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WP 2 – Participatory design of policy instruments

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Introduction

This booklet presents the on-going work of the LOOP project. The objective of the LOOP project is to measure the impact and scalability of formal training of mentors' program and teacher's induction program to improve the career paths in the teaching profession. Here, we propose and suggest a set of diverse modules covering a wide range of topics that are key for the support of newly qualified teachers (NQT), to be used for trained, formally appointed mentors.

The proposed modules and the related activities are set to bridge the gap between initial teacher education (ITE) schemes and early continuous professional development. This is to say, it represents **the very first step of the teachers' career** and aims at offering **personal, social, and professional support to NQTs**, along with resources to help them address the most urgent needs as identified in existing research.

Given the diverse realities in terms of policy context and existing ITE and induction frameworks across Europe, not to mention the highly particular challenges of each region and of each school, this booklet should be approached as an invitation for mentors and NQTs, **a toolkit with suggestions and ready-to-use activities for schools and mentors to select and adapt to their most urgent needs and realities.**

The booklet is structured along 14 modules, which in turn are organized along different types of activities: 1:1 session, discussion workshops, theoretical readings and lectures, guidelines, and self-reflection/self-assessment tools. In a nutshell, the proposed activities aim at supporting NQTs in:

- **Professional aspects linked with pedagogical competences**, such as adjusting pedagogical approaches to a group of students or individuals, the use of innovative and creative tools to prepare, deliver and assess classes, communication and interrelation skills.
- **Legal/administrative topics** associated with the teaching profession and school such as, internal administrative procedures of the school.
- Socio-cultural aspects related to the school/cluster of schools' norms/processes where the new teachers are to be allocated, namely the specific school(s) context, culture, and particular **'staffroom politics'** where NQTs need to negotiate divergent views about the most appropriate teaching methodology.

These modules are designed with the necessary flexibility to allow its adjustment to the national and local realities of each country. Therefore, it is key that schools and mentors using this booklet need also to **approach this booklet in a flexible and proactive manner**: first, they need to carefully review the modules and activities and select these topics and areas that are priority; second, although activities are designed as self-contained and ready to implement, most probably mentors need to adapt, contextualize and enrich these activities with their particular context, school culture and professional experience; thirdly, the activities proposed here are, as said, just a first step in the wider professional development of both mentors and NQTs, and therefore the modules can and should be expanded and related to the ongoing professional development scheme present in each context.

Important enough, **the booklet approaches schools as learning organizations**. That is, the induction program activities outlined here are based on the principle of collaborative learning, in the form of peer/team learning, professional networks, collaborative learning communities and cooperative learning. Thus, it involves **the whole teacher community beyond mentor-NQTs relationships** and activities. It requires that diverse members of the school are responsible for

the implementation of the induction program, to push for a shared commitment in supporting the early stages of NQTs.

Finally, the different modules contain elements and activities that consciously overlap and interact with other modules and activities. The relatively high number of modules aims at providing diverse, **self-containing bundles of activities that can be used independently or combined partially or strongly with other modules to deepen their impact and to favour diverse approaches to similar issues**. The following table overviews the content of each module and summarizes potential ways to relate them:

Module	Potential for using it with modules...
1. Welcome kit	All modules.
2. Developing planning and setting objectives/goals	2, 4, 5, 6 and 11.
3. Identifying motivation and drive and self-reflection	3, 7, 8 and 11.
4. Authority and confidence in the class	3, 9, 10, and 12.
5. Issues of pressure and stress	3, 4, 6, 9, 10, 11 and 12.
6. Personal and professional life	3, 4, 6, 9, and 8.
7. Developing supporting materials and using ICT	2, 8, 10, and 11.
8. Training opportunities	2, 6, and 13.
9. Classroom management and setting the discipline	4, 7, 10, and 11.
10. Dealing with diverse students	4, 7, 12, 13, and 14.
11. Evaluation and giving feedback	2, 3, 7, and 9.
12. Work with parents	4, 5, and 10.
13. Work with other (local) stakeholders	8, 10, and 14.
14. Administrative and technical obligations	10 and 13.

These potential relationships are simply based on thematic coincidences and very different picture can arise once we analyse the nature of the activities in each module and the ways in which these can be combined (e.g., merging different 1:1 activities, or different self-evaluation forms).

A last remark should be made in relation to the role of NQTs. **This induction program aims at supporting, motivating and challenging NQTs in a way they can actively participate in these activities and propose ways to select, adapt and implement them**. It is key that mentors always present these activities as an invitation for NQTs to have their say in each step of the mentoring process, favouring an open discussion among equals and including the whole school staff whenever possible, as well as other mentors and NQTs.

We hope this booklet will help you all develop a context-based, participative action plan to implement an induction program that is both attractive and useful, triggering new activities and as tool for reflection and improvement of your own school.



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1. Welcome kit

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

Implementing the **Welcome kit** module wishes to ensure a smooth transition of a young professional into the workplace with an already established specific work culture and structures. Being the first module of the programme, it ensures the creation of a meaningful and effective working relationship between the new teacher and their mentor. It also entails several tools and templates that can be implemented throughout the entire duration of the induction programme.

B. Expected learning outcomes:

- The school leader will have the knowledge and awareness of the conditions they need to establish to promote successful induction programme through mentoring.
- The mentor will be familiarised and opened up for the potential issues and open questions that a new teacher might face.
- The mentor and new teacher will establish an effective working relationship and define their needs and expectations, they will define future steps in their cooperation.
- The new teacher will get familiarised with the culture and specifics of their new work environment, they will learn about the structure of the organisation and the roles of individuals that they will be working with.
- The new teacher will reflect on their professional desires and personal motivations for the career that they are embarking on.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
1.1 Checklist for school leader	School leaders (supported by mentors)	Checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/ administrative
1.2 Checklist for mentor	Mentor	Checklist/list	30 min to review; (greatly varying implementation)	Bureaucratic/ administrative
1.3 A practical welcome kit	Mentor (to include also school leader)	List/best practice example	15 min to review; (greatly varying implementation)	Social/cultural
1.4 Guide for the set-up of the mentor-new teacher relationship	Mentor	Guide	60 min to review; 90 min to implement with NQT	Social/cultural, Pedagogical/ didactical
1.5 New teacher professional & social inclusion plan	Mentor (possibly to consult with NQT)	List	45 min to review; Implementable with 1.4 guide	Social/cultural
1.6 Monitoring agreement	Mentor and NQT	Formulised agreement document	15 min to review; Implementable with 1.4 guide	Bureaucratic/ administrative
1.7 Why am I here?	NQT (possibly to review with mentor)	Questionnaire	60 min to use individually; implementable with 1.4 guide	Pedagogical/ didactical



1.1 Checklist for school leader - is a document describing the induction programme (and in part also the mentor capacitation programme) for the perspective of the school leader. Specific attention is dedicated to the process of the selection and preparation of appropriate mentors. The document concludes with suggestions for concrete steps that the school leader could take to facilitate smooth reception of a new teacher into the teaching staff of the institution.

1.2 Checklist for mentor - is a brief document that can serve as a reminder of various steps that a mentor might be able to do before the arrival of a new teacher that they have been assigned to mentor. It includes questions about specific school policies and regulations that the new teacher needs to be informed of before getting to the school and also some concrete questions and issues that the new teacher might need answers to, once already having started in the new workplace, so that the mentor can be better prepared before the arrival of the new teacher.

1.3 A practical welcome kit - is a concrete example of compilation of (physical) materials that a new teacher can get once they start working. This includes some things that the new teacher might need to get around the facilities, to get a basic understanding of the institution, to build up a sense of belonging, to express appreciation.

1.4 Guide for the set-up of the mentor-new teacher relationship - is the core element of this module. It entails a preparation for the mentor that is rather practical and can be used to directly structure the initial meeting between the mentor and the new teacher. Listed are several concrete topics dealing with expectation management and upcoming work cooperation that need to be answered because they will define future work within the induction programme.

1.5 New teacher professional & social inclusion plan - are a list of various activities that a mentor and a new teacher might find useful to implement (most of them including just the two of them and some including also other members of the staff). Some activities are supported by various templates that can be used within the implementation of activities. For example, one such activity is lesson observation and there are a couple of templates of a form that a new teacher can use to structure their observation and try and learn as much as possible from it, while also marking some issues for further 1:1 discussion with the mentor.

1.6 Monitoring agreement - is a document that can be used to concretely define the scope and nature of future cooperation of the new teacher and the mentor. It is rather formal in design and should serve to formally structure the programme. The template however should be changed and modified to serve the concrete needs of the situation. The agreement can be filled in at the end of the initial meeting and the new teacher professional and social inclusion plan can be a valuable asset in the process.

1.7 Why am I here? (Reflection tool for new teacher) - is a questionnaire form that in part leads the new teacher to formulate a summary of their expectations for the induction programme and their mentor and in part allows the new teacher to expressly define their personal motivations for the career, professional desires for the beginning of their career.

D. Suggestion for the implementation of the module

A new teacher has been selected/assigned to join the school. The school leader consults **the checklist** helping them set up the welcoming process. They look into the process of assigning a mentor for the newcomer (if possible, the mentor is someone who fulfils as much of the criteria as possible, including knowing the process of mentoring and the induction programme, maybe even having some experience or concrete training in it). They have a conversation with the mentor on how to approach the mentoring process and use the checklist to guide the process.

The mentor consults **their appropriate (more concrete) checklist**. They prepare some concrete materials, bits of information to be forwarded to the new teacher in advance, and they also prepare a practical/physical welcome kit to be gifted to the newcomer upon arrival to the workplace. To create the welcome kit, they can use some guidance either from **their checklist** or the **example kit**.

A very important part of the module is in the definition of the working relationship between the mentor and the new teacher. The mentor prepares for an initial meeting using the **guide for the set-up of the relationship**. Mentor reflects on some aspects of the relationship according to their personality and preferences before the meeting and is also attuned to some potential open questions/needs of the new teacher.

During the initial meeting the new teacher and mentor discuss the entire mentoring/induction process, they talk about their expectations, needs and desires (and can be aided in this with the **new teacher professional & social inclusion plan**). They concretely discuss various methods of cooperation and mentoring and can use as a departure point for their discussion, they can talk concretely about what would work for them.

This meeting should conclude with a formalisation of a concrete working plan for the new teacher and mentor for the year. This plan can be written down in the **monitoring agreement**.

Concluding the initial discussions that take rather long and can be separated in several meetings over a course of several days, the mentor gives the new teacher **a reflection tool** to fill out, saving a part of the survey to have a written record of the new teachers expectations for the process and leaving a part of the survey with the new teacher so that it can aid their reflection after a certain period (potentially after the end of the induction period).



1.1 CHECKLIST FOR THE SCHOOL LEADER

Hi, so you are welcoming some new teachers to your school, and you decided to take a more active approach to this. That's great!

We would like to give you a couple of points for reflection if you would like to design a process where the integration of the new staff members and their initial development in the workplace is something strategically planned and involves a strong mentoring relationship of the new teacher with a more experienced teacher while considering also other staff members.

What is my role?

A school leader plays a crucial role in the integration of new colleagues even if they are not in contact that often. It is the school leader that should formally welcome new teachers into employment, express and show how leadership is normally conducted in the school and what the new teacher could expect, it is nice if some encouragement and (words of) support might be expressed towards the new teacher.

Perhaps even more important is the role of the school leadership in setting the tone of work for the mentors and the rest of the school staff when it comes to inducting new teachers into the team.

How should I select a mentor?

First and foremost, the mentor should be interested in mentoring new teachers. If the school leadership conducts any kind of staff reviews or interviews or other types of accompaniments one of the topics covered could be potential interest of employees to mentor new arrivals.

An important aspect of the mentor should be adhesion to the school community. We want to have mentors that can be role models for the new teachers. So, teachers that are engaged in the community, that care and live within the community.

The mentor should be someone willing to improve and also learn from the new teacher. It is important that the mentor is approachable and gives and encourages a proper voice in the new teachers. The mentor should be willing to show that he is imperfect so that his example does not frustrate the new teachers with impossibly high standards. Though sovereign in his work a bit of humility is a great personality trait that a mentor could have.

When it comes to some formal conditions obviously more years of experience is better. If possible, teaching in the same school is a great benefit. If that is impossible, teaching in the same school cluster or region is desirable. Again – if possible – teaching the same subject matter is a benefit.

But it is important to realize that there are no perfect mentors. And any mentors you choose can benefit from your further attention.

How can I motivate mentors for their work?

It is important to manage expectations. Mentors should be selected in a manner that they express their interest for the role or at least accept it wilfully. This role needs to be established and formalized to some extent.

If it is possible to provide some financial means that is a benefit but not the only possibility to recognize the role. It makes sense to personally discuss with teachers selected for mentors how they would prefer to have that role validated.

They could perhaps be relieved of some of their other duties if that is possible (perhaps some non-pedagogical ones). They could be additionally encouraged or enabled to attend some teacher trainings. They could be awarded some certificates or other validations that they might use in their career advancement.

But no matter how an agreement arises to validate the mentoring work it is important to make sure that the mentors see that new teacher induction is a priority for the school and something that the school leadership is invested in.

How can I show the importance of the new teacher induction in my regular work?

If possible, some planned encounters with new teachers throughout the year are beneficial. Also making sure that new teachers get their place in the joint activities of the entire staff is great. But if you can focus on one thing – the school leader should meet with mentors at certain points.

Meeting with the mentors can provide some insight into how the process of mentoring is going, how the new teachers are performing, and it gives the mentors a clear signal that their work is not overlooked, rather – that it is important. It is great if the mentoring process can be addressed in any personal review or interview but some planned mentor meetings over the course of the year are also beneficial to potentially course-correct and adapt to the arising challenges. Additionally, a support group of all of the appointed mentors can be set up. The supervision of this work can either be done by the school leadership, counselling service or someone else.

It is suggested that a support group of new teachers (in the school, school cluster, region, perhaps nationally) is also set up. New teachers should be encouraged to form a group where they will be able to interact with each other about their issues and challenges. New teachers might benefit from this in addition to their cooperation with the mentors. One of the mentors, someone from school leadership or counselling service should be appointed to set up the process. A meeting of the new teachers should be convened before the beginning of pedagogical obligations or shortly after the beginning. During the meeting some general information could be provided, perhaps all the new teachers and mentors could meet, materials might be distributed ... The main aim of the meeting however should be to discuss what kind of future ongoing cooperation the new teachers would prefer. The frequency and design of potential in person meetings should be agreed upon – would these meetings benefit from a supervision of an experienced teacher or would the new teachers prefer to meet more informally. In addition – an interim communication channel should also be set up. This depends on the facilities that the school has to offer. Communication can be set-up with, MS Teams, closed on-line forum of any type, direct mailing list or through the eTwinning platform that is provided on the level of EU if there are no more convenient tools already in use at the school.

What can I do on the level of the entire staff?

It is important to establish opportunities where the entire staff can meet the new teachers in a transparent and if possible welcoming fashion. Staff meetings or conferences or special occasions for this matter are such opportunities. If possible and convenient new teachers can present themselves and meet their colleagues who also present themselves.

In addition to that mentors should be thanked or praised or in other sense validated for their willingness to take on their role. This is something that should at least in part be conducted in front of the entire staff.



1.2 CHECKLIST FOR MENTOR

If you have been appointed a mentor (especially for the first time), you might be wondering where to pick up your work. How to start? What are some of the key roles and responsibilities that you have?

First of all – you learn how to be a good mentor with experience and always only in a relationship.

However, if you do not know, where to begin – we made a simple checklist of some things that you can reflect upon before really stepping into the mentoring boots.

These things are really basic, and you could certainly come up with them yourself but perhaps some things are too basic for an experienced teacher to really think about. So, you can use this list to your advantage.

Do I know what I am doing? ☺

Have I had a meeting with the school leadership? Do I know what I can expect about the process of mentoring? What is expected of me? What can I expect in turn for the work I am about to do? Can I perhaps discuss the role if it is unclear to me?

What kind of a mentor do I want to be? Who were my role models, what have they given me when I was starting out as a teacher? What was it that I needed when I was starting?

... OK, that is great ... do I realize that the new teacher that I will be mentoring is not me and might have different needs or expectations? How will I get to know my NQT? (There are also some tools suggested in this module.)

Do I already know something about my NQT?

When can I contact him? Perhaps an initial contact can be done even before meeting in person to prepare just a little bit? What contact information do I have?

What is the situation of the new teacher regarding practically getting around the school?

How will the new teacher get to school? Can he get to the school by public transport, is a parking available for the teacher? Does he need any special tools for that access?

Does he know the premises of the school? Have they been shown to him? Can I perhaps organize a tour?

Does he practically have access to the premises? Does he have the necessary keys/cards/access codes?

Do we have any school materials, anything that we can give the new teacher as a sort of welcome gift (for ideas see another tool in this module)?



What is the situation of the new teacher regarding his workstation/equipment?

Where will the new teacher have the possibility to have a wardrobe of some sort? Where will he be able to leave his belongings? Does he need any special instructions on these facilities (rules, regulations, safety ...)?

Where will the teacher be able to prepare for work? Does he have his workstation/office? Can I facilitate the acquisition of the necessary space? Have the colleagues that will be working with the new teacher been informed and prepared?

What is the work equipment that the new teacher will need? What can he get from the school? Has this already been arranged? Can I help facilitate this process?
How will we welcome the new teacher to the staff?

Do we have any concrete events where the new teacher can be introduced?

Will the school leader introduce the novice, would it be appropriate for me as the mentor to introduce him, would it be appropriate for the new teacher to tell everyone a couple of things about himself? Would this occasion be appropriate also for his new colleagues to present themselves to the new teacher?

What are some of the other support roles that the new teacher will need to know in the school environment? Roles such as maintenance, cleaning, kitchen, administration, school counselling ... How can I present these people to the new teacher?

Once the new teacher will be presented to the staff – how will we make him feel welcome? What are some (informal) activities that we might do together (there is a list of suggestions in this module)?

How will we give the opportunity to the new teacher to actively participate in the life of the school? Where can we give him opportunities to find his voice?

Are there some concrete written or unwritten rules that the new teacher should know about? What national/school regulations guide the teaching profession? (A nationally adapted list would be welcome.)

Are there some specific conduct stipulations in the employment contract?

Does the school have a dress code? (Teachers and/or students?)

What code of conduct rules are there in place for the students that the new teacher should know about and know how to enforce?

How will we define our relationship?

What will we be doing together throughout the year? How will we decide on that? How will we plan? ... (Suggestion of the set-up of the relationship is in this module.)



1.3 A PRACTICAL WELCOME KIT

It is really nice if a new teacher is made to feel welcome also by being given a physical present, a welcome gift. A small and practical token of appreciation. If it is possible to have something arranged on the level of the school, that would be great – If such a thing does not exist, perhaps the mentor might arrange something by himself. Below we list a couple of practical ideas for this.

Practically getting around

Keys/keycards (a key ring or a card holder – with school logo perhaps)
Lists of potential codes for school computers, printers, special areas
Remotes for a parking lot/garage
Nametag (printed or laminated) to put on the door/desk/chair

Virtually finding your space

Online accounts/identity (e-mail, e-classrooms, repositories)
Presentations of the school (USB or other drive – with school logo perhaps)
Prints or files of various school policies, regulations
A mentor tailored list of formal and informal events for the school year

Something practical

A coffee mug
A reusable water bottle
School clothes (anything that exists – ties, scarfs, polos, T-shirts, hoodies ...)



1.4 GUIDE FOR THE SETUP OF THE MENTOR–NEW TEACHER RELATIONSHIP

This is important!

Perhaps the most important part of this module. LOOP has developed a system of induction of new teachers that leans heavily on the model of mentorship. Dear mentor – the most important part of this induction programme is not in any of the tools and contents that you might get but rather in the relationship that you will develop with the new teacher.

So, we are hoping that if you are using just one of the tools in this module, you are using this one. This is a template for an initial discussion with the new teacher that you have been assigned to mentor. The purpose of this initial discussion should be in the formation of a structural framework for the continuous work of the teacher and mentor through a prolonged period of time.

In addition – obviously – the aim of this meeting should also be in building up some initial rapport. You should read this template in your preparation for the meeting and use it as a basis and make it truly your own. In the end there is also a “Monitoring agreement” that can be used to formalize the workflow in the upcoming period.

Structure of the discussion

This template is prepared for a 60 – 80-minute introductory session that should be conducted in person. It would be very appropriate to conduct this meeting in a place where future meetings between the mentor and the new teacher will also be held. An appropriate level of privacy should be arranged for the meeting and unnecessary distractions should be avoided. If possible, the best time to conduct this meeting would be before the pedagogical obligations in the class begin for the new teacher.

Timeline of the discussion

Presentations of the mentor and the new teacher (15 – 20 min)
Expectation management (40 – 50 min)
Formalization of conclusions (5 – 10 min)

A. Presentation of the mentor and the new teacher

Obviously, it is important to establish rapport and as in any interpersonal communication a basic understanding of each other is important. We want to suggest using this opportunity to try and go beneath the mere superficial information about personal details here.

Perhaps the mentor can break the ice by telling the story of how he was starting out as a teacher. Potentially interesting points of discussion would be what he was afraid of, where he was uncertain, what he was most surprised about, how the reality differed from the training at the university. If applicable concrete references to his induction are welcome, what was most valuable to him, what he needed the most. If possible, the mentor should try to establish himself as relatable and approachable.



Equally as important it is to give voice to the new teacher. In a non-intrusive and interested manner the new teacher should be given the impression that he matters, that the mentor is interested in him in what he is interested in ...

Some questions that might lead towards getting to know the new teacher a bit more include:

- Have you had any special teachers while you were growing up?
- Why have you decided for a teaching career?
- What did you find most interesting in your university studies?
- Which part of the curriculum are you most looking forward to teaching?
- What do you think would be most rewarding in your job, especially in the first year?
- How would you like to be remembered by your students?
- Do you have any specific fears?

This should obviously be a discussion and not an interrogation. 😊 The mentor should try to get the new teacher in a role as active as possible. He should offer answers to questions that the new teacher might ask. And at some point, at the beginning a notion of a safe space should be addressed. A level of confidentiality would be advisable, but it is one of the things that should be addressed directly.

B. Expectation management

It is important that the mentor and the new teacher start out by having a good, consolidated idea about the type of relationship that they will try to establish, certain activities that they will be conducting, that they know what to expect from each other. For this reason, this is the main part of the initial meeting. Below we are listing concrete issues that need to be addressed and discussed and agreements reached upon.

Privacy

As mentioned, – one of the first things to address is the level of confidentiality privilege that the relationship is pursuant to. Though this should be addressed at the school level it is advised that the mentor is not regarded as the new teachers superior or direct assessor (in cases where contract is extended to the new teacher only after induction/probation period). The role of the mentor is in part as a confidant, someone that we might confide in, talk also about the mistakes, doubts, challenges we are not sure about ... For issues of this kind of nature a level of privacy of conversations needs to be assured. And this should be addressed.

Formal requirements

In any case a mentorship would be formalized to an extent. It is important that both the mentor and the new teacher understand what their formal obligations within the process will be. Will there need to be a specific number of meetings, concrete paperwork, evaluations and assessments, involvement of third parties. Mentor should clarify all of these requirements together with school leadership and present them to the new teacher and respond to any questions, provide concrete context to some more bureaucratic notions.

Needs of the new teacher

Next to formal requirements a strong emphasis needs to be made that the relationship is intended to benefit the new teacher and in this sense the programme is adaptable, can be personalized. The mentor might refer to his needs when he was starting out and try to encourage



the new teacher to try and identify what some of his concrete needs might be through the induction period.

Frequency of continuous meetings

Regular meetings should be established. Their frequency and nature can vary greatly. But it is important that something concrete is set out at the beginning of the process. We might talk about short 5-minute debriefs every morning and after school, we might talk about having a 90-minute meeting once every two months. But something concrete needs to be agreed upon. The nature of these meetings should be discussed – will they be in person, online, by phone. It is suggested that an approximately 45 – 90-minute meeting is planned once a week or once a fortnight. (The implementation of the entire induction programme with all of the materials is developed for an hour weekly.)

Accessibility in the interim

The mentor and new teacher should clearly define how they will communicate between the meetings. It is not enough for the mentor to state something along the lines “if you need anything, just ask” ... The mentor should tell the new teacher when and how he can be reached. This can be either at certain times in person at the school, via e-mail or phone. This can be limited to workdays, work hours or in any other way. It is important to be really clear about all of this and to try and formulate this agreement together with the new teacher according to his expressed needs.

Definition of activities

It helps to be concrete in the planning of concrete activities that the mentor and new teacher will be doing together. These activities might include, joint teaching sessions, classroom observations either by the new teacher or by the mentor, supervision, informal activities. If possible, these activities should be planned with a concrete purpose and goal to achieve.

Feedback concretization

One of the main ideas of the implementation of the induction programme is to make sure that the new teacher advances in his professional capacity. In order for this to happen the new teacher should be given some concrete feedback by his mentor. In order for this process to be effective and productive the form of feedback should be agreed upon. This should be done in mutual discussion. The new teacher should express how he feels feedback would be most valuable for him. This could be potentially directly after activities in brief instalments, perhaps on rarer occasions with more in-depth discussions, perhaps he might benefit from a couple of pointers in a written form.

C. Formalisation of conclusions

However, the meeting progresses, it should result in a clear plan for future work a cooperation. It is preferable if some of these conclusions are written down and archived by both the mentor and the new teacher. For this instance, the “Monitoring agreement” template can be used.



1.5 NEW TEACHER PROFESSIONAL & SOCIAL INCLUSION PLAN

This tool is a support for the mentor to prepare a plan of activities to help the new teacher integrate into the new professional environment. Its aim is to highlight different areas where the mentor might lead the way for a new teacher and give some concrete ideas of activities.

