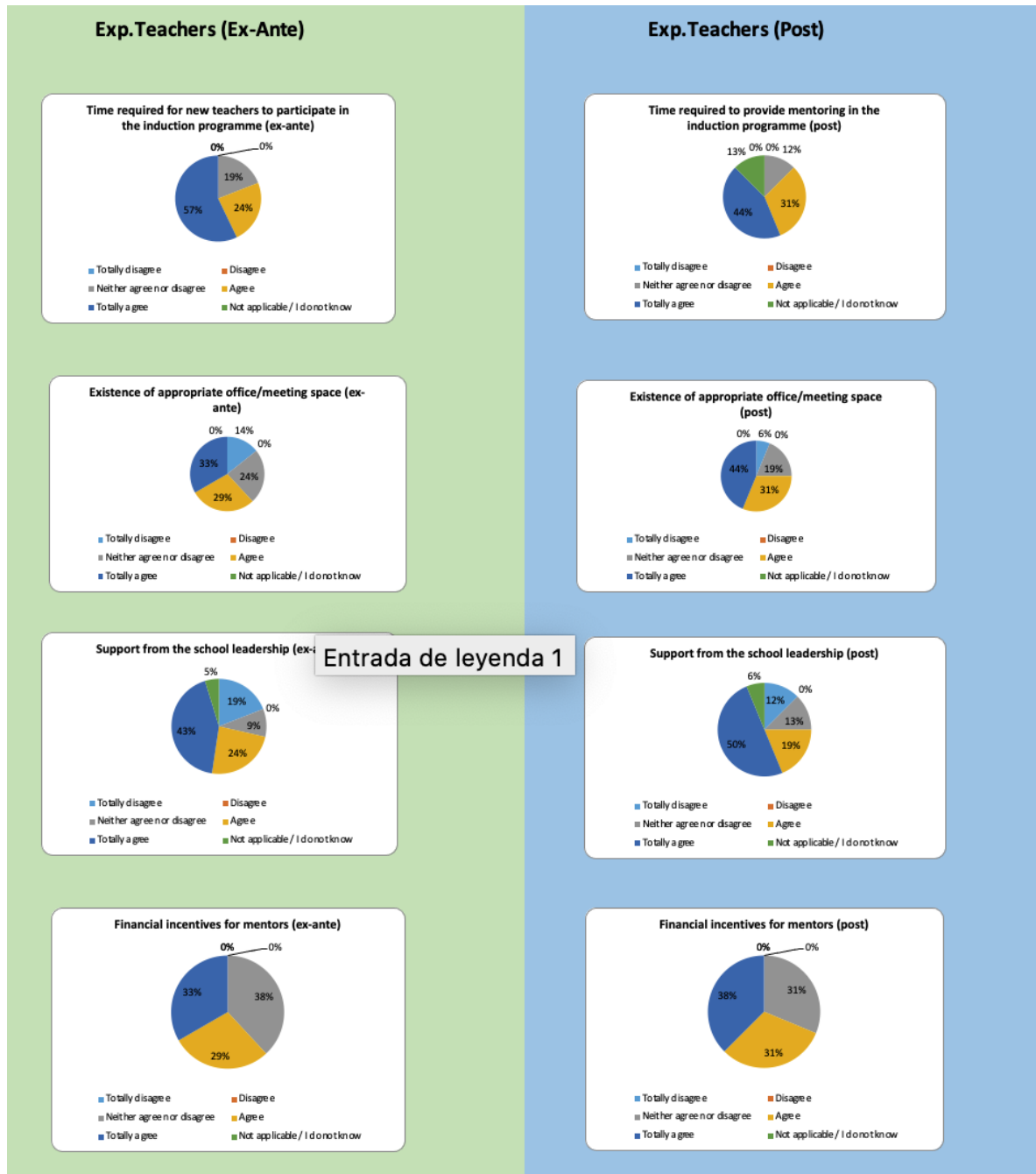
**Overall Conclusion:** As stated in hypothesis 1, experienced teachers are more prone to see the benefits of induction programmes, although more information is needed regarding their specific views regarding the training of mentors and its implications.

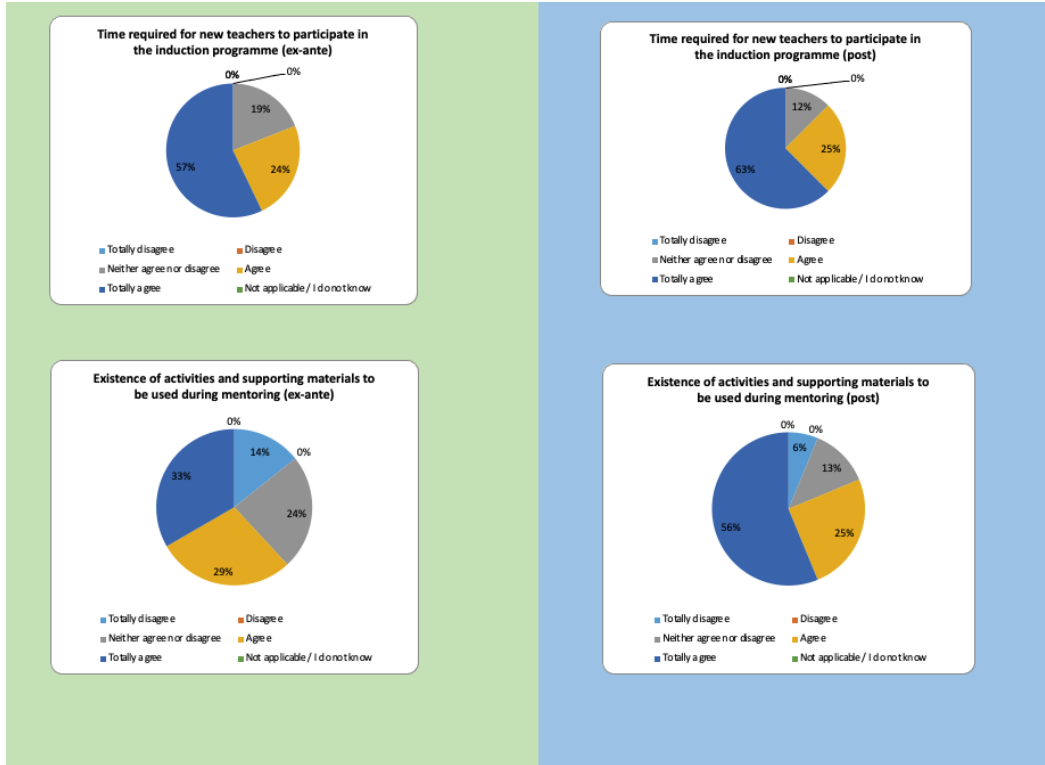
## Hypothesis 7: Lack of resources and guidance are the reasons for not implementing induction programs in schools.