Certain activity suggestions are accompanied by specific designed templates (if this is the case it is mentioned in the description).

These activities should be considered when drafting the Monitoring agreement and included in it in accordance with the discussion between the mentor and the new teacher.

Introductory activities

Entire teaching staff presentation

There should be a more or less formal opportunity to introduce the new teacher to the entire teaching staff in an appropriate setting. This should be done by the school leadership, mentor or new teacher and should be agreed upon beforehand with the new teacher. (There are some notes on this in other parts of this module.)

Department presentation

Depending on the organization of the school there will likely be a smaller team of colleagues that the new teacher will interact more with professionally (teachers of the same department, school subject ...). A more in-depth, more personal presentation of the new teacher and more interaction with colleagues is expected as we move from the entire teaching staff to smaller and smaller groups of professional colleagues.

New teacher “support group”

It is suggested that a support group of new teachers (in the school, school cluster, region, perhaps nationally) is set up. Though some new teachers might be more proactive this process should be planned, and they should be encouraged to form a group where they will be able to interact with each other about their issues and challenges. New teachers might benefit from this in addition to their cooperation with the mentors. One of the mentors, someone from school leadership or counselling service should be appointed to set up the process. A meeting of the new teachers should be convened before the beginning of pedagogical obligations or shortly after the beginning. During the meeting some general information could be provided, perhaps all the new teachers and mentors could meet, materials might be distributed ... The main aim of the meeting however should be to discuss what kind of future ongoing cooperation the new teachers would prefer. The frequency and design of potential in person meetings should be agreed upon – would these meetings benefit from a supervision of an experienced teacher or would the new teachers prefer to meet more informally. In addition – an interim communication channel should also be set up. This depends on the facilities that the school has to offer. Communication can be set-up with, MS Teams, closed on-line forum of any type, direct mailing list or through the eTwinning platform that is provided on the level of EU if there are no more convenient tools already in use at the school.

A guided visit of the school

With the emphasis of meeting relevant support staff members (counselling service, administration, accounting, maintenance, cleaning, kitchen ...) in their environment, introducing them and the new teacher to them, presenting their work and appropriate channels for communication and interaction.



Professional activities

Collegial supervision

This can be seen as the backbone of regular mentoring sessions. The aim of this is to allow the new teacher to express his most pressing issues, challenges, concerns. The mentor is supposed to follow the development of the new teacher, guide him, suggest areas to work on, plan and discuss concrete steps in the upcoming future.

Classroom review

Sometimes concrete feedback from the mentor based on the observed lessons by the new teacher is a very useful tool to advance professionally. In this case the aim of the observation and expected type of feedback should be discussed beforehand. The scope of the observation can be general, or it can be focused to a specific element (use of specific tools, implementation of specific techniques or methods, rhetorical prowess, rapport establishment, student engagement, etc.) Then the mentor should attend a lesson given by the new teacher and simply observe how the new teacher is implementing the lesson. After the lesson feedback should be provided in the before arranged fashion.

Classroom observation

The new teacher can benefit from observing his mentor in action in the classroom. A classroom observation can be scheduled to practically show the new teacher something he is concretely wondering about (use of certain techniques, methods or tools) it can be scheduled to cover a specific content subject (if relevant based on the subject matter that the mentor teaches) or can serve as a general tool to lead into reflections or discussions.

Assistance in the class

This is a step up from the previous activity. Here the new teacher takes a more active role, supporting the teaching plan of the mentor. He can assist with group work, providing additional support to students with special needs, he can deliver smaller sections of the lesson, he can be the “model student” and interact with the mentor, he can facilitate workshop/discussion sections of the lesson, etc. It is important that the role is discussed in advance and its implementation reflected after the lesson.

Joint teaching sessions

This is a step up from the previous activity. Here both the mentor and the new teacher have more symmetrical roles and should work as equal partners. This type of collaboration is often a challenge also for the experienced teachers and should be well discussed in advance and thoroughly examined and reflected after implementation.

Collaboration with other teachers

We are adding this suggestion merely to shine a light to the fact that in some instances the mentor should encourage the new teacher to collaborate with other experienced colleagues not limiting himself to the mentor (this is especially relevant if the mentor does not teach the same subject). Classroom observation, assistance in the class and joint teaching sessions are activities that can easily be implemented with the help of other colleagues. Same templates can be used in the planning stage. It is important to note that the mentor can facilitate the coordination of the new teacher with other colleagues.

Extracurricular activities/clubs/events

If possible and applicable the new teacher should be encouraged to put to use some of his special talents and interests. It might be beneficial for the new teacher to be given a challenge with more freedom than usually in the day-to-day pedagogical obligations. In order to integrate



the new teacher in the community, he needs to become an active, contributing member. Mentor and the new teacher together should try to identify areas where the new teacher might do that.

Conferences and teacher training seminars

Though not necessarily the primary focus of the work of the new teacher, attention should be given to reflection about the opportunities for continuous teacher training. The mentor can show the example of some of the activities that he is involved with and invite the new teacher to accompany him. The mentor and new teacher can, however, obviously also discuss potential professional events that the new teacher might find interesting and beneficial and attend. In this instance it is important to validate the newly acquired knowledge and competences by giving the new teacher opportunities to present this to colleagues or at least to have a thorough debrief by the mentor.

Social activities

Personal visits

If appropriate and suitable to both personalities the mentor can invite the new teacher to visit him in his home, meet his family.

Staff retreat

In some instances, schools conduct various types of out-of-school activities for the entire teaching staff (or perhaps a smaller ensemble – such as a department). This might be done as a part of a planning or evaluation process or perhaps merely team building. It is important to actively invite and include the new teacher. Mentor should prepare new teacher for the activity and provide context not included in official communications.

Initiation practices

In some contexts, there might be some initiation practices for new teachers/new employees and some expectations of them. While it is obviously important that these practices are respectful and consensual it is also important that the new teachers have a clear understanding of these activities that the mentor might provide. These practices if in use should serve to better get to know the new teacher and validate his presence at the institution – show some enthusiasm about his addition to the team. As an example – the new teacher might be asked to participate at a “show and tell” and present one of his talents such as playing an instrument or singing at one of the staff reunions. ...

Excursions

In some contexts, schools might organize professional (and social) one day or longer excursions for their employees. It is important that the mentor presents these events to the new teacher, actively invites him and engages with him during these events. The new teacher should also be informed about these events as early as possible, and they should be included/referenced in the plan of work (Monitoring agreement).

Afternoon/evening events

In some contexts, schools have several formal and informal activities where teachers are expected to participate. These events should be presented to the new teacher well in advance and context about them should be provided by the mentor. Types of formal events include concerts, exhibition openings, charity events, alumni or parents' functions, etc. Informal and internal staff events might be birthday celebrations, sports events (recurring practice or tournaments), activity events (i.e.: bowling, movie-night, book club, official staff-conferences “after-parties”), etc.



1.6 MONITORING AGREEMENT

This is a reference monitoring plan for the new teacher induction period. With this the mentor and the new teacher will agree on the modalities of their cooperation.

Duration of the induction period

Start date: _____

End date: _____

Regular interval of meetings during induction period

Meetings generally have
the form:

☐ in person

☐ online

☐ by phone

Meeting frequency:

☐ daily

☐ weekly

☐ bi-weekly

☐ monthly

Anticipated meeting
duration in minutes:

The mentor will be available to the new teacher in the following way:

Activities planned for the induction period include (specifically with dates when applicable):

Mentor feedback to the new teacher and evaluation of the mentoring process short description:

Date and place: _____

Mentor

New teacher



1.7 WHY AM I HERE

This is a reflection tool that can be used independently by the new teacher (or as an interview template). It can serve the new teacher as a reminder of where he was when he was starting out at a later stage during the induction process or career in general.

It can also be shared with the mentor and used as a starting point for a discussion. In this case it can be also used before the initial mentor – new teacher meeting for the new teacher to prepare a little bit.

Who are the best teachers you had in your life and why?

What influenced you to decide to become a teacher?

What are the things you like/enjoy about the subject matter that you have studied to teach?

What are some of the things that you most look forward to in your current employment?

Where do you see yourself needing most support and help? Are there some areas of concern, fear, doubt that you have before starting with your job?

How do you expect your typical week to unfold during your first year of employment?

Where do you recharge personally if you feel overburdened?

What are some specific goals that you have for your first year? How will you know that you were successful? Try to set three very concrete goals.

How would you like to be remembered by the students that you teach?

2. Developing planning and setting objectives/goals

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

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

B. Expected learning outcomes:

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

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

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

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

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

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

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

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

D. Suggestion for the implementation of the module

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

How will this work? In this module, the NQT and the mentor will plan all the activities that the NQT wants to do from the other modules of the induction programme, but also plan other types of activities associated with the beginning teacher duties and school activities (extracurricular, such as clubs, projects, activities with the community, etc.). In this sense, for the first two weeks, the workload will be more intense (average of 3 hours per week) for designing the plan and the roadmap; then the workload of this unit is reduced to 1h per month to promote the direct moments for joint reflection, monitoring and feedback.

The main goal is for the NQT to look at the content of the induction programme and understand what he/she needs and wants to learn the most, and then plan the activities to be done over time. However, according to the service allocation that the NQT can/might

receive besides its teaching responsibilities, the planning phase can also include other types of activities that correspond to specific needs and interests the NQT has.

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

E. A useful link

Information on the PDCA cycle:



2.1 METHODOLOGY OF THE MODULE (The PDCA cycle)

The methodology applied in this unit provides for the design of an action plan, based on a collaborative relationship between the NQT and the mentor, the processes to be applied in the planning and monitoring of the selected activities, the objectives to be reached and the critical reflection on the course taken. That is why it is suggested to apply the Plan, Do, Check and Act methodology (PDCA cycle¹) to sustain the implementation of the induction programme in its different stages. The action plan will demonstrate an **agreement** about the activities to be developed and objectives to be reached. The activities must be **appropriate** to the profile of the NQT, to their expectations, needs and desires, but also to the educational context in which their professional immersion takes place.

On the other hand, the mentor must not forget that a beginner teacher has a life experience and a background of scientific and pedagogical knowledge that allows them to take responsibility, has a strategic vision of the educational work to be developed and has an analytical capacity that enables them to make decisions and therefore should be co-responsible throughout the process and adopt an active role. Thus, it is important to ensure that **communication** between the NQT and the mentor is effective, and allows the adjustment of the actions, based on formative **feedback**, as a result of constant **monitoring** of the action plan and its objectives.



Figure 1 - ACDA Scheme

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

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

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



- Flexibility for adaptation: the plan shall have the necessary flexibility so the path of the beginner teacher can easily be adaptable to new and unforeseen situations, where a quick and appropriate response is required.

This unit comprises 3 main activities:

Act.1: Diagnosis and needs analysis

Act.2: Establishing the action PLAN

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

Time estimate: 2 hours

Act. 1: Diagnosis and needs analysis

There are two types of induction, and thus the diagnoses and needs analysis will have to embrace both: the immersion in several thematic units of the induction programme and the induction in activities associated with the school events and with the teacher duties (extracurricular activities). For both, it is crucial to have a diagnosis of the beginning teachers' needs and interests. So, after the mentor analysed the service assigned to his/her NQT and knows his/her profile, it is time for both to:

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

....

Act. 2: Establishing the action PLAN

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

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



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

The plan must include:

1. The identification of the persons involved in the plan (NQT and mentor) and the period of the induction programme implementation.
2. A characterization of the starting point: which implies a brief contextualization of the beginning teacher's needs, expectations and desires that support the selected thematic units for the induction programme and the other activities associated with extracurricular moments.
3. The definition of the procedures / tasks to implement the activities. How will this be achieved? What do they need to do? Which steps should they follow?
4. A roadmap for the action plan: presenting the details of the master plan, the calendar (when), the estimated duration, and the identification of suitable or necessary collaborators/supporters.
5. Monitoring moments: where the NQT and the mentor will jointly reflect on the process and results, confronting the initial objectives. In the plan the NQT and the mentor need to plan for the monthly reflection, monitoring and feedback moments (CHECK) and the larger reflection meetings (three meetings one at the end of each trimester² -ACT)

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

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

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

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

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

2.2 CHECKLIST WITH THE MODULES OF THE INDUCTION PROGRAMME

Time estimate: 45 minutes

This annex presents a list of the thematic units from the induction programme. In this first activity included in the *2.1 Methodology* (Act. 1: Diagnosis and needs analysis) you were invited to analyse what seems most important and interesting areas for the mentor and the new teacher to concentrate on.

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

Thematic Units from the induction programme

	ACTIVITIES	[Less important]			[More important]	
		1	2	3	4	5
Me in the role of the teacher	3. Identifying motivation and drive and self-reflection					
	4. Authority and confidence in the class					
	5. Issues of pressure and stress					
	6. Personal and professional life					
	7. Developing supporting materials and using ICT					
	8. Training opportunities					
Me and my students	9. Classroom management and setting the discipline					
	10. Dealing with diverse students					
	11. Evaluation and giving feedback					
The world outside the classroom	12. Work with parents					
	13. Work with other (local) stakeholders					
	14. Administrative and technical obligations					

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

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



2.3 CHECKLIST OF POSSIBLE (EXTRA)CURRICULAR ACTIVITIES

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

Direct pedagogical activities:

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

Extracurricular activities:

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

Teacher engagements:

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

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

Time estimate: 1 hour

The template is comprised of 5 main sections:

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

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

ACTION PLAN																														
	Name of the NQT:		Starting date:																											
	Name of the Mentor:		Ending date:																											
Starting point	Needs, expectations, and desires of the NQT related to the content of the induction programme:		NQT's needs associated with the assigned service and school activities (extracurricular):																											
Procedures / Tasks ³	<ul style="list-style-type: none"> • • • • 																													
Roadmap (DO)	<table border="1"> <thead> <tr> <th>Nº</th> <th>Identification of the thematic unit of the induction programme or the extracurricular activity</th> <th>(When) Period of development/ implementation (we suggest considering the unit "week")</th> <th>Estimated duration</th> <th>Identification of suitable or necessary collaborators/ supporters (at the school level)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>					Nº	Identification of the thematic unit of the induction programme or the extracurricular activity	(When) Period of development/ implementation (we suggest considering the unit "week")	Estimated duration	Identification of suitable or necessary collaborators/ supporters (at the school level)																				
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Monitoring	CHECK: monthly meetings		ACT: end of each school semester/trimester meetings																											

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



2.5 TEMPLATE TO REGISTER THE ACTIVITIES AND THE MONITORING MEETINGS

Time estimate: 45 minutes per meeting

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

CHECK	MONTHLY CHECK MEETINGS
ACT	ACT MEETINGS

3. Identifying motivation and drive and self-reflection

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

The objective of this module is twofold. First, to present all the main professional drives (motivations) that may lead someone to follow a teaching career as evidenced by the relevant research literature. Secondly, to encourage new teachers reflect on their own corresponding drives, based on this presentation, and draft a career plan for maintaining high motivation as teachers in the coming years.

B. *Expected learning outcomes:*

By the end of this module, new teacher(s) and mentor(s) will be able to:

- Name and classify into broader categories the main reasons (motivations) for following a teaching career,
- Acknowledge which of these reasons fit their own cases,
- Identify concrete professional steps so as to create and maintain high motivation in the profession

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
3.1 Testimonials	Mentor and NQT	List of YouTube videos	10 min	Emotional
3.2 Guide for mentor discussion on personal drives for becoming a teacher	Mentor and NQT	Guide	1 hour	Emotional
3.3 Literature review on the main professional drivers for becoming a teacher	Mentor and/or NQT	Theoretical presentation	45 min	Emotional
3.4 Factors Influencing Teaching Choice Scale	Mentor and NQT	Questionnaire for self-reflection	1 hour	Emotional
3.5 Ideas for school leaders and experienced teachers to motivate NQT	School leader and mentor	List of ideas, Checklist for assessing how supportive is the school climate to NQT	30 min	Emotional
3.6 Guide for mentor discussion on NQTs' expectations	Mentor	Guide	1 hour	Emotional
3.7 A list with specific ideas on ways for maintaining high intrinsic motivation	Mentor and/or NQT	List	30 min	Emotional

3.1 Testimonials is a short compilation of YouTube videos talking about the motivation of some people to become teachers. Videos are briefly contextualised and can be viewed independently or by the NQT and mentor together as a sort of an icebreaker activity.



3.2 Guide for mentor discussion on personal drives for becoming a teacher is a short guide on the set up of a discussion about personal drives for becoming a teacher and details using some other segments of the module.

3.3 Literature review on the main professional drivers for becoming a teacher is a condensed theoretical presentation based on (recent) research into the field and can offer a good deal of background knowledge for a mentor to present to the NQT during a discussion or for both the NQT and mentor to read separately and discuss jointly together.

3.4 Factors Influencing Teaching Choice Scale is an in-depth questionnaire adapted from the work of Watt and Richardson, to help determine the drives for becoming a teacher. At the end of the questionnaire there is also the tool for interpretation.

3.5 Ideas for school leaders and experienced teachers to motivate NQTs is a list of possibly motivating elements that can be used by the mentor or even school leader to help create a more welcoming environment for the NQT. As such it can be used also as an assessment tool.

3.6 Guide for mentor discussion on NQTs' expectations is a shorter guide to help the mentor structure a discussion about the expectations of the NQT.

3.7 A list with specific ideas on ways for maintaining high intrinsic motivation is a list that has broader value and details some possible solutions for a situation where the NQT (or any other teacher for that matter) would find himself/herself lacking motivation.

D. Suggestion for the implementation of the module

List of ideas for school leaders and experienced teacher to motivate NQTs (3.5) should be consulted at the beginning of the induction process and potential concrete implementations should be considered at the level of the school. (This list can later potentially serve as a form of assessment to determine whether the school was able to create a welcoming and motivating environment for the NQT).

In preparation for the meeting and a joint discussion the mentor can review video testimonials (3.1) that can be used as the icebreaker activity (special emphasis should be given on the reasons the teachers presented in the video put forward for entering the profession) and the theoretical presentation (3.3) of recent research into the field. If he/she so decides, he/she can also invite the NQT to review one or both of those activities.

The core of the module is the discussion organised along the guide (3.2). During this discussion both the NQT and the mentor can fill out the 'Factors Influencing Teaching Choice Scale' questionnaire (3.4) and discuss it. They compare their responses reflecting upon them on the basis of their answers in first part of the discussion. The mentor and NQT can discuss also the expectations about their process according to the guide (3.6).

If needed at any stage the list of ideas for maintaining motivation (3.7) potentially implemented independently of the rest of the module, offers some course-correction ideas.

3.1 TESTIMONIALS

Teachers describe in their own words why they chose this profession. Their testimonies are summarised below, and the full videos are available for more information.

When did you decide to become a teacher? (3:25)



In this video, teachers share their reasons for choosing this profession. Some became enthusiastic about the field they now teach during their studies, others experienced teaching in different contexts and found it rewarding, and others followed the example and inspiration of a good teacher who taught them in childhood.

Why did you decide to become a teacher? (0:50)



This video shows some of the sections of teachers' answers to the question why they chose this profession. They state that they wanted students to get excited about learning, that they recall the impression their teachers made on them, and that they were in a group leadership position when they were young and realised, they were good at it. They also mention the encouragement of others who recognised their ability to teach, the strong feelings of really wanting to pursue the profession and observing the power of a teacher to make a difference in the lives of their students.

7 Reasons why becoming a teacher is awesome (0:59)



The video briefly outlines 7 reasons why it's good to be a teacher:

- A leadership role that children can look up to,
- passing on important life skills,
- creating new and innovative lesson plans,
- being an expert in your subject,
- being a significant person to many families,
- fulfilling a true personal calling,
- shaping the future.



3.2 GUIDE FOR MENTOR DISCUSSION

Part A.

The mentor and the NQT(s) share their experiences in relation to the following topics:

When did I decide to become a teacher?

What motivated me most to become a teacher?

What was the reaction of my social environment when they heard that I decided to become a teacher?

Did I have other alternatives than becoming a teacher? Why didn't I follow these alternatives?

How demanding did I consider the teaching profession when I decided to become a teacher?

Which was the experience that shook my sense of self-sufficiency the most?

To what extent have my motivations/expectations changed since I became a teacher?

Part B.

After discussing the aforementioned topics both the mentor and the NQT(s) fill in separately the 'Factors Influencing Teaching Choice Scale' Questionnaire (Watt & Richardson, 2007) and they compare their responses reflecting upon them on the basis of their answers in part A of the Guide.

For analysing their responses both the mentor and the NQTs should rely on the Appendix at the end of this Guide. The factors mentioned in the FIT-Choice Model presented in the document relate to the teachers' professional drives included in this module.

3.3 LITERATURE REVIEW ON THE MAIN PROFESSIONAL DRIVERS FOR BECOMING A TEACHER

3.3.1. The models describing the main professional drives for becoming a teacher

The study of motivations for entering the teaching profession is of particular significance, as these motivations are essential in explaining why (student) teachers decide to stay in or leave teacher education or the teaching profession (Bruinsma & Jansen, 2010; Roness, 2011; Watt & Richardson, 2007, 2012).

Kyriacou & Koberi (1998) in one of the first and most influential studies in the field concluded that there are three main reasons for choosing a career in teaching.

First, **altruistic reasons** refer to the perception that teaching is a socially worthwhile and important job, inspired by a desire to help children succeed, raise the ambitions of underprivileged youth and, overall, contribute to a better society.

Second, **intrinsic reasons** refer to certain aspects of teaching that provide an inner reward to the teacher, such as a sense of pleasure derived from teaching, a desire for challenge, a need for self-development as well as a genuine interest in using their subject matter knowledge and expertise.

Third, **extrinsic reasons** mainly refer to external rewards such as lengthy holidays, better combining work and family life, level of pay and status, job security, etc. These motives have been verified by numerous studies (Kyriacou, Hultgren, & Stephens, 1999; König & Rothland, 2012; Kyriacou & Coulthard, 2000; Roness & Smith, 2010).

In a more systematic way, Richardson & Watt (2006) modelled a comprehensive scale to measure factors influencing teaching, known as the 'Factors Influencing Teaching Choice' (FIT-Choice). In Figure 2, the FIT-Choice model is presented in a schematic form. Today, the FIT-Choice framework and scale is internationally acknowledged. Since the first studies in Australia, the FIT-Choice Scale has been translated and tested with scalar invariance established in an initial four-country comparison (Watt et al., 2012) and it has been validated in a number of countries (Australia, Turkey, the USA, the People's Republic of China, the Netherlands, Croatia, Norway, Germany, and Switzerland (for a summary see Watt & Richardson, 2012).

The FIT-Choice model introduces three main value classes (**intrinsic value, personal utility value, and social utility value**) and **self- and task-perceptions** that are related to the choice of teaching. This constitutes a core part of the model (see the right-middle section of the model in Figure 2).

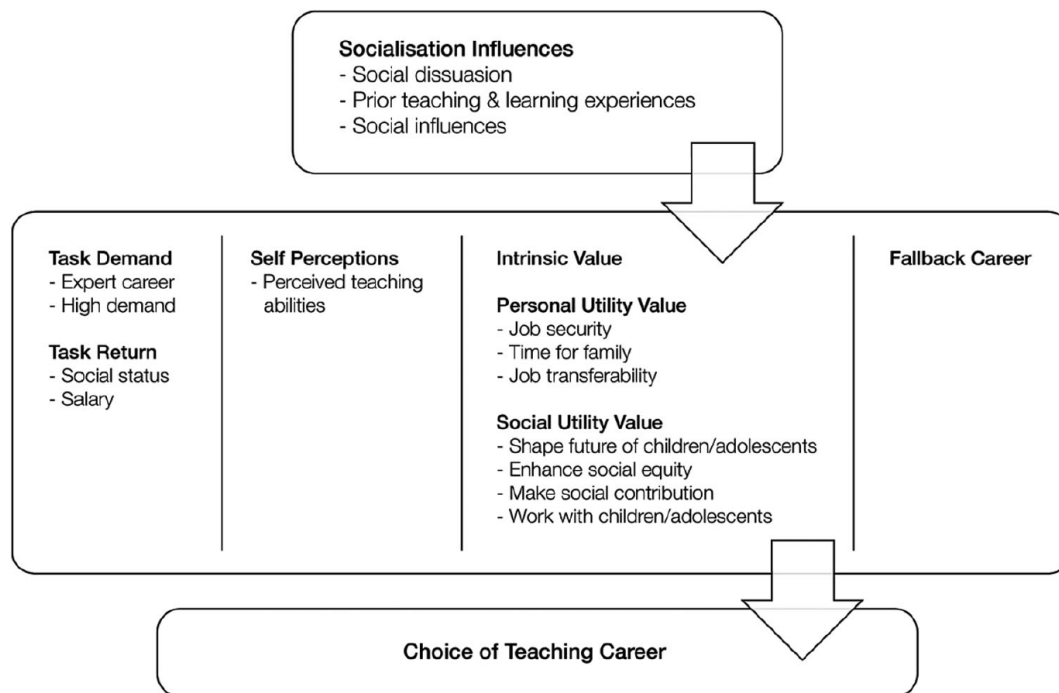


Figure 2 - The fit choice model. Watt and Richardson.

Intrinsic value refers to the enjoyment of and interest in teaching. **Personal utility value** refers to extrinsic motivations such as job security, job transferability, and time for family. **Social utility value** refers to altruistic motivations like shaping the future of children and adolescents, enhancing social equity, and making a social contribution.

Individuals' perception of their teaching abilities is also a part of this model, as are task perceptions such as **demands** (difficulty and required expertise) and **returns** (salary and social status) related to the teaching profession.

The model also contains the **maladaptive motivation to select teaching as a fallback career**, as well as more underlying **socialisation influences** on career choices such as an individual's prior teaching and learning experiences and the influences of significant others. As an outcome variable, the model presents satisfaction with the choice of teaching (Watt & Richardson, 2007, 2012) and subsequently additionally professional engagement and career development aspirations (PECDA) (see Watt & Richardson, 2008).