The following figures examine the relevance of resources and guidance in implementing induction programs in schools. Teachers were initially asked whether a number of conditions are threats for the implementation of the induction programme. After the interventions (the control and the experimental one), they were asked if these conditions proved to be threats.

Figure 23: Results of Part F of the Questionnaire (control and experimental groups – experienced teachers)

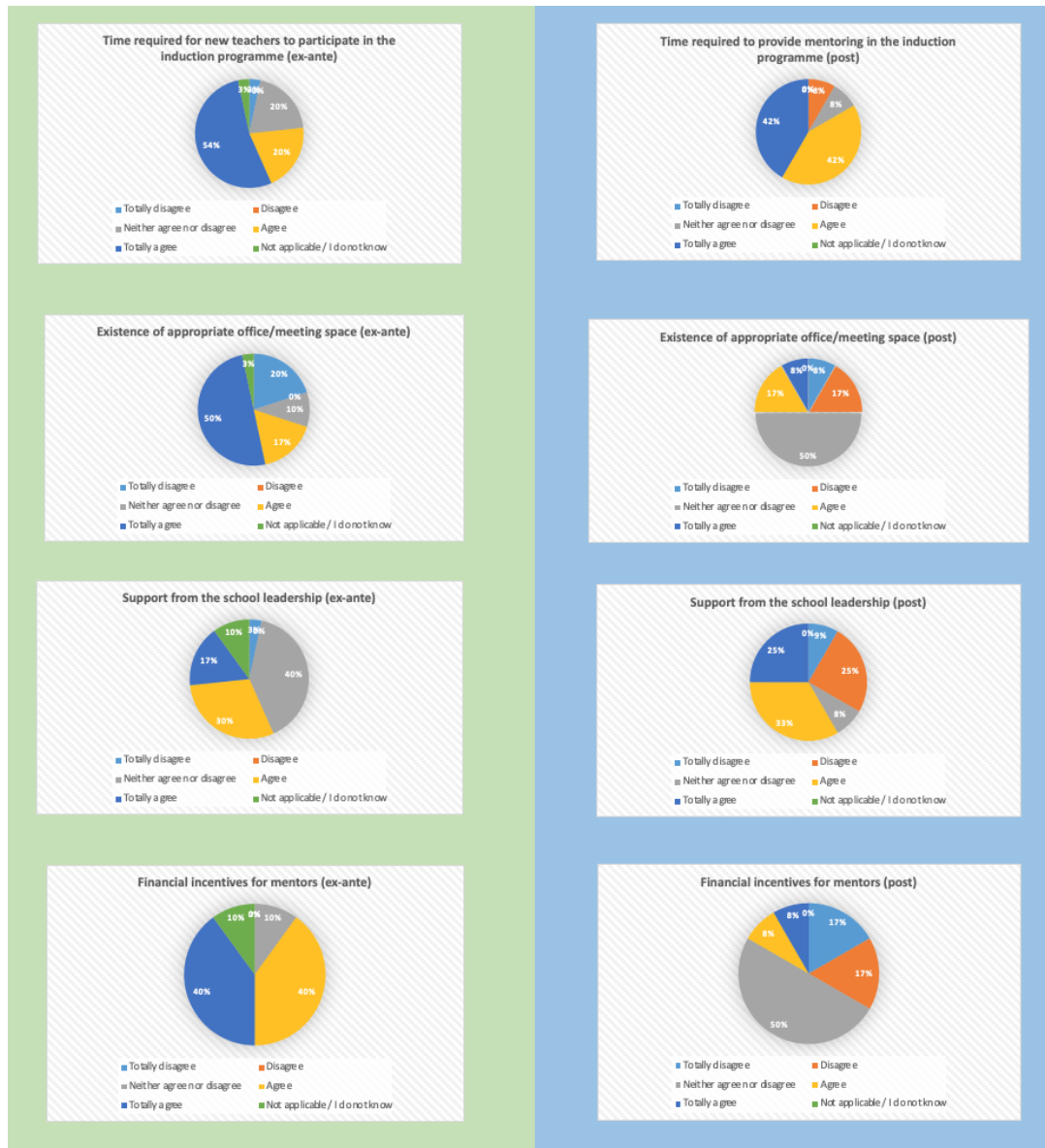
Control group







## Experimental Group



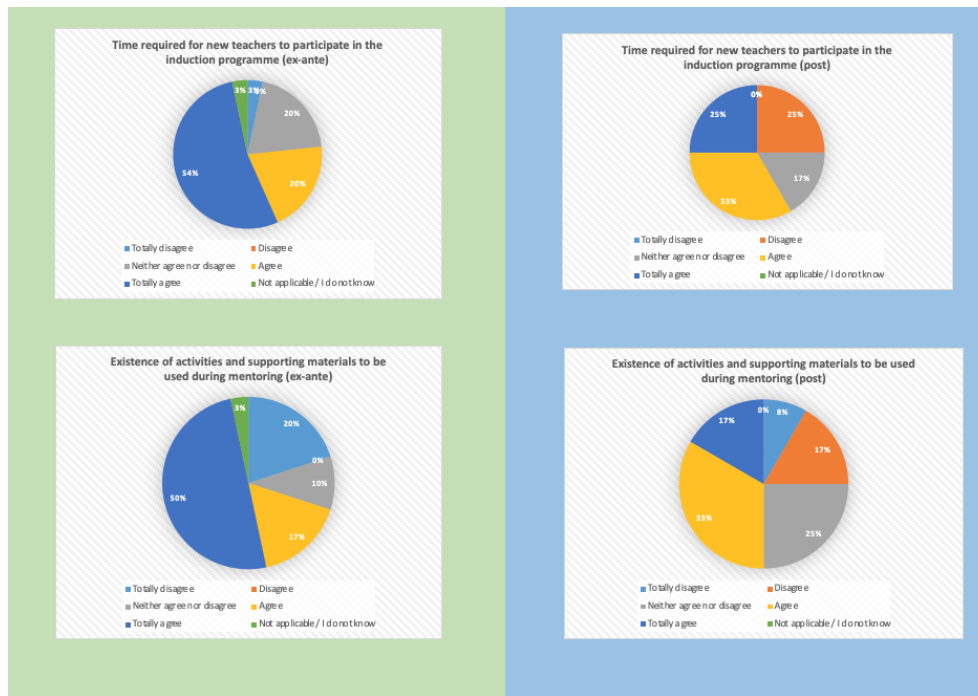


Figure 23 focuses on experienced teachers. According to their replies, 81% of the experienced teachers in the control group considered time to provide mentoring as a potential threat to the implementation of induction programs in schools. After the intervention, 75% replied that it proved threat. The 62% of the experienced teachers who participated in the control group acknowledged appropriate space (office or meeting space) as a significant factor before the intervention. After the intervention 75% of them replied that it proved a significant factor. Regarding support from school leadership, the share of those highlighting its lack as a potential threat slightly increased from 67% to 69% after the intervention. The same pattern of replies is also found with respect financial incentives (from 62% to 69%) and the availability of support material in implementing induction programs where there is a clear increase from the 62% to 81%.

Regarding the experimental group of experienced teachers, we are observing the following. The share of teachers agreeing or totally agreeing about the role of time to provide mentoring as a potential threat was 74% before the intervention. Yet, after the intervention 84% of them identified time as a proven threat. Similar reactions were found in regard to the role of leadership (from 47% to 58%). Instead, talking about appropriate space, financial incentives and activities appears a strong but non expected phenomena. Related to the spaces, the answers comes from 67% to 25% with a huge increase of those who expose “neither agree or disagree” who raises until 50% of them ex-post. Talking about financial incentives, the rates fall down from 80% to 16% with, again, 50% of answers “neither agree or disagree” ex-post. Finally, about activities and supporting materials, the answers comes from 67% to 50% with a 25% of them “neither agree or disagree”.