Watt et al. (2012) using the FIT-choice scale in a cross country study including Australia, USA, Germany and Norway found that, overall, teachers shared more similarities than differences in motivations for choosing a teaching career, with the highest motivations being intrinsic value, perceived teaching ability, the desire to make a social contribution, having positive prior teaching and learning experiences and the desire to work with children and/or adolescents.

Below we examine each component of the FIT-Choice model as represented in Figure 2 in more detail.

Socialisation influences:

Family, friends and inspirational role models are strong influences on the decision to choose teaching as a first career. This type of influences are especially important for those who choose teaching, with research suggesting that the choice of teaching as a career occurs early in life, usually during the school years (Mckenzie et al., 2014). Lovett (2007), who undertook a mixed method study involving 57 primary and secondary pre-service school teachers in New Zealand, identified family and friends (including role models) as a key influence on New Zealand pre-service teachers. Many of these pre-service teachers had family members or close relatives who were teachers or had inspirational role models that played a significant role in influencing their choice to become a teacher. The influence of others, including family, friends and role models (in the form of prior learning experiences), was also found to be important in Manuel and Hughes (2006) quantitative Australian study of 79 pre-service teachers, Flores and Niklasson's (2014) quantitative study of 269 student teachers from Sweden and Portugal, and more recently Cross and Ndofirepi's (2015) narrative life history study of 45 student teachers in South Africa.

Task demand:

It corresponds to the perceptions of the teaching profession related to perceived task demand (expertise and difficulty).

Task return:

It corresponds to the perceived returns of the teaching profession in terms of social status and salary.

Self-perceptions about teaching ability:

It corresponds to the self-perception about one's ability to become a good teacher.

Intrinsic value:

Intrinsic motivation includes personal satisfaction, interest in teaching, and love of the profession (Lovett, 2007; Manuel & Hughes, 2006; Yüce et al., 2013). Moreover, it includes genuinely liking and being with children (Lai et al., 2005; Lovett, 2007), to fulfil a dream or a dream come true (Flores & Niklasson, 2014; Manuel & Hughes, 2006; Yüce et al., 2013) and to have meaningful engagement with a subject area (Lai et al., 2005; Manuel & Hughes, 2006).

Personal utility value:

The concept of personal utility value distinguishes some extrinsic motivations (having time for family and a secure and transferable job) from other extrinsic motivations (such as social influences and task-perceptions) (Watt & Richardson, 2007). Although not seen to be as important as intrinsic and altruistic motivations, which were far more popular responses across all the reviewed studies, extrinsic motivations included remuneration rewards (Lai et al., 2005; Lovett, 2007; Manuel & Hughes, 2006), employment opportunities (Flores & Niklasson, 2014; Lai et al., 2005), and working conditions such as lengthy holidays (Lai et al., 2005; Lovett, 2007; Manuel & Hughes, 2006).

Social utility value:

The social utility value factors are comparable to the altruistic motivations commonly referred to in the teacher motivation literature, but with a more fine-grained perspective (Kyriacou & Coulthard, 2000; Müller, Alliaata, & Benninghoff, 2009). It includes the motivations of shaping the future of children and adolescents, enhancing social equity, making social contribution, and working with children/adolescents. Altruistic motivation in general includes service to other individuals, the community and country (Mckenzie, Santiago, Sliwka, & Hiroyuki, 2005). In a study on the relationship between teaching motivation and teaching-related outcome variables, Jungert et al. (2014) uncovered a strong negative significant relationship between altruistic motivations and dropout, mediated by academic engagement.

Fallback career:

The FIT-Choice scale also measures the maladaptive motivation of having chosen teaching as a fallback career, representing the perceptions of teaching as a career that is not a first choice. An Australian study conducted with 1653 pre-service teachers from three Australian universities found that teaching is not typically considered a 'fallback' career, chosen only because other options were not available or did not work out (Richardson & Watt, 2006; Watt & Richardson, 2007). On the contrary, Cross and Ndofirepi (2015) found that many teachers chose teaching after failing to access more lucrative careers such as IT, engineering, law or business. Students with lower academic scores and from schools with lower university entrance ranks were also more likely to indicate an interest in teaching. Socio-economic status (based on a combination of household income and parent's education level) was also found to be a significant influence on the choice to teach. Students from higher SES backgrounds were less likely to indicate an interest in teaching as a career (Lai et al., 2005).

3.3.2. The relationship of the professional drives for becoming a teacher with gender and personality traits**The role of gender**

Whilst many of the reviewed studies included gender as a demographic variable, yet they did not report significant differences stemming from gender (Gore et al., 2015). However, in a qualitative study using narrative inquiry methods and a small sample ($n = 6$) of recently graduated teachers (Olsen, 2008), four gender related influences on reasons for choosing teaching as a career were identified: "playing teacher" as children, the presence of female teachers in their family environment, the support of their family for choosing a teaching career, and finally the compatibility of a teaching career with motherhood. There is also some scattered evidence that girls are more motivated to follow the teaching career mostly in some developing countries such as Oman (Klassen et al., 2011), Malaysia (Azman, 2012) and Taiwan (Chung & Yi-Cheng, 2012). Finally some studies show that females are more motivated by altruistic or intrinsic values whereas males seem to be more motivated by extrinsic factors (Struyven et al., 2013; Spittle et al., 2009; Müller et al., 2009; Yüce et al., 2013; Jungert et al. 2014).

The role of personality traits

Finally, Jugović, Marušić, Pavin Ivanec, and Vizek Vidović (2012) examined the validity of a Croatian version of the FIT-Choice model and found relations between certain personality traits and the motivations for choosing teaching as a career. The researchers discovered that extraversion and agreeableness were significant predictors of intrinsic career value, but also of the satisfaction with the choice of teaching as a profession. Agreeableness also showed positive relations with social utility value motivations, while extraversion predicted ability.

You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.



3.4 Factors Influencing Teaching Choice Scale

I chose to become a teacher because:

Answer using the scale 1 (not at all important) –7 (extremely important)

B1 I am interested in teaching	
B2 Part-time teaching could allow more family time	
B3 My friends think I should become a teacher	
B4 As a teacher I will have lengthy holidays	
B5 I have the qualities of a good teacher	
B6 Teaching allows me to provide a service to society	
B7 I have always wanted to be a teacher	
B8 Teaching will be a useful job for me to have when travelling	
B9 Teaching will allow me to shape child and adolescent values	
B10 I want to help children and adolescents learn	
B11 I was unsure of what career I wanted	
B12 I like teaching	
B13 I want a job that involves working with children/adolescents	
B14 Teaching will offer a steady career path	
B16 Teaching hours will fit with the responsibilities of having a family	
B17 I have had inspirational teachers	
B18 As a teacher I will have a short working day	
B19 I have good teaching skills	
B20 Teacher make a worthwhile social contribution	
B22 A teaching qualification is recognized everywhere	
B23 Teaching will allow me to influence the next generation	
B24 My family think I should become a teacher	
B26 I want to work in a child/adolescent-centered environment	
B27 Teaching will provide a reliable income	
B29 School holidays will fit in with family commitments	
B30 I have had good teachers as role-models	
B31 Teaching enables me to give back to society	
B35 I was not accepted into my first-choice career	
B36 Teaching will allow me to raise the ambitions of under-privileged	
B37 I like working with children/adolescents	
B38 Teaching will be a secure job	
B39 I have had positive learning experiences	
B40 People I have worked with think I should become a teacher	
B43 Teaching is a career suited to my abilities	
B45 A teaching job will allow me to choose where I wish to live	
B48 I chose teaching as a last-resort career	
B49 Teaching will allow me to benefit the socially disadvantaged	
B53 Teaching will allow me to have an impact on children and adolescents	
B54 Teaching will allow me to work against social disadvantage	



For each question below, please rate the extent to which YOU agree it is true about teaching. 1(not at all) – 7 (extremely)

C1 Do you think teaching is well paid?	
C2 Do you think teachers have a heavy workload?	
C3 Do you think teachers earn a good salary?	
C4 Do you believe teachers are perceived as professionals?	
C5 Do you think teachers have high morale?	
C6 Do you think teaching is a highly skilled occupation?	
C7 Do you think teaching is emotionally demanding?	
C8 Do you believe teaching is perceived as a high status occupation?	
C9 Do you think teachers feels valued by society?	
C10 Do you think teaching requires high levels of expert knowledge?	
C11 Do you think teaching is hard work?	
C12 Do you believe teaching is a well-respected career?	
C13 Do you think teachers feel their occupation has high social status?	
C14 Do you think teachers need high levels of technical knowledge?	
C15 Do you think teachers need highly specialised knowledge?	

For each question below, please rate the extent to which YOU agree it is true about teaching. 1 (not at all) – 7 (extremely)

D1 How carefully have you thought about becoming a teacher?	
D2 Were you encouraged to pursue careers other than teaching?	
D3 How satisfied are you with your choice of becoming a teacher?	
D4 Did others tell you teaching was not a good career choice?	
D5 How happy are you with your decision of becoming a teacher?	
D6 Did others influence you to consider careers other than teaching?	



Socialization influences

Factor	Items
Prior teaching and learning experiences	B17, B30, B39
Social influences	B3, B24, B40
Social dissuasion	D2, D4, D6

Task demand

Factor	Items
Expert career	C6, C10, C14
High demand	C2, C7, C11, C15

Task return

Factor	Items
Social status	C4, C5, C8, C9, C12, C13
Salary	C1, C3

Self perception

Factor	Items
Perceived teaching ability	B15, B19, B43

Intrinsic value

B1, B7, B12

Personal utility value

Factor	Items
Job security	B14, B27, B38
Job transferability	B8, B22, B45
Time for family	B2, B4, B16, B18, B29

Social utility value

Factor	Items
Shape future of children and adolescents	B9, B23
Enhance social equity	B36, B49, B53
Make social contribution	B6, B20, B31
Work with children and adolescents	B10, B13, B26, B37

Fallback career

B11, B35, B48

Satisfaction with the choice

D1, D3, D5



3.5 IDEAS FOR SCHOOL DIRECTORS AND EXPERIENCED TEACHERS TO MOTIVATE NQTS

The role of school directors and experienced teachers is pivotal for motivating NQTs. Below the mentors and the school directors are presented with a list of ideas for motivating NQTs in their schools. This list of ideas should be read in the beginning of the school year. At the end of the school year this can act as a checklist enabling the NQTs to evaluate how supportive was the school climate to them.

1. Ask NQTs what they would like mostly to do as part of their school duties and assign them relevant tasks.
2. Ask NQTs whether they have an expertise on any field related to school work (e.g. Postgraduate studies in special education) and ask them to organize a school based in-service training for their colleagues.
3. Ask NQTs to prepare a group of students to take part in a local/national competition.
4. Organize a special event for welcoming the NQTs to the school.
5. Ask the opinion of NQTs on all the important issues and challenges faced by the school and treat them as equals.
6. Recognize that they are stressed and overloaded by a) relieving them from the most tiring and demanding school duties (e.g. Paperwork), b) making effort to accommodate their working schedule to their personal needs.
7. If possible, provide them with personal professional space and equipment in school (their own PC, their own office, etc).
8. Praise them for every achievement they accomplish.
9. Don't be very strict with their faults. Try to help them learn from their faults by providing them constructive feedback.
10. Be open and available to discuss with them all their concerns.
11. Allocate NQTs as members of working groups in the school so as to strengthen their relationships with other colleagues.
12. Whenever possible open up a friendly discussion with NQTs over a cup of coffee, showing genuine interest for their concerns and views on professional issues. Show to NQTs some photos or other souvenirs from the school life of yours or even of the whole school.
13. Provide them with all the information about all kinds of opportunities for Continuous Professional Development.
14. Make all the necessary provisions so as the NQTs to have the chance to attend further studies (e.g. Postgraduate studies, seminars, etc) along with their teaching duties.
15. If the NQTs are not locals, mobilize local networks in the community with a view of facilitating their out-of-school life.

At the end of the school year ask NQTs to identify which of the aforementioned ideas were put into practice in the school they serve. This might provide you with a good indication about how supportive your school climate is for new teachers.



3.6 GUIDE FOR DISCUSSING NEW TEACHERS' EXPECTATIONS

Mentors and new teachers following the relevant guide of discussion, discuss about the latter's expectations before entering the profession and how these have changed/been modified after entering the profession.

- When you decided to become a teacher – what were your main expectations for the profession?
- How did you form these expectations?
- To what extent were your expectations met until now?
- What do you think prevented your expectations to be fully realized?
- What could be done so as to fulfil your expectations?

Were your expectations changed/modified after you entered in the profession? (Special emphasis on new expectations the NQTs has after entering the profession.)



3.7 PLAN FOR MAINTAINING HIGH MOTIVATION

Mentors with NQTs could discuss specific ideas on ways for maintaining high **intrinsic** motivation over the next 5 years on the basis of the following (or at least some of the following) proposals.

These ideas (per domain of proposal) could be noted down so as to act as a reference point to future professional action.

- Experiment with new techniques
- Incorporate new ICT tools and relevant software into your lessons
- Connect your teaching with your personal interests and hobbies
- Learn something new by attending a CPD programme
- Connect with other colleagues
- Take the initiative for a school-based innovation
- Keep record of what you learn by your students
- Keep record of cases of students' accomplishments in which you feel you had vital contribution
- Make your work publicly visible
- Take part in teachers' competitions
- Prepare your students for taking part into students' competitions
- Do action research (research and reflect upon your everyday practices)
- Keep a portfolio of professional accomplishments

Discuss any other idea that you feel it may keep you motivated over the next years.

4. Authority and confidence in the class

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

Authority and trust are the key components in which teaching is built. If anything, teaching entails a form of communication among people, as well as a sharing of space and time. Authority and trust need to build upon each other in order to create the conditions in which communication can flow, thus finding the right balance related to all the regulations that are rooted in the classroom.

B. Expected learning outcomes:

- The NQT will work on identifying his/her own teaching style and personality.
- The mentor will gain access to material and information that will help him/her highlight the importance of finding the right balance between authority and trust.
- The NQT will learn insights maintaining authority and confidence in the class.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
4.1 Guide for a mentor discussion	Mentor	Guide	90 minutes	Pedagogical/ didactical
4.2 Group work template	Mentor and NQT	Guide, presentation	60 minutes + 90 minutes	Pedagogical/ didactical

4.1 Guide for a mentor discussion is a document that includes several icebreaker activities, video prompts to motivate a discussion on the identity of the teacher as a professional. It also gives the mentor some pointers on how to implement a discussion.

4.2 Group work template gives a concrete example of an activity that can be used to integrate the NQT in a team effort. It is proposed to join a number of NQTs or other interested teachers in a focus group to work on a specific case and develop cooperative practices using the lesson study approach. The second part of this document offers some ideas on how to approach different other teaching techniques and approaches involving cooperation.

D. Suggestion for the implementation of the module:

The module is rather short in content but further addresses an important aspect of the life of the teacher in his profession. As this aspect is not something that the NQT would often feel as a pressing issue it is up to the mentor to decide how and when to address the issue of who the NQT is as a professional. One of the 1:1 sessions – preferably in the first months of the induction – could be dedicated to a discussion on this topic. Mentor can use the guide (4.1) in preparation and materials from the guide also in the implementation of the discussion.

The *group work template* (4.2) can be used independently of the first (also in a self-study by the NQT) as it promotes cooperative work. The mentor might organise a workshop according to the template or perhaps just encourage the NQT to explore the other approaches proposed.

4.1 GUIDE FOR A MENTOR DISCUSSION

Towards the beginning of the Teacher Induction Programme, we wanted to dedicate some attention to the question of who am I as a teacher. It is important to stress that being a teacher is not just about passing on the knowledge and ensuring that the students excel in the required assessments of academic prowess. Being a teacher is – much like being a mentor – building relationships, leading by example. That is why it is of paramount importance to answer the question of – who am I?

This module offers some good departure point early in the induction process also for the mentor and the NQT to get to know each other better.

This discussion can be motivated by following some prompts from various online videos. Of course it would be even better if the mentor would be able to find or prepare some resources that are even more relevant for the NQT in his/her environment.

Classroom Management Styles: What's Your Style? (4:14)



This video talks about classroom management styles which are grouped into four different styles: authoritarian, authoritative, permissive, and indulgent. Apart from that, it shows various classroom management styles for educators and teachers to compare to their own style of management and shared with other teachers in school.

Now, the mentor can lead the conversation with the following questions:

- What is your style of Classroom Management?
- Do you want to change it? Why?
- Do you think there are any other styles of Classroom Management that you will like to try?
- In case you answer yes in the last question: How will you do it?

Christy Haubegger discusses the impact her kindergarten teacher had on her life (0:44)



This video he presents the real case of Christy Haubegger. She talks about how a kindergarten teacher believes in her and her possibilities, and how it changes her motivation and confidence about herself in school life. This video pretends to show you how important it's to develop motivation and confidence in your class. You can change the life of one of your students!

Now, the mentor can lead the conversation with the following questions:

- What do you think about the Christy Haubegger case?
- How do you imagine her life without this teacher?
- Do you know any other cases related to hers?
- How important is it for you to believe in the possibilities of your students?

Jennifer Brea's English teacher saw a hidden potential in her (1:03)



This video presents the real case of Jennifer Brea's who talks about how an English teacher changes school life, seeing her school potential. This changed Jennifer and with this, her confidence and motivation in school. This video pretends to show you how important it's to develop motivation and confidence for showing the real potential of your students. Remember that you can change their life!

Now, the mentor can lead the conversation with the following questions:

- What do you think about the Jennifer Brea case?
- How do you imagine her life without this teacher?
- Do you know any other cases related to hers?
- How important is it for you to see the school potentials of your students?

Student Motivation: The ARCS Model (4:34)



The video talks about the ARCS Model. It is a way to motivate student learning. That model is divided into four elements. Also, in that video they talk about the importance of student learning in terms of motivating them to learn. In that way, with the ARCS Model you can enhance the attention, confidence, and satisfaction of your students in your class.

Now, the mentor can lead the conversation with the following questions:

- Have you ever heard about the ARCS Model?
- What do you think about it? What is your opinion?
- Do you have another way or idea to promote attention, confidence, and satisfaction? How are you doing?
- If you want to include the ARCS Model in your daily class, how will you do it? Can you give 3 examples?

The following two videos are already dealing very much with the interaction with students, concretely concerning classroom management that will be later addressed in more detail in Module 9. You can, however, already use some prompts already at this stage if you think that the NQT might be at a stage where he/she needs some further incentive.

How to Handle an Out of Control Middle-School Classroom (8:49)



The video explains one of the biggest problems about classroom management and it is when the teachers need some strategies or methodologies about how to handle a class which is out of control. For that, the video gives you main tips about how you need to reinforce procedures for having the situation under control.

Now, the mentor can lead the conversation with the following questions:

- Have you ever been in a situation that is out of control? What are your feelings?
- If you have never been in that situation, think of a case where you have a teacher in your school which needs to handle an out-of-control classroom. Can you give him/her 3-5 tips about how to handle it?
- What are the main topics or main tips for handling a class?

Classroom Management Strategies to Take Control Of Noisy Students (10:32)



This video explains a strategy for improving the management when facing demanding groups of students. In that way, this strategy shows how to deal with diverse situations that can easily become a never-ending source of stress and frustration.

Now, the mentor can lead the conversation with the following questions:

- Have you ever been in a situation taking control of tough groups of students from the start of class? What are your feelings?
- If you have never been in that situation, think of a case where you have a teacher in your school which needs to handle tough groups of students. Can you give him/her 3-5 tips about how to handle it?
- What are the main topics or main tips for taking control of tough groups of students from the start of class?

Feel free to structure the conversation in which ever way you as the mentor assess most appropriate for the needs of the NQT.

Here is a short suggestion table for reference.

Classroom Management Styles: What's Your Style?

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
4:14'	20'	10'

Christy Haubegger discusses the impact her kindergarten teacher had on her life

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
0:44'	20'	10'

Jennifer Brea's English teacher saw a hidden potential in her

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
01:03'	20'	10'

Student Motivation: The ARCS Model

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
4:34'	20'	10'

How to Handle an Out-of-Control Middle-School Classroom

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
8:49'	20'	10'

Classroom Management Strategies to Take Control Of Noisy Students

Time to watch the video	Time to answer the questions and have a discussion about the topic of the video	Reflexions and doubts
10:32'	20'	10'



4.2 GROUP WORK TEMPLATE

Part A – Using lesson study on concrete collaboration project

The mentor gives a concrete example of an activity that can be used to integrate the NQT in a team effort. Being a teacher is not being isolated in a bubble but depends heavily on a cooperative approach. It is proposed to join a number of NQTs or other interested teachers in a focus group to work on a specific case and develop cooperative practices.

The main idea is to read a paper on effective discussion, work out concrete case studies and use the methodology of lesson study.

STEP 1: Creating effective Classroom Discussions

It is proposed to work with this [IDEA Paper written by Cashing from Kansas State University](#). The objective is that the teacher gets a sense of what a good discussion in the classroom entails in order to:

- a) Strengthen the practical repertoire of tips regarding creating discussions with students.
- b) Improve the capacity of creating discussions around case studies with colleagues.



Effective Classroom discussions

STEP 2: Peer collaboration to co-create real and meaningful case studies.

The mentor will lead the coordination with other colleagues to ask for the drafting of recent challenging classroom scenarios and include:

- a) What were the conscious and unconscious strategies and the intended and unintended consequences of the reaction/teacher approach to that situation.
- b) A short self-reflection from the very same teacher about that intervention.

STEP 3: Lesson study around classroom scenarios

To organise the discussion and reflection around real scenarios, it is proposed to partially follow the Japanese collaborative process called “[lesson study](#)”, which involves teamwork and a series of meetings which are arranged in the form of a cycle. Lesson study is particularly useful because it explicitly aims at overcoming “stand-alone” reflections and locating them within a larger process, and involves more than 1:1 interactions, thus involving more than one experienced teacher or mentor.

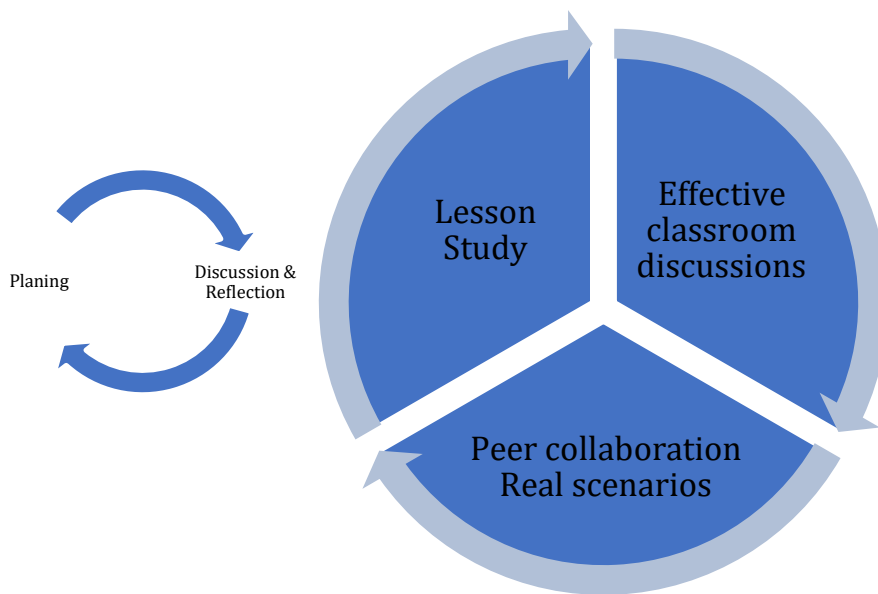


Figure 3 - Lesson study scheme

Step	Actions	Time
IDEA working paper: effective classroom discussion.	-Read the article. -Discuss with the new teacher (optional).	45' + 30' (optional)
Peer collaboration: drafting of teaching scenarios	-Recruit volunteers. -Drafting of case studies.	20' (initial meeting) + 45' (drafting).
Setting a Lesson Study	-Organize meetings to discuss teaching scenarios. -Setting of the agenda and connecting with other mentors.	-15' (reading of scenario) -30' (discussion) -10' (related issues and/or deepening meaning and further discussion)

Part B – Thinking about other teaching approaches including cooperation

The second part of this document offers some ideas on how to approach different other teaching techniques and approaches involving cooperation.

Job shadowing

What Is Job Shadowing?

Job shadowing involves spending time following a professional, in this case an experience teacher, as they work and in the case of education a more experience teacher. By observing the experience teacher, you can get a better understanding of their approach and practice.

How Job Shadowing Works?

Job shadowing can be done as part of a formal program organized by any education institution, or it can be scheduled informally.



Benefits of Job Shadowing

Job shadowing can be useful in a number of ways, including helping you decide whether or not you'd enjoy and feel passionate about a job. You'll also find out if your skills match the career field of interest and whether your skills might translate to this job.

Because job shadowing is a short-term experience, it can be a great way to decide whether or not you want to pursue a particular career.

How to Prepare for Job Shadowing

It's important to be prepared for a job-shadowing experience so you can get the most out of it.

- **Coordinate Your Schedule**

Pick a time that you can commit to and discuss with the teacher the most appropriate time to do it.

- **Do Your Research**

Spend some time familiarising yourself with the person you will be shadowing. It's a good idea to get to know the teacher you are shadowing and be familiar with the subject they are going to deliver. Stay in touch with the person you are shadowing—they can be an invaluable contact to advise you if needed. Also, write a thank-you note to the teacher for giving you the opportunity to learn from them.

- **Prepare Your Questions**

You likely will have an opportunity to ask the teacher questions about the job, so prepare some ahead of time. You should also be ready to talk about your expectations and your career goals.

- **Take Notes**

You will want to record what you learn throughout your shadowing experience and write down any additional questions that arise. Bring a notepad and pen, so you're prepared.

Joint Sessions

Team teaching

In joint sessions both teachers are in the room at the same time but take turns teaching the whole class.

Joint sessions provide both teachers with an active instructional role. Introduces students to complementary teaching styles and personalities and allows for lessons to be presented by two different people with different teaching styles. Co-teaching can successfully meet the needs of all learners when the co-teachers:

- Have ample time to build a trusting relationship with one another
- Have shared planning time
- Each have the chance to use their expertise in the classroom

However, it takes time and trust for teachers to build a working relationship that values each teacher equally in the classroom. It requires a lot of planning time and coordination of schedules and requires teachers to have equal involvement not just in planning, but also in grading, which means assignments need to be evaluated using a rubric or other non-subjective methods

Parallel teaching

In parallel teaching, the class is split into two groups and each teacher teaches the same information at the same time. Parallel teaching works well to differentiate instruction when the



content being taught is particularly challenging. Students can benefit from learning difficult material in a smaller group.

Parallel teaching can be a comfortable way to start joint sessions. You and your co-teacher plan together to make sure you're covering the same material. And since you're teaching your half of the class, you're less likely to feel closely observed by your colleague.

One teaches, one observe

In a "one teaches, one observe" setting, one teacher serves as the primary instructor, while the other is simply observing students' learning and collecting data, which can be useful in determining what instruction takes place next, which students need additional help and deciding what co-teaching model may be used next to address any identified needs.

Making Joint teaching work

Joint teaching definitely has benefits, but it can also be challenging to implement. It can be especially hard for new teachers who are paired up with teachers who have more experience, or for co-teachers whose teaching philosophies differ from each other. But there are several steps you can take to make it work:

- **Plan who's doing what**

No matter which co-teaching model you use, you and your co-teacher need to thoughtfully plan out which responsibilities each of you will have. Planning is vital to your success as a co-teaching team.

- **Agree on expectations**

Having a conversation before the sessions about your expectations for students, behaviour, homework, etc., can help you work out any differences you may have and come to a consensus for how your shared class will run. It is also essential that both teachers share behaviour management equally. Avoiding a "good cop/bad cop" situation can make it easier to maintain a positive classroom culture.

- **Understand the needs of all of your students**

It's critical that both you and your co-teacher understand the needs of all of your students, including those who learn and think differently.

- **Use signposting**

If the joint sessions are for more than a single session, making sure both names appear on the door, on assignments, and in the classroom can also help your students see you as the team you are.

- **Keep setting aside time to collaborate**

Planning and reflecting on the lessons you teach together is especially important. Keeping lines of communication open, raising concerns respectfully, and having a supportive and involved administrator can help bridge any gaps.

5. Issues of pressure and stress

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

The aim of the module is to introduce the phenomenon of stress and to explain in more detail how stress works in our body and how it affects our life (on a physical and psychological level). In addition, the module will talk about burnout, which is very present in teaching professions. Based on research, it will present the reasons why teachers burn out and propose the introduction of team and individual supervision as a solution to conflicts. The module also aims to present different techniques to relax the body and mind and gives advice on how to live with less stress.

B. Expected learning outcomes:

- The principal learns about the causes of stress and burnout among teachers and gains insight into techniques that might help employees.
- The mentor gains insight into the knowledge and functioning of stress and the various exercises that can be suggested to the NQT.
- The mentor and the NQT learn about different ways of prioritising tasks that can help them organise their work.
- The NQT that it is necessary to set clear priorities at the beginning of the career and to make commitments based on those priorities.
- The NQT learns that a successful worker is able to separate work and personal life and take time to rest.
- The NQT is familiar with some healthy lifestyles.

C. What does this module include (list and description):

ELEMENT	Target audience	Type of resource	Time for resource	Area
5.1 Introduction to the topic of stress	Mentor and/or NQT	Presentation	1,5 hours	Emotional
5.2 Introduction to the topic of burnout in the teaching profession	Mentor and/or NQT	Presentation	2 hours	Emotional
5.3 Examples of exercises to relax body and mind	Mentor and/or NQT	List/guide	1 hour	Emotional
5.4 Examples for the reduction of stressors	Mentor and/or NQT	List/guide	1 hour	Emotional
5.5 Questionnaire for stress check	Mentor and/or NQT	Questionnaire	30 minutes	Emotional
5.6 Form for stress monitor. "Through diary writing"	NQT	Form template	10 minutes	Emotional
5.7 Form for gratitude diary	NQT	Form template	10 minutes	Emotional
5.8 Self-reflection on a stressful situation at work	NQT	Form template	10 minutes	Emotional
5.9 Template for the Eisenhower Matrix	NQT	Form template	10 minutes	Emotional



5.1 Introduction to the topic of stress - the document presents stress as a phenomenon. It explains what stress is, why it occurs, and the difference between stress and stressors. It also describes how stress affects the human body and the consequences of too much stress on the body and mind.

5.2 Introduction to the topic of burnout in the teaching profession - the document describes the phenomenon of burnout, the different stages of burnout and the causes that lead to it. It also discusses burnout in the teaching profession. The document outlines the most common reasons for the development of burnout among teachers and provides suggestions for creating a better climate in the school environment.

5.3 Examples of exercises to relax body and mind - this document lists and describes ideas for relaxing the body. Relaxation techniques for the body include proper breathing, progressive muscle relaxation, massage, and relaxation. The document goes on to discuss the human mind, how it works, and how we can change our thinking. The document includes tips on redirecting attention and other methods such as writing a gratitude journal, meditation, and mindfulness exercises.

5.4 Examples for the reduction of stressors - in this document, you will find suggestions on how to live the most stress-free life possible. In particular, it emphasises the importance of good time management and thus reducing stress in the areas over which we have control. The document describes three different techniques for organising work: Prioritising by Setting Criteria, Prioritising by Analysing ABC and the Eisenhower Matrix of Urgent vs. Important. Finally, the document gives some examples of how to improve work-life balance.

5.5 Questionnaire for stress check - the questionnaire contains 41 questions that the mentor and the new teacher can answer to find out how stressed they are at the moment.

5.6 Form for stress monitoring through diary writing - here is an example of how you can record your stressors during the day and the emotions they triggered. There is also a form you can use to record stressful events during the day. This way of identifying and assessing the intensity of stress and feelings will help you process stressful situations more quickly.

5.7 Form for a gratitude diary - the questionnaire is divided into two parts. The first part is to be completed in the morning and the second part at night before going to bed.

5.8 Self-reflection on a stressful situation at work - the questionnaire serves as a self-reflection of your working day and helps you evaluate your feelings and reactions to certain situations. Regular self-reflection at the end of the working day will help you to be aware of your reactions and feelings, to identify areas of weakness and to organize your thoughts so that you can grow beyond them.

5.9 Template for the Eisenhower Matrix - it is a blank form to help you prioritise your daily life according to the Eisenhower matrix.

D. Suggestion for the implementation of the entire module:

The module is primarily aimed at the mentor and new teacher, but it would also be good for the school administration to be aware of it and try to introduce it to the entire staff. We suggest that the mentor become familiar with the material in the module and try different techniques to reduce stress.



The mentor should introduce the module to the new teacher when the need arises, due to some techniques being very useful at various challenges preferably towards the beginning of the induction programme.

In the preparation for a joint discussion the mentor can use documents 5.1 and 5.2 to gain a broad theoretical insight. Alternatively, both materials can be used by the NQT independently.

During the joint reflection, the mentor should suggest that they complete a stress check questionnaire (5.5) together and, depending on the results, provide additional encouragement to use relaxation techniques. Techniques practically presented in documents 5.3 and 5.4 can be presented by the mentor or examined by the NQT independently.

The new teacher is completely free to apply relaxation techniques and use other tools. However, there are 4 concrete examples of tools that the mentor can present rather briefly and empower the NQT to use them to his/her benefit. Tools provided in 5.6, 5.7, 5.8 and 5.9 can be presented in under 10 minutes each and it is up to the NQT to decide if and how he/she would like to use them.



5.1 INTRODUCTION TO THE TOPIC OF STRESS

We live in a time when we are constantly in a hurry, day after day, to reach new and higher goals. Science has developed to the point where new discoveries and inventions are part of everyday life and our goals and aspirations are ever higher. Man expects more and more from himself, and society expects more and more from him. In work organisations, it sometimes seems that only work and ever-increasing productivity count, but the well-being of employees is too often forgotten. Add to that the work-life balance and the constant feeling that we are running out of time and cannot cope with the tasks at hand, and we quickly end up in a situation where our whole life consists of rushing around and checking off to-do lists.

Therefore, the way of life that modern man leads in a developed society is associated with stress. Research shows that children as young as kindergarten age struggle with stress. Research shows that one in five workers experience high levels of stress at work (Middelton 2009). In Australia, stress costs workers more than any other illness, and in the U.S., stress, related illnesses, and presenteeism account for \$300 billion of the national budget (\$7,500 per worker) (ibid.).

5.1.1 What is stress?

The term stress was first used in the 1930s by the Australian endocrinologist Hans Selye (). He adopted the term from physics and engineering, where stress means pressure. The word itself originated in the Latin word *stringere*, which means "to tighten." He later said that the condition he wanted to describe with the word stress would have been better described as tension. Stress researchers agree that it is difficult to give a definition of stress because, like happiness, everyone experiences it in a slightly different way. Roughly speaking, one could say that stress is the brain's reaction to a situation that we perceive as unmanageable and that requires us to take a certain action or be prepared for a certain reaction. Such stress-inducing situations are also called stressors. They can be external or internal. External stressors can be related to work, family and friendship relationships, local environment, financial situation, political situation, health and social system, etc. Internal stressors originate within us. These include our thoughts and beliefs (about ourselves and our abilities, about others and their intentions, and about the world), self-criticism and perfectionism, persistent difficult emotions or traumas, lack of self-confidence and self-compassion, poor self-image, various illnesses and physical ailments, and addictions of various kinds (Križaj 2019, 29-30).

Stress can be acute or chronic, the latter requiring long-term physiological adaptation. Emotional stress is particularly difficult and most common and is triggered when the brain forces the body to respond to events that have not yet occurred. When we are stuck in a traffic jam, we are quickly overwhelmed by the amount of stress when we think of the consequences of being late. But the stress response we experience in such cases is often worse than the consequences of the delay (Middelton 2009).

Research also shows that the body does not distinguish between low and high stress, because in both cases our body's response is due to the activation of the sympathetic nervous system, which is responsible for enabling humans to respond to danger in a timely manner. In order to respond to a problem as quickly and efficiently as possible, the body shuts down all other activities (deactivating the parasympathetic nervous system and all other functions in the body) that drain energy from the body and instead focuses on solving the problem at hand.

Let us explain this a little further. When we are in a stressful situation, our body communicates that to us very quickly. Our breathing becomes faster, our hands become clammy and cold. These changes are triggered by the sympathetic nervous system we mentioned earlier. The hypothalamus stimulates the pituitary gland to release the hormone adrenocorticotrophic hormone (ACTH) into the bloodstream. When this reaches the adrenal glands, they respond by producing additional adrenaline and other hormones called glucocorticoids, including cortisol. The stress response activates the serotonergic system in the brain, which releases serotonin. Peptides are also released. (Elkin 2013)

In addition to faster breathing and heartbeat, other changes occur in this state. Digestion slows down during this time to see better, pupils dilate, blood is diverted away from the skin and internal organs and flows to the brain and skeletal muscles. These are stretched to make you feel stronger. At the same time, the blood thickens faster to repair the damage to the arteries. Finally, the liver begins converting glycogen into glucose, which, along with free fatty acids, provides fuel and quick energy as the body anticipates it will likely need it. (Ibid.)

Stress is also experienced on an emotional level when it can evoke a range of different feelings. Thus, we experience stress as frustration, despair, anxiety, overwhelm, restlessness, anger, sadness, and guilt. Emotional reactions can be more or less pronounced. Stress is problematic mainly because these feelings (due to new stressful circumstances) can last for a long time (ibid.).

It should be noted that our body is capable of coping with short-term stress several times a day, and it has no consequences because bodily functions are soon restored, and the body continues to function normally. Problems arise when the natural rhythm system breaks down due to overload. In such cases, as the basic stress level increases, the body is unable to return to its normal level of functioning, resulting in an imbalance of hormones and high sensitivity. In life, this manifests itself in small things derailing us. Another danger is that people often do not feel a gradual increase in stress levels until they are approaching a crisis (ibid.).

5.1.2 The consequences of stress

Chronic stress affects a number of body systems and organs, affecting some people more severely and others less severely. The effects of stress are felt on both a physical and emotional level and consequently affect our relationships and lives. We will first talk about the physical effects of stress and then the emotional effects.

Physical consequences of stress

The physical consequences of stress are often insidious and invisible, but they can be severe. The cardiovascular system is most affected by stress because stress stimulates the body to supply the brain with as much blood as possible, which results in less blood (and therefore important nutrients for functioning) reaching other organs (e.g., the gastrointestinal tract). Cardiovascular and gastrointestinal disorders are therefore the most common physical symptoms of excessive stress. Excessive stress to the cardiovascular system leads to increased blood pressure, increases the likelihood of atherosclerosis, which in turn can lead to heart attacks. As mentioned earlier, the chronic system deactivates the parasympathetic nervous system, inhibiting the function of the digestive system. This leads to chronic bowel disease (IBS), painful cramps, diarrhoea, bloating and flatulence. Stress can even lead to sores in the gastrointestinal tract, increasing the risk of carcinoma.

Metabolic diseases include diabetes, which is caused by insulin resistance and the resulting increase in glucose and fat. Resistance, in turn, is due to chronic stress that maintains high

levels of sugar and fat in the bloodstream. Middleton (2009) also points out that about 75% of stressed people eat too much and unhealthily, which is related to stress and fat accumulation in the abdominal area. The latter is one of the additional reasons for the possibility of cardiovascular disease.

In some people, excessive stress can also affect the muscles, which become increasingly tight and tired. A common consequence of muscle soreness is tension headaches, where mild to moderate pain manifests as a tightness in the head area. At the same time, chronic stress affects neck and back pain. Finally, chronic stress weakens our immune system and makes us susceptible to viral and bacterial infections. Finally, too much chronic stress can cause skin problems, hormonal imbalance, problems getting pregnant, premature menopause, insomnia, and more.

Emotional consequences of stress

Stress can be linked to a number of psychological problems and is often a precursor to the development of anxiety and depression. While it's true that some people are more prone to these types of problems, the truth is that anyone who keeps negative emotions bottled up for too long and overhears the body's warning signals will eventually suffer an emotional breakdown. The emotional consequences of stress include panic attacks, severe phobias, and obsessive-compulsive disorder (Ibid).

The risk of stress impacting mental health is especially high when negative emotions are suppressed. The teaching profession requires a certain level of emotional maturity and thus mastery of one's emotions when working with students. At the same time, it would be essential for a teacher to take time after work to process all the emotions that were stirred up during the workday, especially those that he or she felt strongly. Unfortunately, most people do not (or never) take the time to deal with their feelings, which contributes significantly to the development of emotional and psychological problems.

The table below shows the first warning signs of stress.

Physical signs/symptoms	Emotional signs/symptoms
Frequent headaches	Feeling more tearful or angry than usual
Problems with indigestion or irritable bowel syndrome	Panic attacks
Worsening of conditions such as eczema	Emotions of feeling out of control
Sweating or shaking at the times you are under pressure	Mood swings
Chest pains/rapid heartbeat	Withdrawing from family and friends
Hyperventilation (over-breathing)	Feeling agitated and unable to relax
Sleep problems (struggling to get to sleep or walking at night)	Struggling to switch off your thoughts/worries
Frequent minor illnesses such as colds	Inability to concentrate/plan things in the way you normally can
Loss of sex-drive/decreased interest in sex	Feeling more sensitive than usual to criticism and problems at work or home

Source: Middleton 2006, 64



Positive stress

Stress can also be positive, and often it is even desired. Short-term stressors motivate us and help us achieve our goals. Positive stress is when a situation is challenging rather than threatening. We believe that our skills and abilities are greater than the demands, so we are confident that we can successfully manage the source of stress. We are accompanied by encouraging feelings of anticipation and self-confidence. When we are active, motivated, and focused, we also become more efficient and creative, which increases the chances of successfully managing the stressor. We experience that we are in control of our lives and that life itself is meaningful and fulfilling, so we can grow and develop into a mature person. When we achieve our goals, we feel happy and satisfied that we did it. Let us look at an example. A teacher who likes to perform is under positive stress when preparing a lesson. We can also talk about positive stress when teachers want to put their ideas into practice. A teacher plans to surprise his students with a biology lesson at a zoo. Although he has to invest more time in preparing the lesson and the walk with the students on the side of the road is more exhausting than in the classroom, he is happy to put his idea into practice.

You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.



5.2 INTRODUCTION TO THE THOPIC OF BURNOUT IN THE TEACHING PROFESSION

5.2.1 What is burnout and what causes it?

Long-term stress can lead to burnout, which, according to Gonzales-Roma (et al. 2006), is a reaction to chronic occupational stress characterised by emotional exhaustion, cynicism, and decreased work performance. Christina Maslach defines burnout as a psychological anchor that manifests itself in emotional exhaustion, decreased performance, and depersonalization. It should be emphasised that burnout is one of the possible consequences of excessive stress but should not be equated with too much stress. Burnout is said to occur when a person no longer feels motivated or empowered to perform their tasks. Burnout is also characterised by a loss of hope and positive attitude.

The causes of burnout can be divided into three groups: social circumstances, psychological life and work circumstances, and personality traits. Among social circumstances, the most common stressor is the modern lifestyle and values associated with work, membership in a work organisation, and work performance. Burnout can also be the result of long-term exposure to negative psychological circumstances, which in the case of work means that people do not receive sufficient rewards for their work and time invested. Negative circumstances include lack of acceptance at work, control by superiors, low job security, misunderstandings, unclearly defined tasks and responsibilities, etc. Among personality traits, perfectionism and overcommitment stand out the most. It is no wonder that the most dedicated, capable, responsible and efficient people burn out most often. (Pšeničný 2008) This behaviour is largely influenced by an individual's values as well as their personality and upbringing. People have a high degree of achievement-oriented self-image (self-esteem depends on external recognition of one's achievements, i.e., one values oneself as much as one has achieved something and as much as one has received external recognition for one's achievements). (Ibid.) According to the research, burnout is also closely related to the lack of satisfaction of basic needs, where one overvalues oneself in the desire to please others.

In fact, people with a performance-oriented self-image most often choose jobs where they can prove themselves and where the nature of the work allows them to set and achieve goals. This behavioural pattern also seems to be prevalent in teaching professions, as research (Dormann and Zepf 2004; Mojsa-Kaja et al. 2015) shows that teaching is one of the professions most or most at risk of potential burnout. Both internal and external factors contribute to this, of course. Dormann and Zepf (2014) include among the external factors the excessive demands of the profession due to an excessive workload in a short, fixed time frame, the role conflicts that arise from balancing the conflicting demands of students, parents, and administration, and the classroom and school climate. External factors include inadequate rewards for work done, inability to grow, unclear rules from school leadership, discrepancy between personal values and those of the organisation, etc.

Maslach (et al. 2001) has written extensively on the individual factors that influence burnout, dividing them into demographic factors, personality traits, and attitudes toward work. Demographic factors that influence the likelihood of burnout include age (younger workers early in their careers are more likely to be burned out than their older counterparts), gender, education level (workers with higher levels of education are thought to be more prone to burnout), and marital status (unmarried men are more likely to be burned out than married men, and single men are more likely to be burned out than divorced men). Personality traits that contribute to the development of burnout include coping style in stressful situations, low levels of resilience, external locus of control (events and successes are attributed to the power of others or chance), and neuroticism or emotional instability. Burnout is also strongly influenced by an individual's attitude toward work when expectations are too high.

Schaufeli and Enzmann (1998), based on a study they conducted, believe that neuroticism is one of the most common factors in the development of burnout. It is emotional exhaustion that has the greatest impact. Emotionally fewer stable people find it more difficult to lead a class and suffer more from time pressure. They also express more negative emotions, can be cynical, and find it harder to give praise. One of the dangers of neurotic people is rejection and distancing from the external source of stress (Watson and Hubbard 1996).

Perfectionists are also highly susceptible to burnout because they strive for flawless task performance, set (overly) high performance standards, critically evaluate their own behaviour, and are ambitious (Flett and Hewitt 2002). Teachers with high levels of social perfectionism experience more frequent and intense professional problems (e.g., It should be noted that perfectionism is not always bad. There is both perfectionism as such and perfectionist striving, which can help a person perform well and accurately, but not pay much attention to or be influenced by possible mistakes and negative criticism.

We have already mentioned that one of the causes of burnout is performance-based self-esteem, where individuals respect themselves to the extent that they meet their high expectations and are recognised for their achievements. The quest for validation is especially characteristic of young teachers, who invest all their energy in achieving their goals, while the environment and unexpected situations at work (and in their personal lives) present additional challenges. If they are unable to lower their expectations and make compromises between their personal ambitions and the reality of the situation, they become dissatisfied and may even become less motivated and stay away from work (Antonioni et al. 2006).

Chang (2009) and Fiorilli (et al. 2015) also note that higher levels of burnout are associated with greater intensity of unpleasant emotions experienced by the teacher at work. To avoid this and the consequences of negative emotions that lead to absenteeism and turnover, teachers' psychological competencies need to be strengthened. Kinman (et al. 2011) argues that the latter is necessary because teachers perceive teaching as a deeply emotional activity that requires effective tracking of one's emotions and the ability to create desirable emotional states in others. Last but not least, a teacher is expected to be a good facilitator, exercising warm, compassionate, and respectful control over students. In doing so, he or she must often suppress his or her own feelings, which must be dealt with as quickly as possible in a timely and proper manner.

Teacher burnout is also largely influenced by social factors, including changes in the law, low pay, lack of support from colleagues and principals, inadequate professional development programmes, inequity among staff, administrative duties, the profession's poor standing in society, noise, and lack of respect and support (Friedman 2000; Schaufeli and Enzmann 1998).

5.2.2 Recognising burnout and the three stages of burnout

"A state of well-being and full of energy reserves is called vitality. When some energy (physical, cognitive, emotional, etc.) is depleted, a state of exhaustion occurs. Accumulated fatigue, which is the result of lack of rest and recovery from exertion, is called overfatigue. Deciding how to behave in such a state can also be a choice between health and illness. A burnout candidate ignores the warning signs of overwork and increases his or her activity by being extremely productive. By escaping into work addiction, the warning signs our bodies are sending us disappear. Further exhaustion leads to burnout." (Wheat 2008)

There are three stages of burnout, in order: exhaustion, enmeshment, and adrenal burnout. The table below shows the comparison and signs of each stage, as well as preventative measures schools should take when employees reach a certain level of burnout.

BURNOUT STAGE	EXHAUSTION	ENMESHMENT	ADRENAL BURN-OUT
DESCRIPTION	Strong performance orientation, anxiety, sense of responsibility, feeling that everything depends on him, that everyone needs him.	The number and intensity of signs increases. There is a strong feeling of being trapped and powerless to change anything, with severe physical symptoms of excessive exhaustion, feelings of guilt or anger, and a decline in performance-related self-esteem.	Very intense physical and psychological symptoms.
DURATION	For several years, up to 20.	A year or two.	Acute for a few months, sequelae for two to four years, can be lifelong.
PHYSICAL CONSEQUENCES	Chronic fatigue (passes with rest), pain in the morning and evening, rapid heartbeat, panic attacks, gastroenterological problems, insomnia.	Occasional or persistent increases in blood pressure, impaired immune function, headaches, aches, pains, allergies, short-term sudden attacks of psychophysical energy, severe sleep disturbances (insomnia or interrupted sleep).	Extreme drops in physical energy (every movement is strenuous), inability or extreme difficulty in staying awake, muscle and joint pain, intense signs of sensory overload and exhaustion (tingling sensations all over the body, tremors, light and sound are very distracting), heart attack, stroke, acute gastroenterological disorders.
PSYCHOLOGICAL CONSEQUENCES	Increased activity, frustration, disappointment with people, feeling that interacting with people is tiring, irritability, anxiety, sadness, denial of physical and mental fatigue and pain, putting others' needs before your own.	Feeling trapped or needing to withdraw from work or living environment, decline in performance-related self-esteem, anger (including fits of rage), cynicism, harshness, cruelty, inability to control emotional responses, feelings of guilt, concentration and memory disturbances, alienation from loved ones and colleagues, difficulty recognising lies and manipulation, denial of one's own needs, suicidal ideation (without systematic suicide preparation).	Depressive feelings, inability to make decisions and plans, to take initiative, loss of sense of time, fits of rage and crying, loss of control of meaning and sense of security, inability to concentrate (even to read), disruption of train of thought, extremely limited short-term memory, disturbances in retrieval, extreme vulnerability, intense anger and cynicism, feelings of insecurity, possible suicide attempts, feelings of a "break in the psychic spine".
BEHAVIOURAL CONSEQUENCES	Workaholism.	Changing work or living environment, withdrawing from social contact.	Withdrawal from all activities, breaking off social contacts.
PREVENTION	<p>Reduce the stress load and increase the sense of control, clearly define roles, make the teacher's role clearer and reduce role conflict.</p> <p>This can be achieved by:</p> <ul style="list-style-type: none"> - Allowing teachers to consult on their tasks, such as curriculum design, planning teaching, classroom work, etc. - Providing adequate resources and equipment to facilitate teachers' teaching - Provide clear descriptions of job responsibilities and expectations - Ensure open channels of communication between teachers and administration - Facilitate and encourage professional development and advancement through the provision of mentoring and professional learning and networking 	Organise training to identify these symptoms and implement measures to reduce them.	Prevent a recurrence of burnout by changing jobs, allowing a less demanding position within the organisation.