**Overall, the results from experienced teachers show that the availability of time and financial incentives are conditions worth considering when designing and implementing induction programmes. Almost all of them for the control group and especially time and leadership for the experimental group for whom spaces, financial incentives and activities become non-essential conditions.**

In Figure 24, the analysis of Figure 23 is replicated for the control and the experimental groups of new teachers. The main trend is in all dimensions, for the control group, new teachers' views increase the percentage of "agree" and "totally agree" and reaches percentages between 90% and 100%. Instead, for the experimental group, these answers fall down in all dimensions and increases a lot the "neither agree or disagree" answer. Focusing on the replies derived from the experimental group of new teachers, it reveals that the experimental intervention decreases the importance of all resources and guidance in the implementation of the relevant programmes and produced a kind of "scepticism" regarding all those resources and guidance. In particular, the share of teachers replying "totally agree" or "agree" with respect to time required to provide mentoring decreased from 80,8% to 65% with an increase of 23% of the "neither agree or disagree (NAD)" answer ". The relevance of the availability of space decreased from 65,4% to 47% with an increase of 15% of NAD and the relevance of leadership only decreases from 61,5% to 56'5% with only a 7% of increase of NAD answer. Talking about the financial incentives the decrease is also short from 50% to 47,8% with an increase of 15% of NAD answers. Related to the relevance of the availability of activities and supporting materials dramatically decreased from 77% to 43,5% with a huge increase of 47,8% of NAD answers.

Overall, the results from new teachers, especially those stemming from the experimental group, shown a kind of scepticism about diverse resources and guidance after the intervention.



Figure 24: Results of Part G of the Questionnaire (control and experimental groups – new teachers)