5.2.3 The impact of burnout on the teaching profession

Teacher burnout also affects the teaching profession. Lack of energy affects the quality of preparation for classroom work as well as the quality of lectures and other activities with students and colleagues. Research has also shown that teacher burnout affects student motivation, resulting in lower engagement in learning and participation (Shen et al. 2015), which is a serious problem for the learning process itself. The results of the above research show that teacher burnout is negatively related to students' autonomous motivation.

Burned-out teachers share less information in class, lectures are unstructured, and collaboration is impaired. They may also spread resentment among their students and are prone to high turnover due to a weakened immune system and frequent injuries, including on the job.

The factors (Dorman 2003, Chan 2003, Slivar 2009) that have the greatest impact on teacher stress are as follows:

- The complexity of the job
- Contradictions
- Balancing the conflicting demands of parents, students, and administration
- Many urgent and unimportant tasks (administration)
- Discourteous behaviour of students
- Establishing discipline in the classroom
- Finding a balance between lower and higher performing students in teaching the subject matter
- Noise
- Lack of student motivation
- Too many students in the class

5.2.4 How can teacher burnout be prevented?

We have seen that the teaching profession is highly exposed to the risk of burnout. Teachers who are overworked or have already experienced burnout see a major problem in the system itself. Many also admit that it is their own fault that the stress of the job has impacted them and their lives so severely. Each adult makes his or her own choices and consequently must face the consequences. A teacher's job is not only to teach and educate students, but one of the most important jobs is to take care of themselves.

Research shows (Dormann 2004; Chan 2003) that burnout in the teaching profession is caused by conflictual relationships. Regular and honest communication and constructive criticism are necessary to avoid disagreements in the work environment and to maintain good relationships between colleagues. According to psychologists, psychotherapists, theologians and philosophers, conversation is the best remedy for the psychological condition of human beings. Not only the fact that we talk is important, but also the way we talk and our attitude towards ourselves and our interlocutor.

One solution to this would be pedagogical supervision, both as a team and individually. Research shows that good (self-)reflection can prevent burnout (Korthagen and Vasalos 2010) and strengthen relationships within the team. With the help of a supervisor, team supervision sessions would create a more honest relationship between employees as they would regularly process emotions, solve problems, and find solutions. At the same time, they would feel that they are not alone when they hear from other employees. Supervisors note that participants in supervision form more collegial bonds, are more willing to work on common tasks, share responsibilities, and help each other.

You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.

5.3 EXAMPLES OF EXERCISES TO RELAX BODY AND MIND

We all know that stress is dangerous and that long-term exposure to stress can have serious consequences, which in their extreme form can lead to serious illness and burnout. Although many people know that changing their lives and taking better care of themselves would benefit them and those around them, the reality is that it is difficult to do these things. Why is that? Often it is because many of the things that stress us out are not directly within our control. It is very difficult for us as individuals to influence (or even be able to influence) socioeconomic circumstances. Similarly, parents cannot just stop caring for their children, even though balancing work and family can be very stressful and tiring, nor can we stop helping elderly people who depend on them and their help. We have seen that work is one of the main reasons why people burn out. But you can love and enjoy your job and not imagine leaving or changing it, even if it is stressful and takes a lot of energy and time.

Kate Middleton (2009) argues that you cannot avoid stress, but you can learn to manage it and prevent it from having harmful consequences. Below, we discuss how individuals can manage stress on a physical and emotional level and present various techniques and tools that contribute to a calmer and more organised life.

Before we begin the stress management techniques, we encourage you to complete the stress questionnaire (see chapter 5.5) or monitor your stress by keeping a stress diary (see chapter 5.6).

Relaxing the body

You are probably well aware of how stress affects your body and ultimately your psyche. Emotional stress (which takes place in the psyche) is always converted into physical stress, but the opposite is also true. It often happens that people do not know how to recognise the body signals that tell us that the body is tense and should relax. Signs of tension in our body are headaches, neck pain, lower back pain, jaw pain, shoulder pain, twitching, muscle cramps, stomach pain and teeth grinding. But there are other processes in the body that can jeopardise our long-term health. When the body is tense, cholesterol levels rise, blood thickens faster, the stomach secretes more acid, and blood pressure rises. We can do a lot for our health if we learn to recognise tension in our body and deal with it regularly.

Breathing

One of the most effective relaxation techniques is breathing, which of course must be correct. Breathing supplies the body with oxygen and removes waste products (mainly carbon dioxide) from the blood. It is often thought that the lungs are needed for breathing. Of course, they also play a very important role, but the muscle most responsible for breathing is the diaphragm. When relaxed, it has the shape of a dome. In humans, it is about 3-5 mm thick and does up to 80% of the muscle work required for breathing. When we inhale, the diaphragm flattens downward, creating more space in the chest cavity and allowing the lungs to fill. The abdominal cavity inflates. When we exhale, the diaphragm returns to its dome shape. Although our diaphragm works automatically, this process can also be interrupted, especially when we are stressed. When a person does not breathe with the diaphragm, inappropriate gas exchange occurs, which in turn causes tension and fatigue, putting additional stress on the body. When we breathe incorrectly, not enough oxygen gets into our bloodstream, our blood vessels constrict, we feel more tense, shaky and dizzy, our brain receives less oxygen than usual, and our heart beats faster and our blood pressure rises (Elkin 2013).

Here are some basic steps for proper breathing. Elkin (2013), in describing the various techniques, also points out that developing the right breathing pattern is an exercise that takes

time and patience. We must break old habits and relearn to breathe properly, just as we did when we were babies.

The first steps to breathing correctly:

- Sit comfortably and place one hand on your belly and the other on your chest.
- Breathe in through your nose, making sure the hand on your belly rises and falls and the hand on your chest barely moves.
- As you breathe in slowly, count to three.
- As you exhale through your nose, count to four and watch the hand on your belly relax continuously.

The next step to proper breathing:

- Get comfortable on your bed, a chair with a back, or on the carpet. Keep your knees slightly apart and slightly bent. Your eyes can be closed.
- Place one hand on your abdomen near your belly button and the other on your chest so you can follow the movement of your breathing. Try to relax and let go of any tension in your body.
- Start breathing through your nose and fill first the lower, then the middle and finally the upper part of your lungs. As you inhale, feel your diaphragm flatten and your abdomen inflate slightly to make room for the new volume of air. The hand on your belly should lift slightly and the hand on your chest should move slightly. Be careful not to lift your shoulders as you inhale.
- Then exhale slowly through the closed mouth, emptying the lungs from top to bottom. A blowing sound should be heard. Watch the hand on your belly lower.
- Pause for a moment and then slowly breathe in again and repeat the process.
- Breathe in this way for at least ten minutes or until you feel more relaxed and calm. If you can, take time each day to breathe.

In addition to planned relaxation through breathing, it is also very important to know how to breathe properly and be able to relax through breathing in stressful situations and busy schedules. You can learn how to do this quickly as well. Just follow the steps below and repeat the exercise three times before getting back to your tasks.

Breathing in a rush:

- Breathe in slowly through your nose, using your diaphragm to fill your lungs and cheeks.
- Hold your breath for six seconds.
- Exhale slowly through a slightly clenched mouth, letting the air escape from your lungs.

Exercise and release physical tension

Progressive muscle relaxation is recommended to relax the muscles of the body to cope with stress. It is a self-regulating technique aimed at achieving deep psychophysical relaxation by reducing the activity of the central (and autonomic) nervous system. This relieves physical and mental tension and replaces it with calm and relaxation. The technique was developed by American physician Edmund Jacobson (1938), one of the pioneers of behavioural medicine, and is often referred to as Jacobson's muscle relaxation or Jacobsonian muscle relaxation. The word relaxation (active form) should be emphasised because the effect of this technique is based on an active awareness of the difference between tense and relaxed muscles, which is necessary to facilitate the maintenance of physical relaxation. The physical relaxation that occurs when practicing this technique quickly transfers to mental calm and a sense of serenity. According to Jacobson, one must strive for muscle relaxation by activating the musculoskeletal system and paying undivided attention to the difference between tense and relaxed muscles, as this is the only way the "muscle memory" can remember the feeling of relaxation.

The technique can be done while standing, sitting or lying down, at least once a day. Progressive muscle relaxation involves tensing and relaxing each muscle group in turn, paying attention to the difference in sensation between the tensed and relaxed muscles. It is important not to tense, but to use 75% of your strength. First, squeeze your right fist slowly but firmly (as if you were wringing out a dish sponge) until you achieve a slight wobble. Then relax the muscles in your hand and squeeze your hand tightly into a fist again, keeping the muscles tense but not overstretched. If the muscles twitch during the exercise, you are tensing too much. Tense only the muscle group you are working on.

It is important that you can stop when the muscle relaxes. Always do the latter before moving on to another exercise. Take at least 15 to 30 seconds to do this. The way you breathe is also important in these exercises. Unlike relaxation through breathing techniques, in progressive muscle relaxation you do not control your breathing, but only while you are tensing each muscle group: Breathe in when they tense and breathe out with relief when they relax. Then focus on the pleasant sensations of relaxation in the muscle, breathing gently and evenly in between.

Before you start the exercise, you should consider some other recommendations:

- Practise the technique at least one hour after eating.
- Do not smoke or drink coffee at least half an hour before the exercise, but you can drink green tea.
- Start the exercise in a sitting position. If you do it lying down, you may fall asleep.
- After the exercise, sit down for a while and stretch. If you exercised lying down, sit down for a few minutes first to let your blood pressure return to normal.

Once you are comfortable, you can close your eyes to refocus your attention on the muscle group you have chosen.

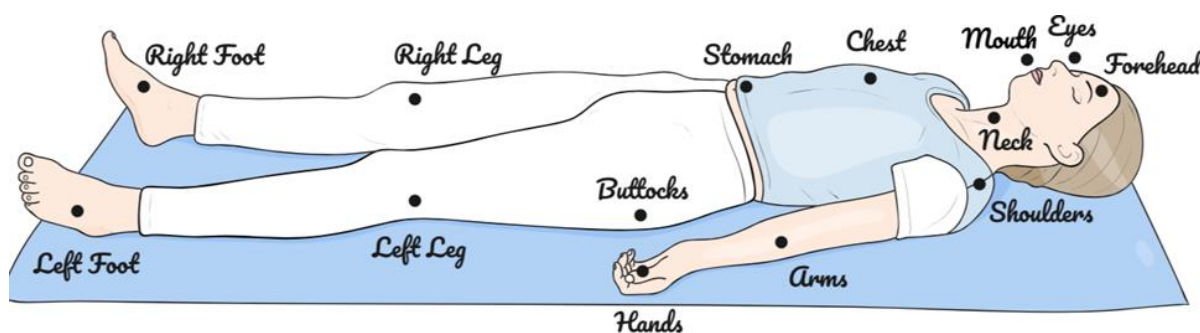


Figure 4 - Recommended position. Source: Human Performance Resources

We also recommend that you watch the [video](#) to help you perform the exercise (14:56)



If this type of relaxation seems too complicated, you can also consider other ways to relax your body. You can try simple stretching exercises, being careful to stretch the whole body and not to stretch the muscles too much or you might hurt yourself.

Massage

Massages also have a positive effect on relaxing the body. It is certainly more relaxing if you get a massage or ask someone to massage you. You can also use a massage chair or other tools to massage tense muscles. However, remember that you can also massage certain parts of your body yourself (e.g. Feet, hands, shoulders).

Relaxation massage is especially important for the neck, shoulder and lower back muscles. The massage should not be too strong. Relaxing music, burning candles and the use of essential oils in massage lotions contribute to relaxation. It is also important to drink enough water after the massage.

Rest

Last but not least, moderate rest is also important to relax the body. It is important to emphasise the word moderate, as too intense a workout can put even more stress on the body. It is advisable to include at least 30 minutes of exercise in your daily routine. It is even better if you exercise outside in nature.

Recreation does not have to mean running, biking or playing basketball. A walk at a moderate pace, Pilates, dancing, light endurance training, etc. Are all you need to relax your body.

The importance of recognising and calming the mind

Much stress occurs in the mind when thoughts creep in that make us feel anxious, insecure, worried, etc. Most of the time, people think about possible future scenarios and reflect on past events, trying to imagine how they would have reacted differently in a certain situation. It is said that most of the things we feel ashamed of never happened. When we look back, it can seem funny, and we can feel a bit like an idiot for spending so much time and energy thinking about a problem that turned out quite well in the end (e.g., parents telling you in a debriefing session that they think their child is quite disturbed).

Did you know that people who are more positive, optimistic, and more likely to think about good things are happier, more satisfied, more successful, and healthier? To be perfectly honest, this is not a revolutionary discovery, because our thoughts can play a very important role in creating and managing stress, especially stress caused by our work environment. Whether we are naturally more optimistic or pessimistic is influenced by our DNA, our family environment (especially in the early years of childhood) and, of course, our life experiences. The upside, however, is that despite a rather pessimistic upbringing and not very positive life experiences, we can develop more positive thought processes over the course of our lives that help us achieve a better quality of life.



Elkin (2013) lists five signs that our minds are stressed. The signs are:

- Difficulty controlling thoughts.
- Racing thoughts.
- Difficulty sleeping (difficulty falling asleep).
- Frequent ruminations about things.
- Difficulty concentrating.
- Being irritable and restless.

Negative thoughts are usually associated with perfectionism, self-deprecation, fear of failure, fear of uncertainty, fear of disapproval, and catastrophizing. If we want to reduce stress, we must learn to stop unwanted thoughts. We must be persistent in doing so because we cannot control automatic thoughts, and they may become more frequent the more we try to avoid them. However, with the right techniques, we can reduce the number of negative thoughts while ensuring that they do not completely derail and overwhelm us.

Elkin (ibid.) Recommends the following techniques:

- Write down unwanted thoughts.
- Think of more pleasant alternative thoughts.
- Focus on the unwanted thought and stay with it for 20 minutes, trying to feel it with all your senses.
- Call out "Stop!" to the negative thought.
- Replace the unpleasant thought.
- Repeat the whole process for the second thought.

Redirect the attention

A very useful exercise for overcoming negative thought patterns is to redirect your attention. Every time negative thoughts pop into your head, try to replace them with more positive ones. Think of things you are grateful for, recall good memories from the past, or think of something you are looking forward to in the future. You can also interrupt the negative thoughts by devoting yourself to another activity (reading a book, watching a movie, exercising, talking to a friend, listening to music, doing housework, etc.) It is also very important to distinguish negative thoughts from each other. It is useful to use the above approaches when negative thoughts run through your mind that are not really relevant to your life (e.g., worrying about how you are going to find daycare for your child in November, even though your work has sent you to a week-long seminar, even though it is only June and you have not yet asked anyone for help). However, not all negative thoughts can or should be ignored, and running away from serious thoughts can also be dangerous. Therefore, sometimes it is necessary to take time for yourself and listen to your thoughts and worries. Try to figure out where a particular thought is coming from, why you are worrying so much, and observe how your body reacts to your insights, or at least how you look for them. Be honest with yourself. Take a piece of paper and write down possible scenarios that could solve your worries. Underline the most likely scenario and try to visualise it, again observing your body and putting into words the feelings that come up in you at this time. The better you know yourself, the quicker you will be able to distinguish between the thoughts that you really need to take care of and those that simply need to be thanked for visiting and dismissed. If you feel that you are constantly in a cycle of negative thoughts and that this is severely affecting your quality of life, we advise you to seek professional help.



Diary of gratitude

Gratitude is one of the words that has been used a lot in the last decade to counterbalance the constant complaining about our lives and all the bad things that happen to us. Even with this word, it is difficult to give an all-encompassing definition. But roughly speaking, gratitude is appreciation for what we have been given and the realisation that many of the things we have are not of our own making.

An example can be used to illustrate the following. You have had a busy day, with seven hours of class behind you. In the last lesson, one student became very restless, demotivated and disturbed the other students, and did not respond to your admonishments until you admonished him. It took you so long to establish discipline in the classroom that you did not cover all the material you had planned. When you confided in your colleague about your situation, she told you that she probably would not have admonished this student because his parents were quite problematic and now you could have more problems.

To draw a conclusion: The whole scenario is pretty black, and at first glance it seems that you have nothing to be thankful for. After a stressful day at work, we tend to have other things go wrong in our personal lives (e.g. We are late for a baby show, we miss dinner, etc.), and at the end of the day, we want the nightmare to be over as soon as possible. However, if you want to relieve stress, you need to look at things from a different perspective, especially in these situations, and try to find things to be grateful for. If you think about it, you can be thankful that you are alive, that you are healthy, that you can work, and that you can finally do the job you were trained for and wanted to do as a child. You can be grateful for the six good lessons you gave today and for all the knowledge you passed on. You can also be thankful for the problem student that you responded as directed and that you were able to muster the courage to teach the student a lesson that could help him or her grow as a person. You can be grateful to your colleague for alerting you to potential problems with the student's parents so that you could prepare and respond appropriately. Finally, you can be grateful for dinner for eight because at least you had enough money to buy the meal and you did not go hungry despite eating for eight because you ordered pizza and made your kids happy.

Research has shown that grateful people are more successful, happier, and most importantly, healthier. No wonder many successful people keep a gratitude journal every day. You do not have to write things down, but at the end of the day you can thank God or another higher power you believe in. However, since the written word has a greater effect on our mind than just saying it, it is better to write things down. You can use a piece of paper, a specially purchased notebook, an online diary, or an app on your phone to do this. If you like, you can also use the attached form (see unit 5.7).

Keeping a gratitude journal should help you become happier and more content. However, when writing a gratitude journal, it is important to relax and not stress about what you will write and how many things you will give thanks for. But it is important to keep the big picture in mind. Give thanks for the people around you, for your health, your work, your home, your food, but also for the small, simple things. Writing a gratitude journal is even more effective if you write the value of the thing, you are grateful for next to it.

Here are some examples:

- I am grateful for my colleague Diana who helped me carry my heavy bag to the car.
- I am thankful that I can afford a car and that my commute to work is more convenient and faster.
- I am thankful for the strawberries that grow in my garden and make my breakfast healthier and tastier.

Meditation

One can also relax and come to rest through meditation. The word meditation encompasses a wide variety of practices and techniques. Various etymological interpretations have already reminded us of the broad understanding of the term. The most common etymological explanation states that the word meditation is derived from the Latin word *meditatio*, meaning to meditate, and that it probably evolved from the Latin root *matum*, "to think" (Ludden 2012). This denies a relationship with the Latin word *mederi*, "to heal," as some other authors have argued (Koopsen & Young 2009). At the same time, it is a cognate of the Greek word *medomai*, meaning "to take care of." Leddy (2012), on the other hand, argues that the word meditation evolved from the Sanskrit word *medha*, "wisdom."

Just as there are different etymological interpretations, there are also different types of meditation. Meditation is a characteristic religious practice in various religions and philosophical directions. It has special importance in Indian religions, but with the spread of Buddhism it has also influenced the religious practice of Chinese religions (Confucianism and Taoism). When we speak of meditation, we too often forget that it is also part of Jewish, Christian, and Islamic religious practice (cf. Sufis). In Gen 24:63, we are told that Isaac took a walk. The word "walk" is written as *blebetat* in Greek and means to meditate in Latin. In Jewish mysticism, however, meditation is given a much greater role. Kabbalah itself deals with the field of meditation, but for the Kabbalists, the main goal of this study is to understand the Divine and come closer to God. Jewish mysticism is primarily concerned with the practice of "hitbodedut," an unstructured, spontaneous, and individual form of prayer and meditation through which one can establish a close, personal relationship with God and eventually realize the inherent divinity of all beings. Different types of meditation have developed in different traditions, with different techniques of practice and effects on human beings. The best-known meditations are Transcendental Meditation, Vipassana Meditation, Zen Meditation, Metta Meditation, Tantra, Kundalini Meditation and various types of Yoga. It is often forgotten that meditation or contemplation can also include prayer and meditation on the Word of God. The latter is found in Judaism, Christianity, and also Islam. The goal of all meditations is to quiet the mind and focus on the breath. In most cases, meditation also serves to reflect on fundamental spiritual questions, often accompanied by spiritual contemplation.

In recent decades, some 40,000 studies have been conducted demonstrating the benefits of meditation for human physical, mental, and spiritual health. Far fewer scientific studies have dealt with the positive effects of contemplative prayer on human beings. These are the subject of various testimonies from believers. Considering that contemplation is an extension of meditation and that even Buddhist monks consider the term contemplation more appropriate than the term meditation, it is safe to say that both contemplation and meditation have similar, if not identical, effects on humans.

Research shows that meditation (and by extension, contemplation) has a positive effect on cortisol depletion (Davidson et al. 2003; Pace et al. 2009; Bergland 2013), serotonin production, and slowing cellular aging (Epel et al.). Meditation and contemplation prevent or reverse many other new-age diseases because of their positive effects on hormone balance. The list of benefits of meditation and contemplation does not end there. Numerous studies have shown the positive effects of meditation on human mental and emotional health. For example, meditation has been shown to help treat depression (Vieten 2011), improve concentration (Davidson et al. 2008; Pettersen 2015; Levy et al. 2011), panic disorders (Kabat-Zinn et al. 1992), and positively affect our emotional responses.

Research also shows that meditation and contemplation can reduce insomnia (Brooks et al. 1985), acutely improve psychomotor alertness, and reduce the need for sleep (Kaul et al. 2010).

Lagopoulos (et al. 2009) and a group of colleagues studied the relationship between brainwaves and meditation. "Previous studies have shown that theta waves indicate deep relaxation and occur more frequently in highly experienced meditation practitioners. The source is probably frontal parts of the brain, which are associated with monitoring of other mental processes." He also said: "When we measure mental calm, these regions signal to lower parts of the brain, inducing the physical relaxation response that occurs during meditation."

Different types of meditation have different effects on the brain. Rapid beta and delta waves are released in meditations that focus on concentration. Theta waves are characteristic of meditations based on open observation (e.g. Zen meditation, Vipassana, mindfulness, guided meditations). Alpha waves are released to the greatest extent in transcendental meditation.

Contemplative prayer has a similar effect on the brain. "Praying involves the deeper parts of the brain: the medial prefrontal cortex and the posterior cingulate cortex - the mid-front and back portions," says Spiegel (2006), adding that this can be seen through magnetic image resonance imaging (MRI), which render detailed anatomical pictures. "These parts of the brain are involved in self-reflection and self-soothing." (Spector 2016)

Studies show that prayer helps to overcome addiction, which is mainly linked to its positive impact on the prefrontal cortex, which is responsible for controlling emotions.

Mindfulness exercises

Another technique designed to effectively reduce stress in everyday life is mindfulness. Jon Kabat-Zinn developed Mindfulness-Based Stress Reduction in 1979, which is considered the world's original and most thorough research-based mindfulness training programme. But you do not have to attend a programme and various meetings to practise mindfulness (of course you can if you want), you can introduce mindfulness into your life yourself and gradually make your life less stressful.

In a way, mindfulness is about focusing on the exact moment, on the here and now, without thinking about what has been and what is yet to come. Focusing on the present moment can help control reactions to various stressors. We have already seen in the chapter on changing our thoughts that people can change the way they think. By exercising your mind and body, you can affect your life, or rather, your quality of life. Because of its plasticity, over time the brain will adopt new patterns of behaviour and thinking that will sooner or later affect health. Research has confirmed the multiple effects of mindfulness. By regulating one's attention, one influences not only one's thinking, but also one's behaviour, experience and perception of things, control of emotions and relationships, and ultimately the quality and, according to some data, even the length of one's life.

Regular mindfulness training is also thought to improve concentration, working memory, inner calm in stressful situations, and attitudes toward self and others. A review of 114 studies on mindfulness shows that it significantly reduces feelings of stress, anxiety, and depression, helps overcome some physical pain, and reduces symptoms of irritable bowel syndrome, migraine, asthma, psoriasis, arthritis, fibromyalgia, and more.

"Mindfulness - consciously pausing, slowing down and focusing on the here and now - gives us back our own life and wholeness. It offers us a different way of being, away from speed, superficiality and impermanence. It opens our eyes to the immediate and authentic, to contact with ourselves, with others, and with nature, which is our basic inner need, for we are first and foremost relational beings. It offers stability and tranquility in the hectic and competitive society. It brings reflection and well-being in this age of fear, anxiety and distraction, alleviating suffering. She redraws compassion and wisdom on the map of a world gone mad."



You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.



5.4 EXAMPLES FOR THE REDUCTION OF STRESSORS

There are many stressors over which we have no control. Every day we are confronted with situations in which we have to react quickly and effectively. In these cases, it is useful to use the above approaches to reduce the effects of stress on our body and also on our psychological well-being. On the other hand, we have the possibility to support our body (physical, mental and spiritual) through certain routines and a healthier lifestyle and to prevent certain stressful situations or at least to mitigate the effects of stress through a healthy lifestyle.

Healthy lifestyle

You have probably heard many times that a healthy lifestyle is the key to a well-functioning life. This includes a healthy diet, regular hydration and exercise, as well as sleep, which an adult should get between 7 and 9 hours a night. For people with stressful jobs, sleep is even more important, as the brain eliminates toxins during sleep. Sleep is food for the brain because while we sleep, our brain renews itself. The glymphatic system, which protects the brain, is ten times more active during sleep than when we are awake. During sleep, brain cells shrink, allowing cerebrospinal fluid to flush the brain and rid it of waste. Therefore, the restorative role of sleep is thought to be primarily to put the brain in a functional state that facilitates the removal of waste products from neuronal activity during wakefulness (Xia et al. 2014). Amyloid-beta, high levels of which cause Alzheimer's disease, is also removed from our brains during sleep (Walker 2020). The hypothalamus plays a key role in sleep, through which certain nuclei in the diencephalon are activated at different stages of sleep. Different neurotransmitters are responsible for the different stages of sleep.

Walker (ibid.) Reports that most traffic accidents are caused by sleep deprivation and that human behaviour during sleepiness resembles that of alcoholics. Imagine giving a lecture while under the influence of alcohol. Your lecture would be interrupted, unstructured, and you would not even know what you wanted to say or what you had already said. Short-term memory is one of the signs of fatigue. If you want to do your job professionally, you need to have a clear head. You and your students will be happy.

There are many books about healthy eating and exercise. We would just like to point out here that our brain needs enough energy and a variety of vitamins and minerals to function. Therefore, it is important to give the brain the building blocks (food) it needs to perform its tasks smoothly. However, since the human "second brain" is located in the intestines, it is important to eat food that is easy to digest. If you eat very heavy meals (too much fat, too much protein, too large portions) during the workday (or otherwise), the food will not provide you with extra energy, but will rather deprive you of it due to the difficulty of digestion. It is also not advisable to eat when you are under a lot of stress. It has been shown that digestion slows down when you are under stress, which causes a lot of inconvenience. When is it better to skip a meal, deal with it, calm down, take a breath and then eat calmly and thoughtfully.

But it also contributes to a healthy lifestyle when you can pause, take a breath, and take time for yourself. Everyone needs time alone, because only then can we really feel ourselves. Enough free time and hobbies have a positive effect on well-being and help to reduce stress. Unfortunately, in our fast-paced lives, free time is often the last thing people take time for. Below, we will look at why that is and try to find ways to manage your time so that you can fit enough time for yourself into your day and week. You may not always succeed, but it's the small steps that count.



Set priorities

Career counsellors and psychiatrists often note that one of the main differences between successful and satisfied people and, on the other hand, between less successful and dissatisfied people is that successful people know themselves well, know who they are, and have clear priorities. Being aware of and following one's priorities helps people make a variety of choices and decide how much energy they want to devote to a particular situation, including caregiving. The lower the priority, the less time and care is required.

People who have a clear vision find it easier to say "no" to anything they know will not help them achieve their goals. Often these people are more successful at work, but they do not seem exhausted and listless because of it. In fact, the opposite is true.

So, when we prioritise, we find it easier to manage our time. The concept of priority is defined by two levels: the degree of urgency and the degree of importance. There are several techniques to set priorities (setting criteria according to project goals, ABC, Eisenhower's urgency matrix, etc.). They help us to manage our time. We do the tasks that are urgent and important before those that are not. If we do not keep our priorities in mind, we can quickly waste time on tasks that are less urgent or even unimportant. It's also important to keep your priorities focused on yourself and your desires and goals. It's nice to help others, but not at the cost of putting off work that you then have to do outside of work hours.

Below we briefly describe the different techniques for setting priorities, and in the unit 5.9 you will also find forms to help you set priorities. You can use these forms for both work-related tasks and tasks related to your personal life. It's also a good idea to make a relationship priority list so you know which relationships you need to devote the most and least energy to. To do this, make a dot in the middle of the paper that represents the centre. In the centre circle, write the names of the people with whom you have the closest relationships and on whom you can rely at every moment of your life. This circle can be left blank, or you can write only your name in it. There is no harm in that. The only important thing is to be honest and not write names in the circle that belong there because of family ties, but the names of people who really belong in a certain circle. Write in the second circle people who are slightly less worthy than the people in the first circle and move on to the circle you want. The relationships in the first and second circles are the most important to you. You should spend most of your time and energy on these relationships. All other relationships are much less important. Keep your most important relationships in mind as you take on different tasks. Because often, because we want to be recognised, we invest a lot of energy in relationships that are in the fifth or sixth circle, and then we run out of time and energy for the people who mean the most to us. By becoming aware of your priority relationships and assessing how much time you would like to spend with the people you love and comparing that to how much time you realistically spend, you can set goals for how to spend more time on the relationships that are most valuable to you. This will make it easier for you to turn down the colleague who casually asks you in the hallway if you could give a presentation for a party, spend less time with the neighbour who gets on your nerves, and more quickly end a phone conversation with the cousin who only calls you when she needs something.

Prioritisation with criteria

This method is considered the simplest. Set priorities by answering the following questions:

- Which task or project is most important to me?
- Is there a task on which other tasks depend that I need to complete first?
- Which things are most important to my supervisor?
- For which activity do I have all the materials or supplies and can start work immediately?

Prioritisation by ABC analysis

ABC analysis is a process of prioritising commitments into three categories after the individual has first identified his/her needs and wants.

- Category A: tasks that seem urgent and most important
- Category B: obligations that are important but not urgent
- Category C: tasks that are neither urgent nor important, or activities that are urgent but not important.

Within each of these categories, further sub-groups (A1, A2, A3, ...) can be created.

Eisenhower's matrix of urgent vs. Important

Urgent tasks are those that require immediate attention. Often urgent things act on us by themselves, and we are the ones who respond to them. Important tasks are those that help us achieve results that lead us to reach our goals. The important things are the things we should spend the most time and energy on.

To help you with this method, we suggest that you write down all your commitments in four squares. In the first square write the things that are important and urgent, in the second square write the things that are important but not urgent, in the third square write the things that are urgent but not important and in the fourth square write the things that are neither important nor urgent.

	URGENT	NOT URGENT
IMPORTANT	<ul style="list-style-type: none"> - Crisis resolution - Unresolvable problems - Tasks with deadlines - Some meetings - Lesson preparation (can also be in another category) <p>20–25 %</p>	<ul style="list-style-type: none"> - Lesson preparation and planning - Building relationships - Additional training - Self-reflection of work - Organising the things, I'm responsible for <p>65–80 %</p>
NOT IMPORTANT	<ul style="list-style-type: none"> - Some meetings - Unscheduled telephone calls - Answering numeric emails - Writing some reports <p>65–80 %</p>	<ul style="list-style-type: none"> - Irrelevant, pointless work - Replying to irrelevant emails or writing irrelevant emails to others - Performing tasks that are the responsibility of others - Fugitive activities - Long conversations with colleagues about irrelevant things - Wasting time <p>1 %</p>

When you get down to work, orient yourself to get the important and urgent things done right away. It is important to take care of important but not urgent matters. Set aside a time in your schedule when you can take care of it at your leisure. Try to skip urgent but unimportant things. Let go of the things you have written in the fourth square.



Set clear boundaries between work and personal life

In more and more professions, employees are saddled with too much work that they cannot handle in their working hours. Many teachers also take home a lot of work that is not only related to teaching (preparation, grading tests, etc.), but often tasks that they have in addition to their regular work (proofreading the school newspaper, organising a cultural festival, etc.). We believe that sometimes it is very difficult to organise the work (despite prioritisation) in such a way that it can be done completely within the working time. However, if you are aware that you only want to sacrifice one evening a week instead of four, it will be easier for you to say "no" to additional tasks and you will be able to spend less time on tasks that are not important to you. Our advice is to record in your priority list how many extra hours per week you are willing to work, and try to complete your tasks and commitments in the time allotted for work.

To be more efficient during your working hours, we advise you to focus on one task at a time and turn off all devices that distract your concentration. We also advise you not to do any work-related things after work hours. The latter will be easier for you if you turn off your business emails and are unavailable for business calls.

You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.



5.5 QUESTIONNAIRE FOR STRESS CHECK

Below are some of the symptoms and behaviours that can be associated with stress. For each item, please write a number from 0 to 3, depending on the extent to which you have experienced each of the items listed in the last two weeks.

Rating scale:

0 = never

1 = sometimes

2 = often

3 = very often

Subject	Scoring
Fatigue	
Rapid heartbeat	
Rapid heart rate	
Increased sweating	
Rapid breathing	
Neck and shoulder pain	
Low back pain	
Grinding of teeth or clenching of jaw	
Obstipation or other skin rash	
Headaches	
Cold hands and feet	
Chest tightness	
Nausea	
Diarrhoea or constipation	
Stomach problems	
Nail biting	
Twitches or tics	
Swallowing problems or dry mouth	
Cold or flu	
Lack of energy	
Overeating	
Feeling helpless or despair	
Excessive binge drinking	
Excessive smoking	
Excessive spending	
Excessive use of medicines or drugs	
Agitation	
Feelings of nervousness and anxiety or excessive worry	
Increased irritability	
Worrying thoughts	
Ineffectiveness	
Depression	
Loss of desire for sex	
Anger	
Sleep problems	
Forgetfulness	
Preoccupying or intrusive thoughts	
Feeling agitated	
Difficulty concentrating	
Crying outbursts	
Frequent absence from work	



5.6 FORM FOR STRESS MONITORING THROUGH DIARY WRITING

The stress diary helps you figure out how you experience stress throughout the day and what circumstances trigger it. By keeping a long-term record of your daily stress, you create a good foundation for developing a comprehensive stress management programme that includes a variety of tactics and strategies. Keep your stress journal with you. It can be kept in physical or online form. You can also use the form below.

Begin documenting your stress by recording in the table below the time, the stress trigger, the relative importance of the stressor, your reaction to the stress, and the amount of stress you experienced.

Rate the relative importance of the stressor and the level of stress using a point system from 0 to 10, where 0 is completely unimportant or the lowest level of stress and 10 is very important or the highest level of stress.

For a better understanding, here is an example.

Time	Stress trigger (importance of the stressor)	My response to stress (stress level)
7.45	I could not find parking (2)	Irritable, upset (4), nervous (5)
9.30	Late for lectures (1)	Fearful, insecure (9), nervous (5)
11.30	I realise that I have forgotten the worksheets for the lesson at home (7)	Irritable, angry (8)
16.00	I am worried about talking to the parents of a problem student (9)	Fearful, insecure (9)

Source: Elkin (2013)

Template

Date:

Time	Stress trigger (importance of the stressor)	My response to stress (stress level)



5.7 FORM FOR A GRATITUDE DIARY

MORNING

Five things I'm grateful for:

- 1.
- 2.
- 3.
- 4.
- 5.

What will make my day great?

- 1.
- 2.
- 3.

Affirmation

The steps are very simple:

- 1.
- 2.
- 3.

EVENING

What are some of the things that have happened to me today that I am grateful for?

- 1.
- 2.
- 3.
- 4.
- 5.

What could I do better today?

- 1.
- 2.
- 3.

Thought of the day:

Analysing the steps of personal growth:



5.8 SELF-REFLECTION ON A STRESSFUL SITUATION AT WORK

What upset me at work, made me angry?

What was my reaction to the stressful situation? Was my reaction correct or incorrect?

Why do I think my reaction was correct or incorrect?

What do I think my reaction was for the other person?



5.9 TEMPALTE FOR THE EISENHOWER MATRIX

NOT URGENT		
URGENT		
	IMPORTANT	NOT IMPORTANT

6. Personal and professional life

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

This module aims to analyse the influence of work-life balance on job performance among teachers and to provide the NQT with tools to reflect on the importance of a work-life balance since the beginning of their career, having in mind job satisfaction and the quality of their personal life. It offers a reflection on the detrimental impact that a non-balanced work-life has on the teacher's job and family life (stress, physical problems, relations problems, unethical practice, family disturbance, decreased performance). Finally, the module supports NQTs and their mentors in prioritizing tasks and setting accurate and achievable goals and helps them learn how to manage their time better and to be more efficient at work to produce better results.

B. Expected learning outcomes:

The NQT:

- Understands the benefits of a work-life balance
- Recognises the signs of an unbalanced life and activates the necessary mechanism to reverse the situation
- Uses resources to establish a balanced lifestyle
- Understands that he/she has to separate the contexts of work and home (leave work stress at work, and home stress at home)
- Draws a boundary between work and his/her personal life
- Learns to manage time efficiently
- Finds the most effective work methods for him/her

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
6.1 Methodology of the module	Mentor and/or NQT	Presentation	1 hour	Emotional
6.2 Teacher wellbeing questionnaire	NQT and mentor	Questionnaire/ self-reflection tool	1 hour	Emotional
6.3 Reflection Guide (for the mentor)	Mentor	Guide	2 hours	Emotional
6.4 Coaching sessions about work-life balance	NQT	Case studies	2 hours	Emotional
6.5 Practical tips	NQT	Self-reflection tool/list	1 hour	Emotional

6.1 Methodology of the module contains a brief description related to the methodology applied the ADKAR Methodology, which is based on 5 sequential objectives.

6.2 Teacher wellbeing questionnaire is a survey form that leads the beginning teacher to reflect on the balance between his/her personal and professional life, with the will to define strategies to increase his/her productivity and satisfaction in both of the fields. It is a self-reflection tool that should be explored by the beginning teacher and according to the result have support from professionals to best manage their work life and home life. The results of the questionnaire can be a starting point to pass to next activity, reflection with mentor, using the Reflection guide and define your STATE of CHANGE.

6.3 Reflection guide (for the mentor) is a guide which allows the mentor a holistic approach to the topic: work-life balance. Thus, the mentor and mentee reflect on the emotional boundaries that should be set between the two dimensions advocating their balance, supported by a set of questions, which address the following topics:

- Benefits of a Healthy Balance
- Goal setting
- Time Management
- How I am at work
- How I am at home
- Stress Management

This reflection-based document aims to help beginning teachers to create awareness about his/her goals and will be able to prioritise them, but above all set a new agenda for his/her work, which includes new ways of communicating with co-workers and family members.

6.4 Coaching sessions about work-life balance are a compilation of case studies with potential scenarios for the mentor to develop during coaching sessions. These can be used at different stages and can be the basis for a talk with a support team during a workshop (peers, school leader...).

6.5 Practical tips are concrete examples, a list of advice that a beginning teacher has access to when he/she starts working that the mentor finds useful to implement. These examples may also be used by the mentor to support the beginning teacher in balancing their professional and personal life.

D. Suggestion for the implementation of the module

In practical terms, there is a need for designing work-life balance recommendations for the teaching community to enable them to balance their work and life needs. In an attempt to identify different personal motives to have a (un)balanced personal and professional life, this module presents several tools that allow the beginning teacher to have self-reflection moments, but also other tools and strategies that a support team (mentor, group of peers, school leader...) can use to learn how to best manage the work-life and home life as satisfying as possible.

In case the NQT wants to have this module during his/her induction year, the mentor should introduce it by introducing the ADKAR methodology. The main goal is for the beginning teacher to have a more balanced work-life, produce better results maintaining a healthy lifestyle.

Using the ADKAR methodology, the beginning teacher develops the necessary **(A)**wareness and **(D)**esire aim to move out of the current state, of unbalanced work-life, where change is

needed but has not yet begun. **(K)**nowledge and **(A)**bility occur during the transition, and **(R)**einforcement of the new habits focuses on the future, will stay at the end.

The ADKAR Methodology suggested here is results oriented. It is intended to be used to facilitate the desired change (transition) by setting clear milestones to be achieved throughout the process, allowing for a planned transition, to improve the much-desired balance (the future).

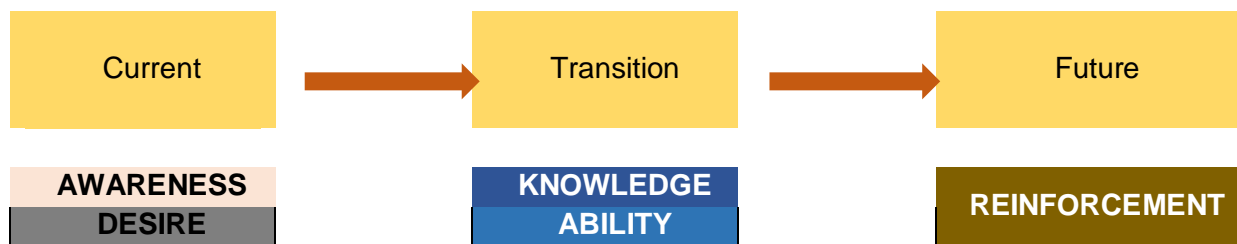


Figure 5 - ADKAR methodology

6.1 METHODOLOGY OF THE MODULE

The ADKAR Methodology is based on 5 sequential objectives (see figure below). It allows the identification of the areas of resistance. It is implicit that someone is not capable of change if he/she does not understand why it is necessary (Awareness), or do they not understand how to make the change (Knowledge), the change will not be possible to achieve, looking for the STATE of CHANGE.

This methodology should be applied step by step (see below) and using the materials developed for this module, also described here. This document serves as a complete plan of implementation for the entire process.

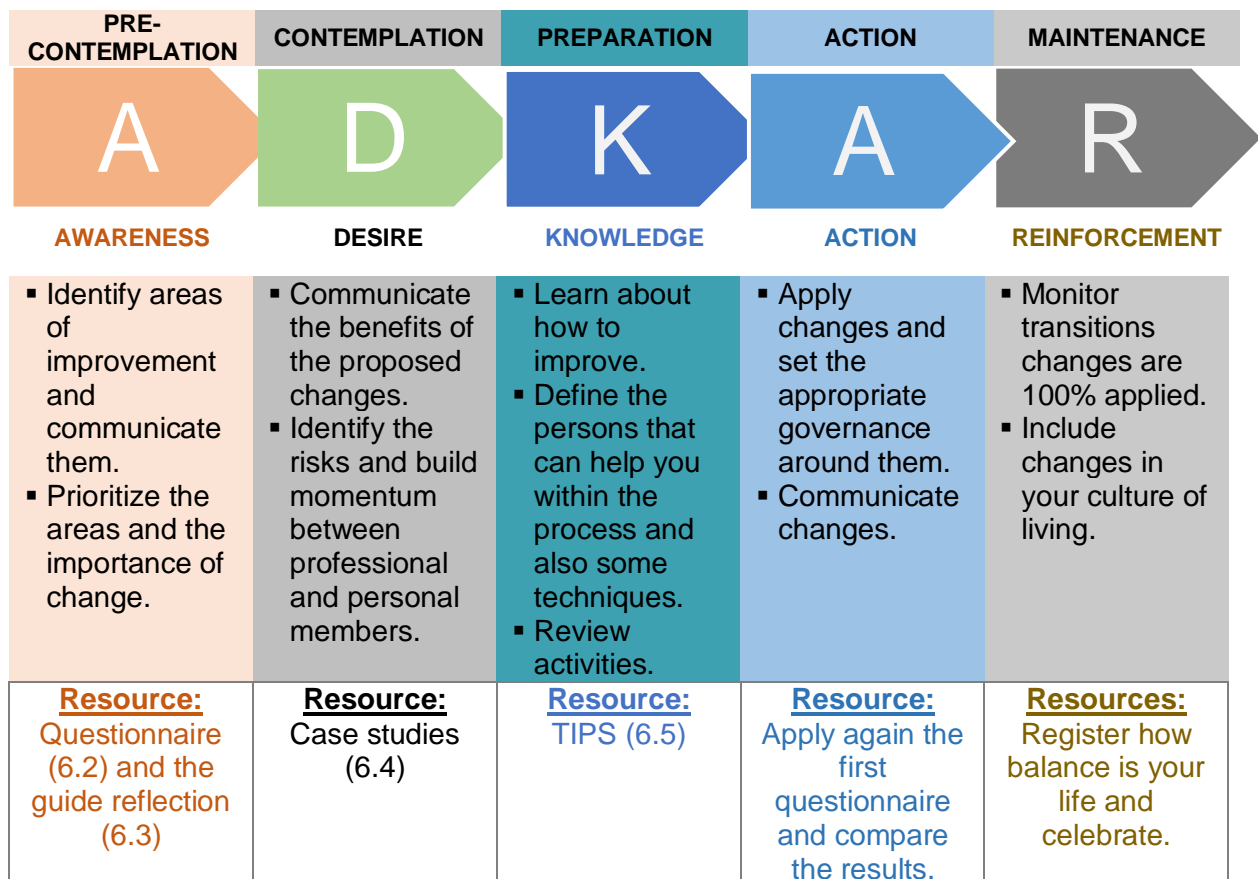


Figure 6 - Implementation process

1. Create awareness of the need to change.

It is fundamental to create awareness for the change, which goes beyond simply announcing it. In order for the beginning teacher to be truly aware of the necessity for change, he/she must not only understand the reasoning behind it but also come to agree with that. So, it is expected that after answering the questionnaire and the discuss with the mentor the management balance between his personal and professional life, the beginning teacher gets the awareness of the need for change. So, here the beginning teachers identify areas of improvement and communicate them and after he or they prioritize the areas and accord to the importance of change. In this particular phase, he/she can use the questionnaire.



How to do it:

Teacher wellbeing questionnaire (6.2): the results of the questionnaire can be a starting point to pass to the next activity Reflection with the mentor, using the Reflection guide and define your STATE of CHANGE.

Reflection Guide (6.3): this reflection-based document aims to help beginning teachers create awareness about his/her goals and will be able to prioritise them, but above all set a new agenda for his/her work, which includes new ways of communicating with co-workers and family members.

2. Foster the desire to make the change.

For a beginning teacher to adopt the change, he/she must desire it. So, to foster desire, beginning teachers need to get specific about the benefits of the change.

It is important to present the change as something that will benefit beginning teachers in their day-to-day lives. In this phase, you must use case studies about work-life balance. Be aware, that when fostering desire, resistance to change is a major obstacle. So, expect some resistance and try to understand the core reason for it.

How to do it:

Reflection Guide (6.3): after creating some awareness it is the goal of the reflection session of the mentor and the NQT to also transition towards fostering the desire for change.

Mentoring sessions about work-life balance (6.4): the compilation of case studies will allow us to find what the NQT wants to change, see the benefits of that change, and communicate and share them with the mentor and his/her relatives.

3. Provide knowledge on how to change

The knowledge milestone in the ADKAR Methodology is primarily about training and education. In order to begin the transition, the beginning teacher will need to understand how his or her life will be impacted. So, it is necessary to provide knowledge and use practical tips to improve work-life balance. It is important to take time to evaluate what additional skills, tools, and duties the change will require.

How to do it:

Practical tips to improve work-life balance: concrete examples/list of advice that a beginning teacher has access to when starts working and the mentor finds useful to implement.

4. Ensure that beginning teacher can make the change

Regardless of how well beginning teachers know how to do something, having confidence in their competencies determines whether, or not he or they can or even will do something. Giving beginning teachers a chance to test out the change before fully rolling it out, allow them to build confidence. Plus, you can monitor the change and provide detailed feedback, by applying again the questionnaire and comparing the results.



5. Reinforce the change

Once new habits are in place, reinforce the change long after its implementation, and celebrate success during and after the transformation so that you can build and maintain enthusiasm. Lastly, include time for reinforcement in your change management plan.

The methodology structured here is based on a strategy involving the use of 5 activities, which are identified chronologically below and are intended to support the teacher in designing his/her plan for change. In the end the teacher should publish his/her plan for change, using the methodology described above.

Since this module is transversal during the whole induction programme, it would be important to have monthly check-meetings between the mentor and the NQT to solve some constraints or challenges that the NQT may be facing, for example, time management problems, lack of emotional boundaries, stress, decreased performance, unethical practice, etc. During these joint meetings, the mentor can revisit the tools and work with the mentee on the case studies, the wellbeing questionnaire, or even reexamine the good practices tips to support him/her to overcome his/her problems and not forget to celebrate success and new achievements.

You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.



6.2 TEACHER WELLBEING QUESTIONNAIRE

Time estimate: 1 hour

This document is suggested to be used during the phase AWARENESS, of the ADKAR methodology. Take time to answer the questions and share results with the mentor. Repeat the questionnaire in the ACTION phase and compare the results.

Identification

Age	
Gender	
Years of experience	
Area/department	

Balancing your work and life

	Never	Rarely	At times	Often	Always
Do you normally work more than 5 days a week?					
Do you normally work more than 8 hours a day?					
How often do you think or get worried about work? (when you are not working)					
Do you feel you can balance your personal and professional life?					
Do you find yourself unable to spend enough time with your family?					
Do you ever miss out on any quality time with your family or your friends because of the pressure of work?					
Do you ever feel tired or depressed because of work?					
Are you able to get time for working out?					
Are you able to get time during the working day to prepare for your classes?					
Does your school take any initiatives to manage work-life of its teachers?					
Do you work for long hours or overtime and even on holidays?					
Do you manage well your time?					
Are you productive at work?					



Rank according to your importance in balancing personal and professional life

Factors	Rank
More flexible hours	
Work from home when not having classes	
Time off during school holidays	
Time off during emergencies and events	
Support from family members	
Support from colleagues/school leader	
Less workload at school	
Job security	
Predictable work schedule	

Tick the factor that motivates you to work

Factors
Personal satisfaction
Job scope
Financial independence
Salary
Support from my family
Work with young people
Peer-learning (sharing tools, activities, methodologies...)
Overcome barriers
Improve my soft skills (critical thinking, adaptability, self-awareness, creativity, communication, teamwork...)
Leave/time-off benefits
Medical benefits
Working hours
Organizational culture
Job security

6.3 REFLECTION GUIDE

Time estimate: 2 hours.

This document is to be used during the phase AWARENESS, of the ADKAR methodology. Take time to explore the topics related to: Benefits of a Healthy Balance; Goal setting; Time Management; How I am at work; How I am at home; Stress Management, and help beginning teachers to create awareness about his/her goals and will be able to prioritise them. Do not forget to register some reflections.