Control group



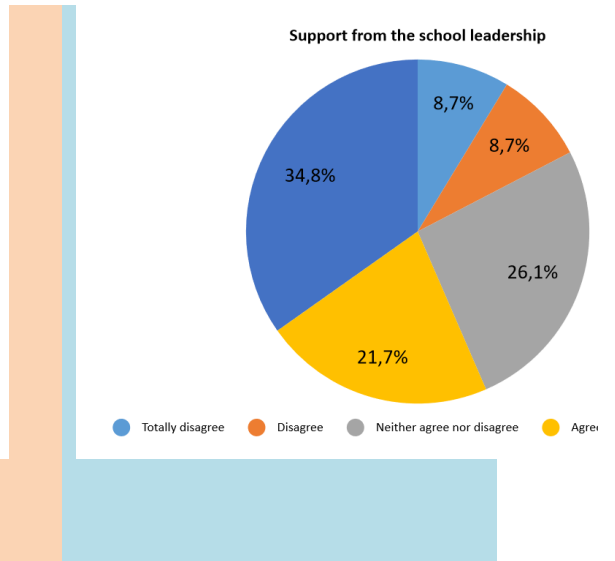
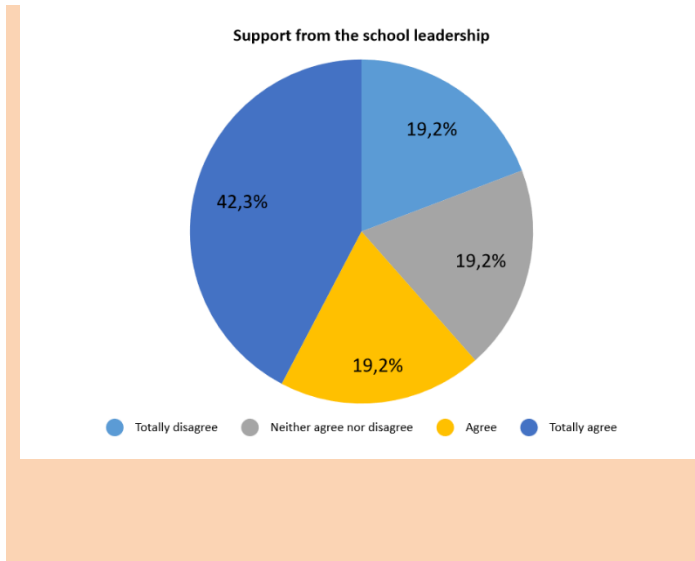


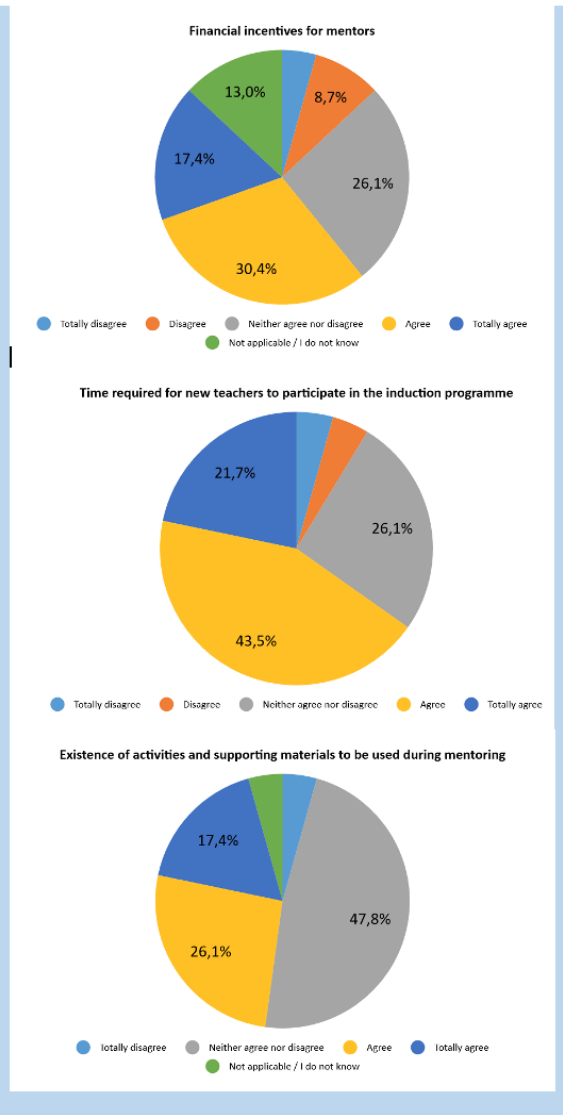
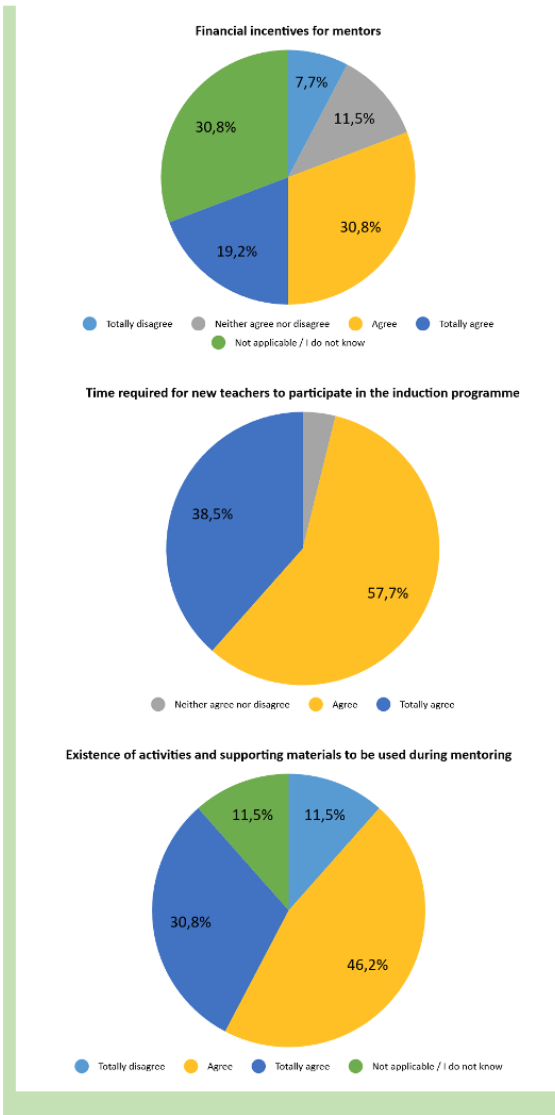