CONTENT / TOPICS	QUESTIONS	Reflections, main points
Benefits of a Healthy Balance <ul style="list-style-type: none"> • What and why it's important • Increased Productivity • Improved Mental and Physical Health • Increased Morale 	What does it mean to you to maintain a work/life balance? Do you consider that the relationship between your professional and personal life is in balance? What signs do you have that your life is in balance or out of balance? (This could be related to the fact that you live in the same place as your family and have time to relax and drink coffee in the morning, for instance...) At the end of your day and after reflecting on what you have or have not completed what kind of tasks do you usually put off? What activities in your daily life give you the most satisfaction? Which activities of your daily life give you the least satisfaction? Do you find your work rewarding and meaningful?	
Goal and Agenda Setting <ul style="list-style-type: none"> • The Three p's: Planning, Prioritizing and Performing against passion, patience and perseverance 	What is your passion for work? What stimulates you to go further? What are your personal and professional goals for the future? Can you prioritize them as a whole? What are you able to do to accomplish them?	
Time Management <ul style="list-style-type: none"> • Urgent vs Important Matrix • Learn to Say "No" • Stay Flexible 	How many hours do you work in a week? How many hours a week do you spend at work? How much time do you spend on social media? Do you need to check your phone and email when you leave work? What's the biggest distraction in your workplace? How much time do you have for your hobbies? What do you do to unwind after a long day at work? How much time do you spend with your family and friends per week? Doing what?	
How I am at work <ul style="list-style-type: none"> • Leave Home Stress at Home • Break up Large Tasks • Delegate • Set Accurate Goals 	Do you usually look forward to the next day, or do you feel stressed about it? Do you delegate your tasks to your peers? Or ask for their collaboration?	
How I am at Home <ul style="list-style-type: none"> • Leave Work Stress at Work • Turn Your Phone Off • Take Some "Me" Time • Maintain Your Boundaries 	How long have you stayed with friends without caring about time? Do you usually have the energy to do something fun before/after work? Do you work from home on your days off?	
Stress Management <ul style="list-style-type: none"> • Exercise • Eating Well • Getting Enough Sleep • Self-Assessment 	How often do you exercise? Do you take your full lunch break? Do you always use up all of your vacation days each year? Which is a bigger priority for you, your job, or your personal life? How do you feel about overtime? Do you have a long commute? How many hours did you sleep this last week?	
Some schools offer personalized development support to help members understand and own their strengths and empower them to reach their full potential. This school offers you an induction programme to support you on that.		



6.4 MENTORING SESSIONS ABOUT WORK-LIFE BALANCE

Time estimate: 1 hour.

This compilation of case studies (6 in total) with potential scenarios is prepared for the mentor to address during the phase Desire, of the ADKAR methodology. The mentor could either choose one or more of the cases as a basis for a talk with a support team during a workshop (peers, school leader...). Cases might be adapted or taken from concrete environment. The end goal is for the NQT to see that the change is needed and that he/she desires it.

Case studies list:

- 1st case: That Tricky Work-Life Balance: How One Teacher Found a Solution
- 2nd case: Trying to Do It All
- 3rd case: A New Approach
- 4th case: “Well-oiled machines don’t grind.” — Phonte
- 5th case: My take on work-life balance as a teacher
- 6th case: I tried. Oh, how I tried

The cases:

1st case: That Tricky Work-Life Balance: How One Teacher Found a Solution

Quan Neloms is a counsellor, and was a social studies teacher, in the Detroit Public Schools Community District. He was one of the first winners of Detroit’s Teach 313 educator fellowship. Neloms founded the Lyricist Society, an after-school program that blends literacy and creative arts. Students in that programme won a Grammy for a rap video they created on an iPhone. Neloms also runs In Demand, an initiative to recruit black male educators.

For years, I’d been working long hours at school and short-changing time with my family. Finally, at 4:30 a.m. One morning, my son made the imbalance painfully clear.

I had gotten up before dawn to work out as I do on most days. On this morning a few years ago, my oldest son, who was 8 then, woke up, too, and we chatted while I was getting ready. As I headed out the door, my son turned to go back to bed. He stopped and said: “I love you, dad. I’ll see you tomorrow.”

See you tomorrow? I thought to myself. I was stunned. I knew my son wasn’t trying to be disrespectful. He was saying something about his experience, and it was true. I often didn’t make it home before my kids went to sleep, so I wouldn’t see them until the next day. I knew something had to change.

By Quan Neloms — December 31, 2019

2nd case: Trying to Do It All

Ironically, a powerful blend of positive things in my own life as a child led me to overwork as an adult. Growing up in Detroit, I was fortunate to have the support of a nurturing family, a host of concerned and involved educators, and an engaged community. This trifecta ensured that I was exposed to life-changing experiences and opportunities, and that my education, both in and out of school, was full of cultural pride and awareness.

I knew how blessed I was. And when I became a teacher, I wanted to do everything in my power to provide my students with the same kinds of experiences and support.

So, I got to work. In addition to teaching social studies, and later, becoming a school counsellor, I created the Lyricist Society, where students can find their voices through creative media. I've been thrilled to see my students win awards and travel internationally to share the creative content they produced. I've worked on other projects, too, like helping to design 9th grade academies, providing supplemental extracurricular classes, and planning school camping trips.

In the back of my mind, I knew I was spreading myself too thin. But I kept on, because I felt personally responsible for the success of my school and our students. With that feeling of responsibility, mixed with my desire to give back what I received as a young person myself, my time and energy became unbalanced, totally given over to school-related endeavours.

Often, I wouldn't leave work until late evening. I found myself doing more for my students than for my children. I'd meant well, but my altruism had become a monster that devoured all of my time.

3rd case: A New Approach

As I pondered how to regain a healthy balance, I thought about my experiences as a young man in Detroit. How were the concerned adults in my life so long ago able to raise children and have family time and seemingly be able to leave room to live life? And why wasn't I able to do this?

I realized that I was doing important work alone. I didn't seek or want help, so my job completely devoured my time. I realized that as I tried to replicate my experiences as a young man, I failed to replicate the trifecta of support—families, educators, and the community—working together to help all of us young people. Instead of working together with my community, I'd selfishly and paternalistically worked alone.

I knew I had to continue the work I cared so deeply about, but I committed to asking for help as well.

First, I asked parents and teachers who were as concerned as I was about the well-being of our school to help plan for the upcoming school year. We broke our big ideas into phases and tasks that could be completed by volunteers. Next, we got our plan approved by the school's administration.

Finally, we got buy-in from other parents. A small group of teachers and I spent the summer visiting them at home and telling them about our innovative plans for the next year. We asked for their support as volunteers and their commitment as parents. We also built support and got volunteers from the community by reaching out through social media posts and visits to churches, and by activating the personal networks of our school's parents and educators. The idea was that investing in recruitment on the front end would pay off during the school year.

And you know what? I was moved by the outpouring of help and support we received. Our educators, families, and community members flowed in and out of the school daily to help provide students with a wide range of experiences and opportunities. The trifecta of support was in full effect. I was able to spend more time involved in my own children's education and in their extracurricular activities, which eased the burden my wife had been carrying. And, because there was now more of a family atmosphere at the school, I was able to involve my family in my work; it became an endeavour that we invested in together.



4th case: “Well-oiled machines don’t grind.” — Phonte

Spending marathon hours at school, without enough time for our loved ones or self-care, leads to grinding. Many T-shirts glorify the grind. But grinding indicates system failure.

I’ve learned that by asking and accepting help from the trifecta of support, I can have more time for my life outside of school. I’ve since also taken the team effort approach with my other endeavours in supporting the youth of my city. I urge all educators to see their communities as assets. We must rely on the entire village to support students. The task of inspiring and promoting their success is too daunting for educators to handle alone.

5th case: My take on work-life balance as a teacher

I started teaching right out of college and was only 22 years old. Reflecting on my 22-year-old first-year-teacher self always makes me cringe slightly, but that version of me is where this story begins.

I worked one or two days a week at a consignment shop for my first three years teaching until I became pregnant with my first son, and I decided one job was exhausting enough. While working at the consignment shop, I was spending almost every Sunday grading papers and making lessons for at least 3-4 hours, but sometimes the whole day. One of my biggest regrets is the memory of someone giving Bengals tickets to my husband and me having to tell him that I could not attend because I had so many papers to grade.

Now, as a seasoned teacher of nine years, I have a much better work-life balance and never work on schoolwork on the weekends anymore. Although there are plenty of horror stories out there about extra hours spent at school and the unpaid overtime teachers put in, I can honestly tell you that it does not have to be that way. Through varied instructional methods, effective lesson planning and accurate prioritization, teachers can maximize their time during the school day and school week so weekends can be spent (as they should be) with friends and family.

Allison Stacy

6th case: I tried. Oh, how I tried

I stopped bringing home papers to grade, and I gave up on a lot of the extras at work. While at work, I didn’t talk about my son; I was there to focus on my students. I had to give my students my cell phone number—it’s in my contract—but I set specific times that they could call me, generally the hour after my son was in bed. Work stayed at work and home stayed at home...and I nearly lost my mind.

I spent all my time at work frantically trying to keep my head above water. It was like being a first-year teacher again, but I’d been in the classroom for six years. There was never a second during the day where I could sit and take a deep breath, and if I ever tried to, it felt like I was robbing either my students or my son of time and attention that was rightfully theirs.

That anxiety bled over into what was going on at home. I couldn’t sleep—partly because I had a small child and partly because I felt like I was drowning in the minutiae of work. I felt like I had to spend every moment at home doing Good Parenting – face-to-face, hands-on interactions with a toddler who, honestly, was perfectly content to sit for thirty minutes and feed the dog Cheerios. I had to be constantly productive at work and constantly engaged at home.



So, I eventually made a life-changing decision; I gave up. Instead of being a teacher for nine hours a day and a mom the rest, I became teacher mom.

I started taking home papers to grade a couple of nights a week. I'd grade papers while my son coloured or played. Now I grade while he does homework, and sometimes we skip his number-writing practice in favour of letting him write the grades at the top of my kids' papers. Now and then we pack homework and the grade book and a few books or art supplies and spend an afternoon at the Waffle House taking care of business together.

I picked back up the extra stuff that makes me love my job; mentoring kids, planning extra programs, being the default social worker for my students. But now I do it with a sidekick. My kid spends Saturday mornings at school soccer games sometimes, which he usually enjoys even if he does complain about it beforehand. He's been hauled around a variety of low-income housing areas, and he's seen my students' little brothers and sisters enjoying his hand-me-down clothes and toys.

Home bleeds over into work more now, too. Since I'm somewhat on top of grading and planning, I occasionally take a planning period to go read to my son's kindergarten class. Last year, we took all the seventh graders on a three-day camping trip while my husband had to be out of town for work, so our four-year-old came along. He perfected his arm farts, tasted mango with chilli powder (not a success), and was used as a spy in an epic game of Capture the Flag. My students know him and love him and understand when I have to miss work to, say, have a tiny Lego piece surgically removed from his ear canal. (The surgery was fine, by the way.)

Some boundaries are sacrosanct, of course.

My kids call me for help with homework after school, but if they call while I'm reading my boy a bedtime story, they leave a voicemail. My students love hearing stories about my son, but as he gets older, I have to be a little more mindful of his privacy...after all, he might be attending my school in a few years

And my way wouldn't work for everyone. I only have one kid at the moment...when the second one makes her appearance in about a month, this carefully crafted unbalance may go straight to hell. Our house, my school, and his elementary school are all about five minutes apart. My kid is relatively healthy and outgoing. Not all of us have these factors in place, which means the juggling act is going to be different for everyone.

But I guess that's my point. A strict separation of teaching and home is often touted as the only way to keep your sanity and be a decent teacher and a responsible parent...but it's not. Like everybody else in the world, I have many different roles; teacher, parent, wife—even, sometimes, independent human being! When I stopped trying to schedule each of those identities into a neat, specific time slot, it became much easier to be a messy, fluid, complete human being. And that turned out to be exactly what my students and my family needed.



6.5 PRACTICAL TIPS TO IMPROVE WORK-LIFE BALANCE

Time estimate: 1 hour.

This compilation of tips (12 in total) is to be used during the phase Knowledge, of the ADKAR methodology. Choose the tips that most suit the NQT and discuss them with him/her. Draw from your own personal experience. Revisit the tips in the Reinforcement phase, choosing the same or different tips, to reinforce the new ability.

Take time to create a vision

Work-life balance means different things to different people. For some teachers, it may mean that they want to immerse themselves in work during the school year but disconnect completely during breaks and summers. For others, the goal may be to carve out more time on school days for family responsibilities. “What do you envision your life and your work to be like?” Alstad-Davies said. One way to discern this, she said, is to keep a journal about “what you want to get done in your career and in your personal life.”

Work smarter, not harder

Identify and eliminate those nonessential tasks. One way to do this is to apply the Pareto principle, or the 80/20 rule, to your workday. Vilfredo Pareto was an economist who theorized we get 80% of results from 20% of the work we do. Educator Dave Stuart Jr. Breaks the 80/20 rule for teachers: “80% of student achievement results flow from 20% of the work we do with students.” Stuart recommends consolidating the time spent responding to emails, doing minimal paperwork and not worrying about creating elaborate bulletin boards, as ways to cut down on nonessential tasks.

Make friends

Close relationships at work increase your job satisfaction and engagement. Remember you’re not the only one who feels stressed at work. Talking with colleagues whom you can vent with, ask for help or share a laugh with can do wonders for your well-being. If you don’t have a workplace buddy, don’t be shy. Strike up a conversation with another teacher and see if you have shared interests.

Give yourself a break

Getting away from the classroom during the day increases your productivity. And no, we’re not talking about eating at your desk between classes. The operative word in the phrase “lunch break” is “break.” Getting away from the classroom, even if it’s just for a few minutes, can help you be more creative. Taking a walk around the block has been shown to boost your productivity, and taking a walk-in nature is even better. Being in nature is the most effective way to relax your brain and refresh your senses, so head to the nearest park if possible.

Invest in your development

Don’t skimp on your professional growth because it pays off in your career satisfaction. Stay updated on the latest research in learning and educational technologies by setting aside time to read your favourite publications. Join a professional association and attend local meetings, when possible. If you’re more introverted, consider volunteering in one of the positions to give you a “job” and a reason to reach out to others. Attend conferences that interest you to expand your knowledge and network with other educators.

7. Developing supporting materials and using ICT

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

The implementation of the **Developing supporting materials and using ICT** module aims to provide the new teachers and NQTs with a plethora of useful material and approaches that will assist them in their interactions with their mentor and their students and help them to become more effective and satisfied.

B. Expected learning outcomes:

- The NQT will get familiar with alternative delivery methods and practical approaches.
- The NQT and the mentors will gain access to templates and guides that will help them interact more efficient and structured.
- The mentor will be familiarised and opened up for the potential issues and open questions that a new teacher might face.
- The NQT will get an overview of non-traditional pedagogies.
- The NQT will get exposed in various case studies and good practice examples that aim to inspire and quid his/her practice.
- The NQT and the mentor will be introduced to a number of online tools for interactive learning, communication, content creation etc.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
7.1 Developing supporting materials	NQT and mentor	Presentation, list	45 minutes	Pedagogical/ didactical
7.2 Use of teaching approaches other than frontal teaching	NQT and mentor	Presentation	90 minutes	Pedagogical/ didactical
7.3 List of online tools	NQT and mentor	List, presentation	45 minutes	Pedagogical/ didactical
7.4 Guide for a mentor discussion	Mentor	Guide	30 minutes + 90 minutes	Pedagogical/ didactical

7.1 Developing supporting materials is a presentation that helps the NQT reflect on how to prepare lesson materials to support his/her teaching. The document is useful in a self-study scenario, and it can also serve as a departure point for a reflection with the mentor.

7.2 Use of teaching approaches other than frontal teaching is an somewhat extensive presentation that includes an introduction on different teaching approaches to support teachers with practical tips. Some methodologies such as Flipped Classroom or Inquiry Based Learning are presented more in depth, while there are also several other techniques briefly mentioned that might be easily integrated in any lesson plan.



7.3 List of online tools is a compilation of various free online resources that the teacher might use for several different purposes.

7.4 Guide for a mentor discussion is an aid for the mentor when preparing for a 1:1 discussion session with the NQT.

D. Suggestion for the implementation of the module

As stated at other points in this document, this is one of the modules where the NQT can draw from his/her experience and actively contribute to the discussion with the mentor or even in broader circles. The mentor should support the NQT to express himself/herself more actively in this module.

A good core of the module would be the discussion of the mentor and the NQT. The mentor can use 7.4 to prepare for this discussion. Other elements in the module (7.1, 7.2 and 7.3) can also provide departure points for a joint discussion while they can also be usable in a self-study context by the NQT independently.



7.1 DEVELOPING SUPPORTING MATERIALS

How to develop supporting teaching materials

Learning materials in teaching are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. "Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

In this session you will find information that will help you through a session sharing good practices with your new colleagues.

Different types of supporting materials

- **Traditional resources**
lectures, talks, writings, project rubrics, guidelines, textbook primers, reference books, extra-readings, teacher and student-created summaries, workbooks, supplementary material such as flashcards and charts, etc.
- **Digital media**
Explainer videos, photos, presentations, infographics, talking-head videos, audio summaries, podcasts, etc.
- **Open resources**
Expert blogs, open-source journals, public databases, open courseware, forum discussions, memes, etc.
- **Testing resources**
Standardized tests, classroom assignments, online submissions, quizzes, essays, collaborative projects, etc.

Student Learning Support

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Adopt existing materials

A good starting point of creating supporting material can be to adapt existing or easily available materials to suit your teaching/learning needs. Using existing materials can save time. Some reasons existing or easily available materials may have to be adapted include:

- Unsuitable material level
- Too long or short
- Adapt for specific use
- Adapt to student learning styles



Lesson Structure

Learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student in that they offer a valuable routine. For instance, if you are a language teacher and you teach new vocabulary words every Tuesday, knowing that you have a vocabulary game to provide the students with practice regarding the new words will both take pressure off of you and provide important practice (and fun) for your students.

Differentiation of Instruction

Instructional differentiation is also a part of the learning experience in the classroom. The learning materials differentiate according to the types of learning styles. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

Acquiring Teaching Materials

Attaining teaching materials is not difficult. There are plenty of instructional resources to support lesson planning and teaching. The Internet has many resources for teachers, most of them free that can significantly increase the contents of your teaching toolbox. You can also make your own materials. Every learning material you develop will be an asset to you when you next teach a similar unit. An investment of time or money in good teaching materials is an investment in good teaching. Additionally, sharing learning material with colleagues is a practice that can support the new teachers and increase the number of materials available per subject.

7.2 USE OF TEACHING APPROACHES OTHER THAN FRONTAL TEACHING

It is important for any teacher to be always open to innovation, to trying out new methods and approaches, to keep up to date with the development of the professional field and with the general pedagogical advances. It is a sign of a good teacher that he/she is always willing and eager to learn something new.

It might be a bigger challenge to get some of the more experienced teachers to try out something other than ex-cathedra frontal teaching. Looking at you, dear mentor. 😊 This entire module offers a great opportunity for both the mentor and the NQT to explore matters together. In the field of ICT, the NQT surely has something he/she can share with the mentor or perhaps an even bigger audience. Similarly in the field of pedagogy the initial studies at the university have certainly changed since the days when the mentor was receiving his/her training. It is an opportunity to discuss about it.

Below we list just a couple of approaches that are more or less widely used in classrooms today and often taught also at initial teacher training studies. In this module the list along with some pointers might be used as a presentation or perhaps even an invitation to experimentation.

Flipped classroom

What is the flipped classroom?

The flipped classroom is an instructional strategy that reverses the learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom to increase **student engagement** and **active learning**. As Abeysekera and Dawson (2015) define in their terms, the flipped classroom is 'a set of pedagogical approaches that:

- move most information-transmission teaching out of class
- use class time for learning activities that are active and social and
- require students to complete pre- and/or post-class activities to fully benefit from in-class work.

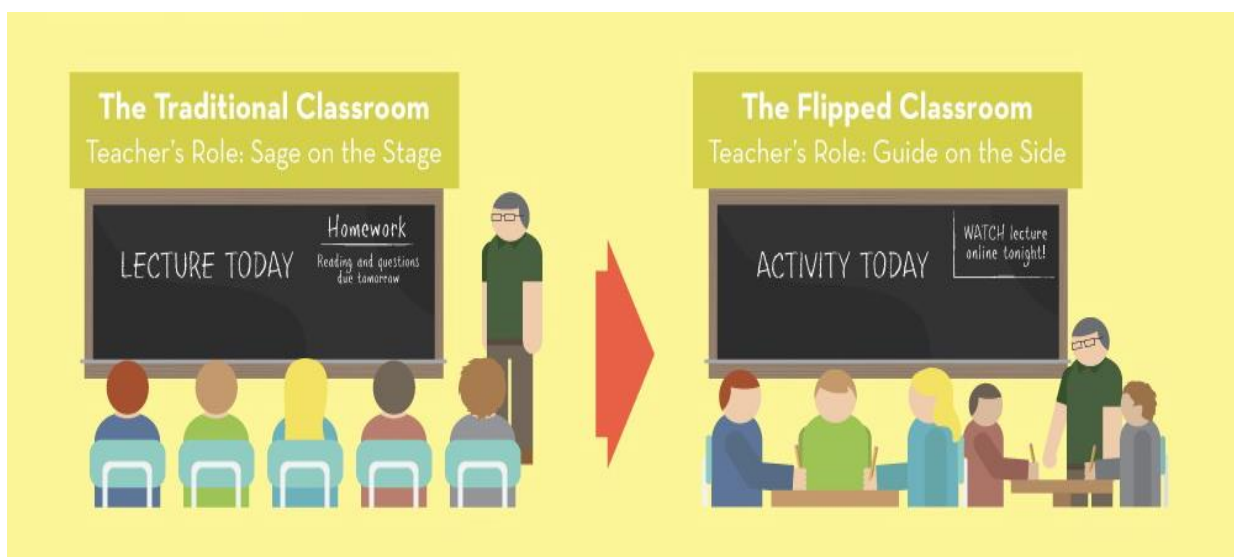


Figure 8 - Flipped classroom (source: the infographic by Knewton "The Flipped Classroom")

Flipped classroom characteristics

- More active than passive
- Not a “one size fits all” approach
- There is an element of creativity/thoughtfulness to the design
- Lecture/materials outside of class with a mechanism for accountability / incentivized activities
- Apply/practice concepts in class through active learning

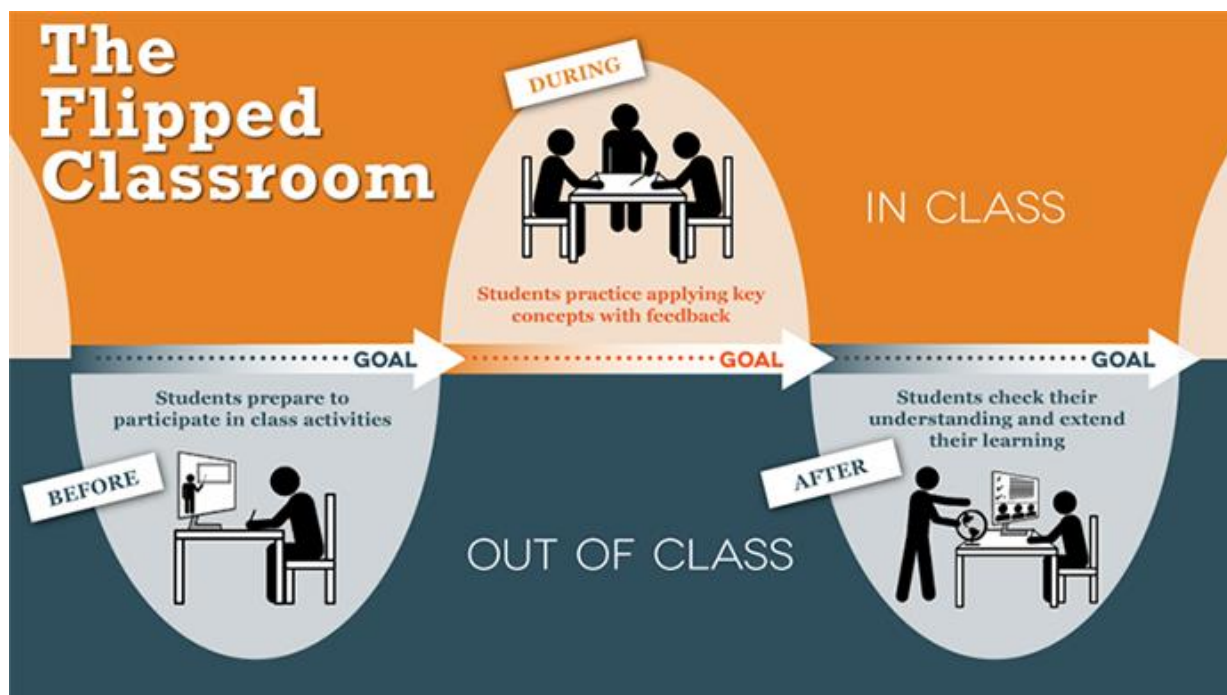


Figure 9 - The flipped workflow. (Source: Flipped Classroom by University of Texas Faculty Innovation Center)

Flipped classroom benefits

For Students:

- Student-centered learning approach.
- Review new material at their own pace.
- Gain knowledge of the topic prior to in-class activities.
- More interaction and discussion during class time.
- Students get more individual attention from the instructor, as the instructor circulates around and attends to classroom activities

For school:

- Allows school to apply creativity to their instruction.
- (More) Students come to class prepared.
- Can devote class time to helping students reach higher levels of learning.
- Class becomes a learning community.
- Assess student learning from out-of-class activities and adapt instruction as necessary.



Flipped classroom barriers

- Access to technology
- Technical challenges
- Pedagogical shift
- Time management
- Student engagement and accountability
- Student accommodations (ADA)

Flipped method

Consider the following **flow activities** you want students to do in your flipped classroom:

BEFORE class → DURING class → AFTER class

BEFORE and AFTER class activities are generally not conducted in real time (*asynchronous*). For example: BEFORE class students read a short article and take an online quiz.

DURING class activities are conducted in real time (*synchronous*).

Before and After class activities do **not** have to be conducted in real time, you have a lot of creativity in designing activities that can be done during a time window for students to complete. Also, these activities can be done in-person and/or online! Let's see some examples of in-person and online before and after class activities:

In-person: attend an event or visit a specific place and write a one-page summary about the experience related to the course topics.