### Experimental group









### ***Overall Conclusion:***

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*The results from experienced teachers show that the availability of time and financial incentives are conditions worth considering when designing and implementing induction programmes. Almost all of resources for the control group and especially time and leadership for the experimental group are important. For the experimental group, spaces, financial incentives and activities are fewer essential conditions than the others. Instead, the experimental group of new teachers shown a kind of scepticism about the resources and guidance after the intervention.*

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## Part B: Qualitative evaluation of the field trials

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

For the qualitative analysis of the field trials, five interviews and one focus group session were arranged. One experienced and four newly qualified teachers were interviewed on a one- to-one basis (see Table 2). The interviews lasted between 40 minutes and 55 minutes. Additionally, six experienced teachers participated in a focus group session, which lasted for 1h and 32 minutes (note that three new teachers were invited but due last-minute issues, they did not manage to attend the face-to-face focus group). Both the interviews and the focus group session took place during November 2023. All interviews took place via TEAMS and were recorded after informing all attendees about the intention to record the meeting and asking for their permission. The focus group took place face-to-face in the Antoni Martí i Franquès Secondary School on Tarragona on the evening of the 30<sup>th</sup> of November 2023 and was recorded for further analysis after informing all attendees (see Table 2).

**Table 4: Demographics of the interview participants**

<b>Subject</b>	<b>School level</b>	<b>Gender</b>	<b>Area of the school</b>	<b>Age Group</b>	<b>Years of experience</b>
<b>Teacher 1 (mentor) Diana<sup>1</sup></b>	Secondary school. Languages	Female	Urban	45-55	>15
<b>Teacher 2 (mentee) Joseph</b>	Secondary school. Social sciences	Male	Urban	26-35	1-5
<b>Teacher 3 (mentee) Isabelle</b>	Primary school. Music	Female	Rural	26-35	1-5
<b>Teacher 4 (mentee) Alice</b>	Secondary school. Physics	Female	Urban	26-35	1-5
<b>Teacher 5 (mentee) Rebeca</b>	Secondary school. Pshyco- pedagogist orientation	Female	Urban	26-35	1-5

<sup>1</sup> All names of teachers are pseudonyms to preserve their privacy.



**Table 5: Demographics of the participants in the Focus Group Session**

<b>Subject</b>	<b>School level</b>	<b>Gender</b>	<b>Area of the school</b>	<b>Age Group</b>	<b>Years of experience</b>
<b>Teacher (mentor) Gloria</b>	<b>1</b> Secondary School. English teacher	Female	Urban	36-45	>10
<b>Teacher (mentor) Hemione</b>	<b>2</b> Upper Secondary school. English and German teacher	Female	Urban	46-55	>15
<b>Teacher (mentor) Amber</b>	<b>3</b> Secondary school. Music teacher	Female	Urban	46-55	>15
<b>Teacher (mentor) Ismael</b>	<b>4</b> Secondary school. Geography teacher	Male	Urban	45-56	>15
<b>Teacher (mentor) Silvester</b>	<b>5</b> Upper Secondary school. Math's teacher	Male	Urban	56-65	40
<b>Teacher (mentor) James</b>	<b>6</b> Secondary School headteacher	Male	Urban	36-45	>15



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

Table 6: Results of the “warm up” activity

Subject	Define your experience in 5 words	Evaluate your experience during the field trials (out of 10)
<b>Teacher (mentor)</b> Gloria	1 Accompany, learning, opportunity, reflection about being teacher, empathy	<ul style="list-style-type: none"> <li>- Training 7</li> <li>- Training course materials – content 7. It can be useful for the master’s students practice training at school</li> <li>- Matching and relationship with the mentee 9</li> <li>- Outcomes 8 (Excellent but the lack of time to face to face meetings with the mentee)</li> </ul>
<b>Teacher (mentor)</b> Hemione	2 Opportunity, experience, problems, improvement, innovation	<ul style="list-style-type: none"> <li>- Training materials – content and activities 8</li> <li>- Matching and relationship with the mentee 9</li> <li>- Times for personal exchange and debate with mentees - 9</li> </ul>
<b>Teacher (mentor)</b> Amber	3 Learning, debate-discussion, experiences exchange, practice reflection, opportunity	<ul style="list-style-type: none"> <li>- Training 8</li> <li>- Training course materials – content 10</li> <li>- Matching and relationship with the mentee 10</li> <li>- Accompany process 9</li> <li>- Training course 8</li> <li>- Outcomes 8</li> </ul>
<b>Teacher (mentor)</b> Ismael	4 Proximity, experience, accompany, training, working together	<ul style="list-style-type: none"> <li>- Matching and relationship with the mentee 9</li> <li>- My experience of mentoring 9</li> <li>- Learnings for me 9</li> <li>- (Lack) of time for mentoring 6</li> </ul>
<b>Teacher (mentor)</b> Silvester	5 Satisfying, accompany, strengthen, accumulate experience and communicative	<ul style="list-style-type: none"> <li>- Training course materials – content 9</li> <li>- Improve the knowledge about the new teacher’s experience at the school 9</li> <li>- Supporting new teachers in their doubts, hesitations, etc. – being a referent 9</li> </ul>
<b>Teacher (mentor)</b> James	6 Communication, accompany, opportunity for the school and the education system, effort	<ul style="list-style-type: none"> <li>- A new experience of mentoring for me and the school 8</li> <li>- Training course materials – contents – 9</li> </ul>



## Hypothesis 1: Mentor formal training programmes for experienced teachers and school leaders facilitates the deployment of effective, formal teacher induction programmes.

With regard to hypothesis 1, all participants in both the focus group and the interviews stressed the high value of the formal training programs as a facilitating factor in the effective implementation of the NTIP. Even though, as Figure 7 shows in the quantitative part, all of them already had experience in mentoring. So, the participants claimed that the LOOP training program complemented, in a very positive way as it can be seen in the quotes, these former experiences of mentoring new teachers. Mentoring experience related both to the secondary school master's practices and in new teachers' ordinary program of the Catalan government. Like in the surveys (Figure 27), all participants in the Focus Group and interviews really supported the training program and the materials provided:

*"The materials were very useful, especially because you could choose different activities that facilitates the mentoring process. The process for a new teacher that goes into the educational system is not that easy and needs that kind of support"* (Gloria – Focus Group)

*"The materials were like a starting point from which there appeared much more doubts, subjects for discussing with the new teachers, etc. And was very useful both for them and for us."* (Amber FG)

*"The material is very interesting, and I will use it for the professional master's students as well. I like this approach of a reflective practice for new teachers and for us, the experienced ones, because we don't have time enough to prepare the mentoring process and to think about our own practice"* (Silvester FG)

*"Maybe, most of the things of the materials you already did or knew it by intuition, but it helps us to have very powerful information well organised, putting names to practices that, maybe, you do just because of the experience but you didn't question it. Very useful"* (Hermione FG).

*"It helps us as a mentoring secondary school. We already set up an internal guide for mentors, because we used to have around 40 students/new teachers per year. But the LOOP materials helped us to improve it, so all master's students and new teachers from now on will benefit from it"* (James, Headteacher FG).

*"The most valuable activities were those of sharing and accompanying mentees. This time for dialoguing was very important because it is easy that, in a quite big school like ours, you can feel alone as a teacher, in conflicts, bureaucracy, class managing, didactics, etc. Everybody needs someone as a reference as we could be for the new teachers and that was very good both for them and for us".* (Ismael FG)

*"Class management is a key point of teaching but is very poorly taught at the university and you can only know about it in a real context. The mentoring process supports a lot of that area that generates the 90% of doubts and anxiety into new teachers. Class managing is the real reality shock for the new teachers and the mentoring and accompanying process is very supportive for them. Probably more than didactics, evaluation or other areas."* (James, Headteacher FG)





An idea supported by the mentee interviewed:

*“To mentor a new teacher, you need three things the program facilitates: active listening; good accompany and true information about what does it mean to be a teacher in reality” (Diane – Interview)*

However, some participants were a bit more critical with the mentors’ training program. Despite the fact that the materials and dynamics are valued as excellent, the mentor’s training program is a bit less well evaluated just because of the long experience of the mentees. The mentors of the FG and the interview don’t think the MCP needs to be improved because:

*“Using both the materials and my own experience, all situations, doubts, etc. can be accompanied and solved. Because if you should have a specific activity or materials for each situation that can emerge in a school you will need to have the British encyclopaedia!” (Silvester FG)*

*“The materials were very good because they gave us the time, advice and tools to face any situation in mentoring, so you don’t need to have any other specific material for each situation” (Ismael FG)*

The claim for more time for them and the mentees into the class schedules to mentor better is unanimous and will last for the whole FG:

*“It was too difficult to find the time to accompany each mentee into the school schedule, that is what needs to be improved, very important. For example, the last activities of the program were very difficult to accomplish because of the time”. (Gloria FG)*

Time, in a different way, is a need that agrees the mentor of the interview:

*“We need time! The program is done in a few months, but we need the whole year to do it calmly, in-depth and the mentees can take real advantage of it. The mentoring program can be very beneficial for the mentees, but it takes time” (Diana – Interview).*

Because sometimes:

*“The times of the mentoring and the internal time of the school (evaluation, excursions, exams...) sometimes doesn’t fit, and puts more pressure on the mentoring process. The time of the program is lineal, but the school life has its internal calendar with ups and downs that have to take into account” (Ismael FG)*

Thus, Hypothesis 1 is confirmed into the Spanish context.



## 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.

All the experienced teachers corroborate the positive role that mentoring played in their motivation as professionals. It is important to notice that, in Spain, probably due to the high number of civil servants among teachers, there is not a problem for teacher retention of the teachers into the system. Actually, in all cases regarding the FG and the interviews, leaving the profession is not even a question for the teachers. With or without mentoring, being a teacher is not something to be questioned, but mentoring supports motivation.

*“To mentor new teachers increases your motivation, it is clear. Especially when you can see their motivation, their excitement about teaching, that they ask you about how to do things, etc. that impacts positively on your motivation” (Amber FG)*

*“To have the opportunity to transfer the knowledge you have about your job to a new teacher, it is very gratifying. Even more, for sure the mentees are being taught by us but, at the same time, we, the mentors, are being taught by them as young people as well. And this is very nice to experience because they feed us about innovation, new methodologies, new energy... We learn from each other always for the benefit of the students. Some years ago, we were in the same position as new teachers but without any mentoring. Now, they have some help with mentoring, and this is an exercise of empathy with the new colleagues.” (Ismael FG)*

*“For me, as the headteacher, it is very gratifying to teach them about the real context of the school: bureaucracy, norms, organization, etc. Something that will guide and help them especially during the first year. It is good for me as a professional but also as a headteacher because some of the mentees will become permanent teachers in our school. Mentoring motivates me for them but also, I do it for my own interest” (James, headteacher FG)*

*“To mentor new teachers helps them to teach better, and that implies better students and better citizens. This is also part of my motivation for being a mentor” (Gloria FG).*

*“Another positive element of being a mentor is to diversify our everyday job. We have extra motivation because you can work and teach with your future job mates and future teachers. And that implies different tasks in your everyday life at the school.” (Hemione FG)*

Unfortunately, so far in Spain, being a mentor, it is not a possible career option. Maybe if the SENSEI program in Catalonia or the induction program planned in Spain can have more funding and become permanent, that is something that it will happen. But what all the participants in the FG and the mentor interviewed reclaim as very important, as we started to see in Hypothesis 1, is to have time into the weekly ordinary schedule for both the mentor and mentee to fulfil support requirements. Something that could help to improve the motivation of the mentors and that more people would be willing to mentor.



*“We already have the motivation to be mentors, we like our job a lot and we want to transmit it even though the time and economic resources, both null, does not help us. It is all about volunteering and to welcome new teachers. But I reckon it is something too important to do not have any kind of time or award” (Silvestre FG)*

*“Not everybody can be a mentor. You need both high motivation, implication and capacity to take this role and an evaluation that can help you to improve mentoring every year. The SENSEI program should recognise time and money for those who spend time and expertise to accompany the new teachers. ” (James, FG)*

*“There was a lack of time for mentoring, for example for debating and sharing experiences and doubts; for the mentors to go into our classes; for more sessions working on the LOOP materials and subjects; ...)” (Alice interview).*

Thus, hypothesis 2 is clearly confirmed in the first part related to motivation and less in the second one (maintenance) in the Spanish context.

### 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.

All 4 new teachers interviewees found the NTIP as very helpful in their professional development. And they recognize it is helpful for their initial maintenance on the system, but it is too early to know about the maintenance in a medium- or long-term perspective. Talking about which are the main lessons they obtained during the NTIP and the areas (modules) they found most helpful:

*“The good support and feedback from the mentor and the spaces for sharing, debating and supporting among the mentor and all the mentees were very relevant. I had a lot of anxiety as a new teacher and you feel a lot of support from the mentor and colleagues, and your levels of anxiety go down” (Joseph Interview)*

*“The areas I value the most are those related to resources and strategies to apply as a teacher in my everyday job, like class management. And all the time for exchange, debate and guidance about inclusion with the mentor” (Alice Interview)*

As mentioned, all new teachers found the interaction with their mentors as extremely beneficial and enriching so as to handle the challenges they face in their everyday professional lives.

Opinions from the mentors in the FG and the interviews are quite similar. Thus, the Hypothesis 3 is confirmed in the Spanish context, especially in relation to the first part (development of teachers initiating their careers) but, actually, there is a lack of data to confirm the second part.



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

All new teachers agreed that the programme had a positive contribution to their social and cultural inclusion in the specific contexts of the schools they served. According to the interviews, and contrasted with the FG with the mentors, the Hypothesis 4 is confirmed especially when mentors had the experience, time and capacity to contextualise and personalise the induction program to each new teacher. As one of the mentees exposed:

*“It was very helpful to understand how the school works, the organization, legal framework, how to solve everyday issues, bureaucracy, links with families, excursions... All my doubts and needs as new professional of education could be solved thanks to the personalization of the mentoring process”* (Isabelle Interview)

The challenges to that process of cultural and social inclusion into the new schools is mainly related, again, to the time the mentors could spend “introducing” the school to the new teachers as an antidote of the shock reality. Related to the third dimension, those related to how to deal with cultural and social differences present in each school, there is a different interpretation.

*“The NTIP could be more adapted to the different school’s realities, for example, if the school is urban or rural, with different types of families and students related to migrant background, etc. Some of the contents could be different depending on the differences of pupils and families in each school”.* (Isabelle interview)

*“The NTIP does not need adaptation because the program is flexible enough to be adapted to each reality”.* (Alice interview)

Thus, Hypothesis 4 is confirmed in the Spanish context but there is not a clear opinion about the need to be adapted to cultural and social differences in each school.

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

The Hypothesis 5 is confirmed in the Spanish context. All participants argued that the NTIP adapted to their context has increased their sense of self-efficacy. Specifically, the participating mentors expressed the idea that the program provided them the opportunity and tools to transfer better their experience and knowledge to their mentees.



*“Loop program helped me to put order into my own teaching experience and knowledge, to select what kind of ideas I have to prioritise to expose to the new teachers. I guess the NTIP was a great opportunity for them in their initial moment of teaching career” (Ismael FG)*

As challenges, the mentors highlight:

*“Maybe the induction program is not for everybody. I am thinking of those new teachers who do not have motivation. I reckon, at least meanwhile SENSEI cannot be for all new teachers, we have to select those with more motivation to be included into” (Silvester FG)*

*“I agree, especially in a very complex and changing education context, motivation and capacity for teaching are the key variables to choose both mentors and mentees, according to my opinion” (James, headteacher FG).*

*“If there is no excitement and motivation from the new teachers, maybe it is not worthy to be into the induction program” (Amber FG).*

*“There should be a permanent team of mentors in each school that can have more experience in the induction programs” (Ismael FG)*

Finally, it raises again a question of the induction programs in general terms (those from the master’s students, the SENSEI, etc.) related to the lack of resources and time for the school teachers. As the headteacher exposed supported by all the rest of colleagues:

*“There are people in the staff who don’t want us to do induction programs in our school because it puts more pressure on the institution. Because of the lack of specific time into the mentors and mentees schedule, they consider more new teachers into the secondary school just to put more pressure on the whole organization, but the benefits are poor. And they want time and rewards as award or payback. So, we have to be careful” (James, FG)*

On the other hand, the new teachers enriched their professional repertoires especially with regard to classroom management and the more effective inclusion strategies of students with special needs and difficulties.

*“What I really appreciate was the time and efforts focused on class management, special needs inclusion, norms, etc. Something I expected to have little information and I had a lot, and it was very useful” (Isabelle interview)*

A key subject that is also highlighted by the mentor interviewed:

*“We have to go in-depth into the module about class management and authority. We have to work it a lot with the new teachers because all of them arrive with fear to have authority. But the problem is to be authoritarian, not to have authority related to students or families”. (Diana Interview)*

Thus, the Hypothesis 5 is confirmed in the Spanish context.



## Hypothesis 6. The training of mentors facilitates the implementation of teacher induction programmes.

All mentors in the FG and the interviewed already had some training experience about how to be a mentor in induction programs in a broad sense of the word (master's students and ordinary training course of the Catalan Ministry of Education). As exposed in former hypothesis, the mentor's training was useful and valued as a tool both of: a) having good structured materials about what and how to teach; b) having good and flexible activities to adapt in each context and to personalise for each mentee; c) helping them of being aware of what they already know and how important is to accompany the new teachers on reflexive practice; d) interacting with other experienced teachers during practical exercises and scenarios.

Thus, the Hypothesis 6 is confirmed in the Spanish context, and the training experience and materials are regarded as crucial for the effective implementation of the induction even in a context where LOOP was not the first experience in training the mentors.

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

As broadly exposed so far, all participants, both mentors and mentees, put the problem of lack of time as the main obstacle for not adequately implementing the induction program in their schools. Like other countries, all of them stressed the fact that it was very hard for them to find time into the ordinary schedule to meet and cooperate. This was the reason that in some cases, these meetings took place outside their working schedule or were reduced to less meetings than expected initially.

Especially in Spain, mentors and mentees also claimed for a higher recognition - award of the mentor/mentee role during the induction program. For example, recognizing the induction as compulsory training of teachers of 30 hours (both mentors and mentees); recognizing a different role and "career path" for mentors; more resources for the school as "training school"; etc.

Related to guidance, the new teachers proposed some ideas to improve it:

*"We need more time to focus on the induction program and it could also be interesting to go into the mentor's classes to watch how they teach; the mentor goes into my classes to accompany me and give some advice about how to teach better; to go and see how other teachers in my area teach with different type of students, etc."* (Joseph interview).

*"The portfolio was not really useful for me. What I value the most is the time to meet the mentor and the debates and reflections with my new teachers' colleagues, for me this is the key point of the induction. Especially related to emotions, time balance, stress and anxiety management, etc."* (Isabelle interview)



*“It is important that the mentor belongs to the same knowledge area as the mentee. I also recommend doing more practical exercises in the classroom and having some meetings with all the mentors and the new teachers at the school, for example, once a month to share proposals, experience, difficulties, what works, feelings, etc.” (Alice interview)*

*“I would prefer more practical classes related to the classroom and the school everyday challenges” (Rebeca interview).*

Thus, the Hypothesis 7 is confirmed in the Spanish context about the key role of resources, especially the lack of time and recognition, as barriers for not implementing or a poor implementation of the induction program. The lack of guidance didn't appear to be an issue for the Spanish context.

## Conclusions and Policy Recommendations

Overall, the results from the quantitative section show a quite ambiguous picture regarding the effectiveness of formal induction programmes, as divergent trends can be identified between the potentials and the reality of induction programmes, and between experienced and new teachers, the former being more optimistic about these potentials, although also showing some concerns. Consequently, although results do show some optimistic results in terms of the support provided for mentors and new teachers, there is a lack of conclusive data to state the real impact of the intervention programme. Of special interest is the fact that in many items, there is no impact or the picture after the intervention is, somehow, darker in some key competences and views. One explanation to this might well be that the experimental group deepened their insights about the barriers of the profession, the complexities revolving around induction programmes and the diverse needs of new teachers. Finally, it is worth noticing that the apparent lack or ambiguous impact of the intervention/trial might mean that the resources and support new teachers need might go beyond what this relatively small intervention was able to offer.

This ambiguity, however, disappears when discussing the insights coming from the interviews and focus group. In this sense, all hypotheses and the benefits and positive effects of both the mentoring training and induction course, are clearly stated by most if not all the participants. Important to note is the issue of time (resources) and motivation (for both the experienced teachers, schools and new teachers) in order for the support provided by induction schemes to work. Finally, induction programs were identified also as continuous professional development for everybody involved, helping to both structure past information and keep the pace with the new one, in which new teachers, just coming out initial teacher preparation, are most suited to provide with.

The Spanish report therefore bases its policy recommendations on this coherent and clear positive pattern arising from the qualitative research, but also highlighting how these recommendations should





be read with caution, as the quantitative part show us: addressing the challenges not only of new teachers but the overall profession is not an easy business in which policymaker cannot count only with dedicated experienced teachers and motivated new ones alone. Further support should be provided in terms of time and flexibility of the diverse contexts in which schools operate.

With this in mind, this report recommends the following actions for policymakers:

- Mentors and mentees need to have enough time dedicated to organising meetings and mentoring activities. Because the key element of mentoring is to work hand in hand with continuous support and developing the necessary trust, school organisation and education authorities must allocate the necessary room in teachers' work schedules to meet this demand.
- Experienced teachers should be provided with specific incentives so as to undertake the role of mentors. This can take the form of formal recognition of this role when applying for higher positions, the reduction of the teaching workload or the provision of a financial reward in the form of a special allowance.
- It is critical to meet the background and pedagogical content knowledge of experienced and new teachers. Having said that, mentees also need to spend time with diverse professionals in order to understand the institution as a system at three levels: school as organisation (head teachers), their area of knowledge, and transversal areas (orientation, SEN, etc.).
- Mentoring support regarding legal and formal school procedures and duties should necessarily involve school leaders and management teams.
- Class management, and in particular how to deal with conflicts should be more central in the induction program as these are overwhelmingly identified by all participants as the key area.
- New teachers should be provided with mentoring programs from the very beginning in order to really support them, for it can be complex to align the needs of newcomers with those teachers with 2 or 3 years of experience.
- Networking among mentors should be encouraged and facilitated. This can take the form of meetings in each school with all mentors and mentees. Other activities like school visits should be taken into account and involve school leaders and management teams.
- The permanence of mentors in each school will benefit induction programs, as they become more and more experienced in mentoring new teachers.
- New national induction programmes can adopt/adapt LOOP materials and courses, and its findings from the pilot study, for its designing and implementation.



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