Online: watch a TedTalk video and participate in a discussion board regarding the video topic.

BEFORE CLASS

Students prepare for the course topics that may lead toward deeper learning (e.g., analysing, synthesizing, creating, evaluating) during class time.

For a hybrid/blended course, consider using before class activities as a way to prepare students for the remote session using online resources (Zoom, JotForm, MOOC etc.) Doing this might help make the remote session more engaging as students are more prepared to discuss and share.

AFTER CLASS

Students can follow-up on their learning by reading a few pages from a textbook or a website. Or you can share a few takeaways from the session.

Examples Read select pages from the textbook and answer two of the homework solutions provided.

Students submit their solutions online before they attend the live class session.

Watch a lecture video and take an online mini quiz

Watch a YouTube video or TedTalk

DURING CLASS

It's important to **consider your course delivery mode** since DURING class activities are conducted in real time (synchronous). During class, students can spend more time engaging in the course topics after they conducted activities before class. Leverage the class time to provide opportunities for deeper learning. Below are some examples based on the course delivery mode:

In-Person Course Examples

- Group Discussions
- Think, Pair, Share
- Student Presentations

Hybrid/Blended & Fully Online Course Examples

- Polling online tools (jotforms, etc.)
- Student Presentations
- Group Discussions using Breakout Rooms in Zoom, etc.

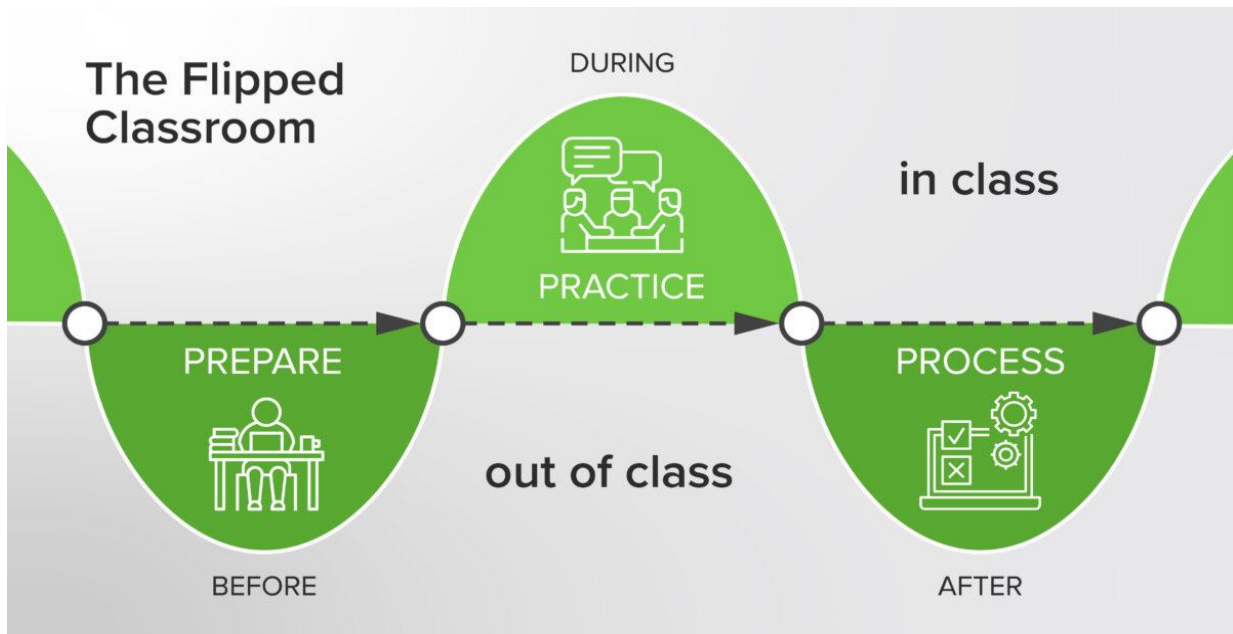


Figure 10 - Implementing a Flipped Classroom in Medical Education (source: Horneffer, 2020)

Inquiry-based learning

What is IBL?

- It is an active approach towards learning and teaching that places learners and students at the centre of the learning process and involves self-direction.
- Students develop knowledge and understanding of scientific ideas as well as an understanding of how scientists study the natural world (Anderson, 2002).

Origins of IBL

- The basic elements of inquiry-based approach have their origins in antiquity and are apparent in the teaching of Confucius and Socrates (Spronken-Smith, 2007) where their teaching were advocating the **discovery of knowledge** by the learners rather than the transmission of facts.
- It is the American educator and philosopher John Dewey (1859-1952), however, who was largely responsible for promoting 'learning by doing' (Dewey, 1933, 1938).



Key characteristics of IBL

- **Questioning and hypothesis**
Learners asking questions about the world, collecting data, making discoveries and testing those discoveries (de Jong, 2006) or making hypothesis and predictions about natural phenomena (Osborne et al., 2005).
- **Adopting an evidence-based approach**
Learners prioritise evidence collection that allows them to develop and evaluate explanations that address scientifically oriented questions (Grandy and Duschl, 2007).
- **Synthesis and metacognition**
Learners synthesising the obtained information, using metacognitive processes, to formulate explanations to address scientifically oriented questions (Grandy and Duschl, 2007).
- **The nature of science**
Learners evaluate their explanations in light of alternative explanations particularly those reflecting scientific understanding (Grandy and Duschl, 2007) and the claims of others.

Types of IBL

- **Peer, collaborative inquiry learning**
The emphasis of the model is to facilitate and scaffold learners in dialogue and discussion around the inquiry process.
- **Hypothesis-driven inquiry learning**
The emphasis here lies on the inquiry process beginning with a hypothesis or question and designing or using existing methods to prove it right or wrong.
- **Multiple forms of representation**
Here learners can see and present data in different formats, extracting information from different formats, understanding the relations between changes in representations and changes in actions or observations and helping them to understand the value of these different forms of representation. Use of technology here can have a predominant role.
- **Modelling**
The emphasis in the modelling type is on adopting an evidence-based approach that enables the learner to use modelling as part of the process of investigation.

Models of IBL

Scaffolded Knowledge Integration (SKI)

Students organise and reorganise their ideas with the help of instruction, experience, observation, and reflection (Linn & Hsi, 2000).

The framework is organised around four principles:

- (a) making science accessible for students,
- (b) making thinking visible for students,
- (c) providing social supports for students, and
- (d) promoting lifelong science learning (Williams & Linn, 2002, p. 416).

Knowledge-building community model

Based on the socio-constructivist approach.

- learners should create knowledge through collective and collaborative inquiry
- Knowledge forum is their technological response to the needs of building a KB community through "knowledge-building discourse".

Weinberger, Stegmann, Fischer and Mandl Model (2007)

- Two interlinked iterative cycles of scripted activity in which scientific questions are answered through students building models and testing them out: iterative design/redesign
- (cycle 1): understand challenge, plan design, present and share posters, construct and test, analyse and explain, present and share gallery walk and iterative investigate and explore
- (cycle 2): clarify question, make hypothesis, design investigation, conduct investigation, analyse results, present and share poster session.

This iterative approach therefore helps to reinforce the essence of hypothesis and investigation in inquiry learning.

Learning by Design (LBD)

Learning by Design involves students in a design challenge that students need to solve by using their prior knowledge either individually or in groups.



Figure 11 - LBD scheme

Dialogic inquiry

The process of inquiry has three stages ('research', 'interpret' and 'present')

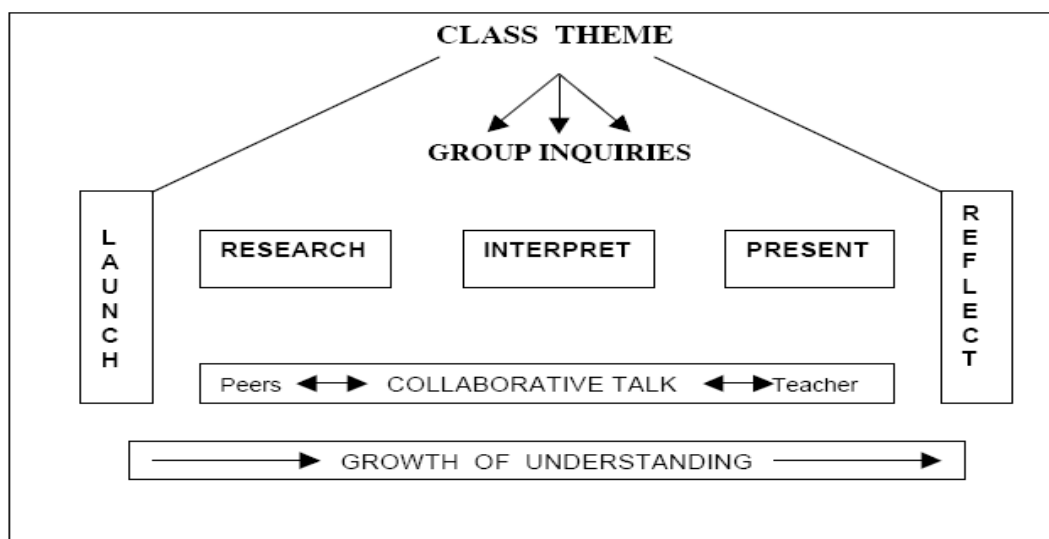


Figure 12 - Dialogic inquiry scheme

Cyclic Inquiry Model (CIM)

Created by the University of Illinois at Urbana-Champaign (UIUC).

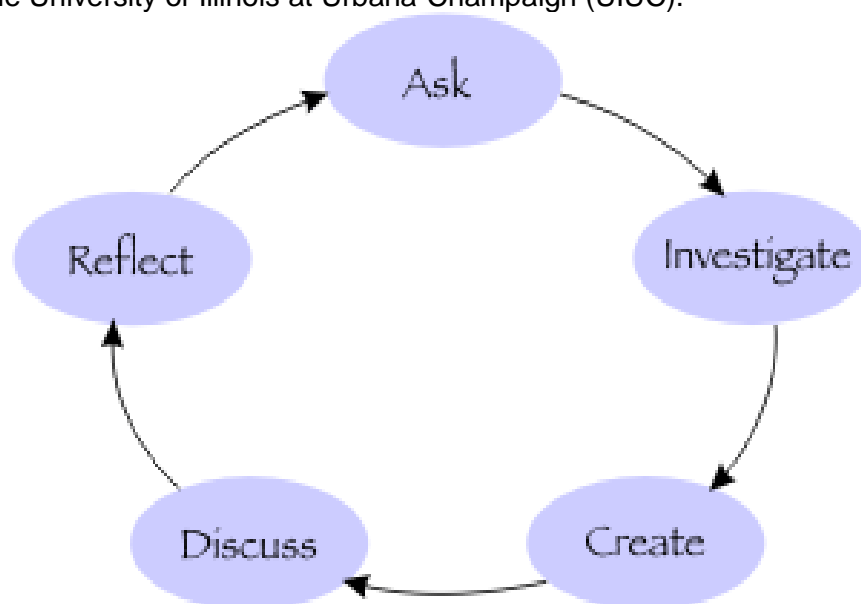


Figure 13 - CIM scheme

Other minor strategies you can use in the classroom

Many teaching strategies work for any classroom, no matter what the age of the students or the subject. When a teacher implements a combination of effective teaching strategies, their students have more opportunities to perform better in class. There are many different approaches you can use in your classroom. Above, we presented two methodologies and below, we will shortly list some minor techniques that you can use to integrate them into your lessons on a minor scale. Which ones will work best, depends on your and your students' preferences, as well as your schedule.

Model as you teach

- When presenting a new subject to your class, it helps to include a demonstration. While some students will be able to grasp a new concept by hearing the information alone, others — particularly visual learners — will need to see it.
- In certain classes, this is practically required. For example, when you're teaching a math unit, you'll usually need to display your work on the board, or else your students will be completely lost. This is how the class can follow along with better comprehension.
- Some students will need to see more than one example to get a good understanding. Make sure that you include several different demonstrations for each new unit, as repetition is a big part of committing new ideas to memory. You'll see a big difference in visual students' test scores when you implement this method.



Make mistakes

- Teachers are the ultimate resource for students when it comes to learning. When you are presenting your lesson plans, you usually show the right way to do things. This is a great way to introduce a concept, but you also want to solicit a more in-depth understanding.
- A great way to do this is to make intentional mistakes and ask the class to fix them. If you're an English teacher, you can write an excerpt on the board and riddle it with grammar mistakes. Instruct your students to identify these mistakes and rewrite the passage correctly.
- This method requires kids to apply the knowledge they've gained in class. It also gives you a chance to evaluate how well each student comprehends the subject.
- Once everyone has completed the assignment, you can review it as a class. Show each student how the passage should be written and address any questions that may arise.

Work as a team

- Splitting the class up into different teams to complete an assignment is a teaching strategy that works wonders, especially at age groups where students insist on always working with their tight-knit circle of friends. Group assignments encourage teamwork and help your class to succeed.
- For instance, in science, you can split the class into small groups for lab-based assignments and give each person a certain job to complete. You might have one person perform the experiment, another writes notes, and someone else read instructions, for example.
- Make sure to pair children who need extra support with those who have a better understanding of the material. This way, those who are stronger in the subject can share their knowledge to help their peers understand it better.
- All in all, group work is a fun and interactive way to teach a lesson.

Encourage learning from experience

- The best lessons often happen outside of the classroom. Getting out into the real world offers a new perspective for children and can help them gain a more profound understanding of what goes on in the classroom.
- Studying the different types of fish in a local pond is an excellent example of learning from experience. You would start in class, going over the different species and how each animal contributes to the environment around it.
- Once you've completed the lesson, take the class to the local pond. Have them search for the different animals you discussed in class. After locating each animal, they will be able to observe the roles discussed earlier in class.
- Field trips like this offer valuable, real-world experiences to students. They'll gain confidence and motivation in class since they will be able to see that everything they learn has a connection to the world around them.

Let the students teach

- Letting students lead the class in teaching requires preparation and a deep understanding of coursework. You can assign this task individually or break up students into groups.



- The goal of this strategy is to get your students to display the knowledge they have and to share it with their classmates. In order to give a quality lesson, they will need to put extra time into making sure they fully comprehend the project. If they struggle in some areas, they will be motivated to ask questions in order to get the grade.
- You can help students prepare for this assignment by offering a rubric that outlines the areas in which they'll be graded. You might give points based on lesson length, preparation, and creativity. The weight of each section will depend on the project and your preferences. Some teachers also allow the class to grade a section of the assignment. If you choose to go this route, it can be helpful to pass out a scoring guide to the class. This way, each student knows how to grade the "teacher."

Emphasise behaviour management

- Behaviour management is a big part of being a teacher. Teaching strategies often give you plenty of structure regarding how to teach a class, but not how to *control* it. If you are experiencing some behavioural problems in class, programs like [Classcraft](#) can help.



- Built by a teacher, Classcraft blends games and storytelling to motivate students and make learning more fun. Included in its many features is the ability to deliver teacher-designed curriculum in the form of games and Quests; a choose-your-own-adventure. With this game, teachers can align the objectives with the desired behaviour in class. For example, if you want to solicit higher grades on homework, you can offer experience (XP) rewards within the game.
- With XP, students can level up their character and acquire new accessories and abilities. This incentivizes the positive behaviour you are looking for. If you'd like, you can also discourage negative behaviours by locking students out of the game or taking away XP points.

7.3 LIST OF ONLINE TOOLS

Here you can find a list with useful online free tools from hosting online classes to content development and content use.

Free software to run your online classes

Zoom is probably the most popular online software in the market for holding meetings, classes and online get-togethers, especially since the start of the pandemic.

Zoom offers the following to their users:

- Chat function to chat with your whole class or individual students
- Breakout rooms to separate students into groups for discussions
- Share screen function to share your screen or allow students to share their screen

A built-in whiteboard with text and drawing features to share with your students. The free version allows up to 100 participants, unlimited one-on-one meetings but a limit of only 40 minutes for group meetings.



Google Meet for teachers is another popular software application for online tutors, virtual teachers and anyone conducting classes online because of its integration with Google's suite of other apps like Google Classroom and Google Drive.

Google Meet offers the following free options for its users:

- Share screen to your students
- Adjust your layouts
- Group classes up to 1 hour
- Chat with students in the chatbox
- And other normal features of a virtual video conferencing platform

Anyone with a Google account can create a video meeting or virtual class of up to 100 students (participants) and meet up to 60 minutes for free. If you are conducting one-on-one tutoring classes, you can spend up to 24 hours together.





Gotomeeting, as stated on their website, puts the “class in online classes.” They are an up-and-coming competitor to some of the larger video platforms because of how they gear their functions to suit teachers and students in an online class.

With their free account, you can expect:

- Personal URLs for students to join the class
- Instant messaging, file sharing & screen sharing
- Powerful mobile capabilities for students
- Clean and simple interface with powerful functions

Unfortunately, their free version is quite limiting but it will allow you 40-minute classes/meetings but with only up to 3 participants. Gotomeeting free would be perfect for meetings with 1-3 students for short consulting sessions.



Activities Software

Boom Cards are self-checking interactive activities that give students real-time feedback on their responses.

Here's how they work:

- You create the Boom Cards in advance or use pre-created decks from other teachers
- You use the fast play option (for free) and get a link to send to students
- Your students are shown one question at a time and given real-time feedback on their answer
- They can correct themselves or simply discard the card
- You can also differentiate instruction with Boom Cards and assign certain cards to certain students

You can only use the fast play option with the free version, and you will not be able to track progress, but you can upgrade at any time under different price packages.





Nearpod allows teachers to make any lesson interactive. Take those boring worksheets and make them fun and engaging. Or pull in videos and other interactive content into your Nearpod lesson.

Here is how it works:

- Create a free account.
- Browse Nearpod's thousands of lessons in the Nearpod Library or create your own.
- Once you create your own lesson you just add slides like you would in any presentation software.
- The difference is that instead of just adding text or images (which you still can), Nearpod has lots of other fun options like quizzes, polls, and games to make it fun.
- You give your students a code to enter and then you are ready to go.

The difference between Nearpod's free and paid version is the amount of storage you get and the number of students that can join at one time.



Google Classroom is a free educational technology tool that allows you to create an online classroom, invite your students, and assign homework. You can also discuss assignments with your students online and track their progress.

How it works:

- You sign into the app with your Gmail account;
- to use Classroom for free in school, schools can request a free Google Workspace for Education account;
- you can create assignments, presentations, quizzes, upload materials and share them with your students;
- students sign in with a unique code;
- you can set a due date for assignments and track students' progress;
- all comments, grades and interactions are submitted via Gmail.





Online assessment tools

Quizlet is a free tool that helps teachers create learning activities for students, like flashcards, study material and interactive quiz games. The amazing thing about Quizlet is that it can really be used at any grade level and any age. Students love the game-based feature of Quizlet, and you are helping them get prepared for assessments without even realizing it.

How it works:

- You, as the teacher, create study sets for your students.
- These study sets can be used as review activities, or it can be a quiz game to help students review for a test.
- The student can log in and choose the appropriate study set, either created by the teacher or by others.

Quizlet allows the teacher to:

- Differentiate instruction with the activities that you create
- Teach collaborative skills because students are working together
- Help prepare students for assessments and tests



Kahoot! Is a game-based learning platform that makes it really simple for teachers to create and share learning games or quizzes in a matter of minutes with their students. Once you create a Kahoot quiz or game, you share a simple access code that lets students log on and join the game.

Teachers can create their own assessment games or use premade lessons from other teachers in the Kahoot library.

Here are the steps to making the magic happen in your virtual or online classroom:

- Create – you can design your own Kahoot with images and diagrams to make your questions more engaging and to support all learners who are playing
- Play – Once the Kahoot is created, teachers share the unique PIN with their students who can join on their own device wherever they are located. It is best played live in a group setting either in a classroom or a virtual classroom. However, teachers can also send challenges that players complete at their own pace (i.e.: homework or remote learning)
- Share – Kahoot's can be shared with the broader Kahoot community which lets others access your Kahoot's





With Edpuzzle, you can create interactive video lessons with embedded audio notes, assessments, and quizzes. Its analytics tool enables you to track how students are watching your videos and if they understand the content.

How it works:

- Signing up for Edpuzzle is simple and free - just indicate that you are a teacher and sign in with your Gmail, Microsoft account or username and surname;
- create classrooms and invite students to them by providing a link and a special enrolment code;
- students do not need an account unless you want to monitor their work;
- create video content, set assignments and deadlines;
- monitor their work and progress.
- In the free version you can create up to 20 video contents. To get more contents you can invite other teachers to the programme or invite your school to provide a professional version.



Freeonlinesurveys is a tool for building online tests, surveys, and forms. You can create quizzes using the drag-and-drop builder and 22 question types and fields, share them with your students and staff members, and analyse responses with its data reporting tool right from your mobile devices.

How it works:

- sign in with your name and email;
- create a new project, add questions and specify the survey pages;
- edit the visual design of the survey and test it in a preview mode that does not yet take your answers into account;
- send the survey to the target audience and follow up the responses via e-mail;
- export the data in excel or pdf format.





Design and create content

Canva is a free tool, although there are premium features you can pay for that lets you create just about anything for your classroom. You can create and design all types of content using their free account can be used with your students in your virtual classroom, or normal classroom.

Canva lets teachers create:

- Worksheets
- Lesson plans
- Presentations
- Posters
- Virtual backgrounds (for Zoom, etc.)
- Documents
- Teaching resume
- Infographics

...and so much more!



Google Slides, while more limiting than Canva, is another easy-to-use, free tool for teachers to use to make lessons, presentations and content for their classroom.

Part of the Google Suite of apps, Google Slides acts as your web-based presentation tool similar to applications like PowerPoint or Keynote. With a free Google account, you have access to Google Slides and can create unlimited presentations to use in your classroom.

Simply go to Google Drive and make a new Google Slide presentation. You can choose from their pre-made templates or make your own.

Once you have made your presentation template you can add:

- Images
- Text
- Audio
- Video
- Shapes
- Tables
- Charts
- Diagrams

You can customize colour, font and all the normal features of a presentation program.

Since it is part of the suite of Google Apps, you can have students create their own presentations collaboratively or individually. Google slides can also be shared with others with ease of use, or you can download them as PDF files.



Content Source for Teachers

Ted-Ed is a platform that enables you to create educational lessons. You can build a lesson around video content and create assignments to assess how well students understand the material. You can also use ready-made videos from the specially curated “TED-Ed Originals” section that features lessons made by educators around the world.



Youtube Teachers is a YouTube channel that allows you to leverage educational videos to inspire and engage your students. It contains over 400 video playlists created by leading organizations and industry experts such as the Khan Academy, Ted-Ed, and PBS



Youtube Edu is another educational YouTube channel that provides extensive playlists on various subjects, from physics and chemistry to filmmaking and public speaking.





Kahn Academy is a non-profit educational organization with the goal of creating a set of online tools that help educate students. It contains short lessons in the form of videos and its website also includes supplementary practice exercises and materials for educators. It has produced over 8,000 video lessons teaching a wide spectrum of academic subjects, originally focusing on mathematics and sciences. All resources are available for free to users of the website and application.



Ted Talks are videos from industry experts and innovators on science, tech, business, and education subtitled in over 100 languages. You can integrate Ted Talks into your lessons to spark creativity and innovation in the minds of your students.



Google Books is a service from Google Inc. That provides access to unlimited books and magazines that Google has scanned, converted to text, and stored in its digital database. You can save, bookmark, or download books relating to the concepts you want to teach in class.





7.4 GUIDE FOR A MENTOR DISCUSSION

It is important to take some time to discuss matters concerning the topic of this module in term of the relevant local context of the NQT.

This discussion might be a more ad hoc reflection after a specific lesson or a structured and planned discussion. For an ad hoc evaluation of the use of ICT a list of questions provided below might serve as a reference:

- What ICT did I use today?
- Did the use of ICT go well?
- How was the ICT activity integrated into the normal running of the classroom?
- What skills do I need in order for the ICT activity to succeed?
- How did I ensure that all students had access to the ICT activity?
- What were the learning outcomes for the students in ICT?
- What assessment opportunities were there?
- How does this experience add to my understanding of teaching ICT capability in literacy development?
- What will I do next time?
- How will I improve my approach in the next lesson?
- What other ICT tools do I need to improve the technology integration into the school?

In a planned discussion the mentor should make sure to present the school context to the NQT. It is a great opportunity to use this module to try and motivate the NQT to share more actively from their perspectives, knowledge and experience.

A potential outline of a discussion:

1. School amenities (room, equipment, software) concerning the availability of ICT and common agreements, practice of use. (20 minutes)
2. Feedback from the NQT on the existing situation. What would be most beneficial for addition What is his/her previous experience, experience of initial teacher training? (20 minutes)
3. What are some of the tools that the NQT uses? Can he teach something practically, show how he/she uses it? Are any of the tools suggested in the module of use or an added value to the induction programme. (30 minutes)
4. Joint reflection on what would the benefits and concerns using ICT be. (20 minutes)

8. Training opportunities (possibilities for continuous training and improvement)

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

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

B. Expected learning outcomes:

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

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

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

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

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

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

D. Suggestion for the implementation of the module

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

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

After the new teacher has been acquainted with all national regulations and has been provided with formal guidelines for career improvement, as well after process of self-reflection which adds intrinsic value to their plans, next step in this module is mentor discussion. Mentor prepares for this discussion by studying and preparing Mentor discussion template (8.2), enriching already provided materials with their own point of view, experience and opinions. This discussion is to be done in private setting, with both new teacher and mentor dedicating enough time to have a face-to-face open discussion. Part of this process can be also mentor's assessment and feedback on the career progression questionnaire filled out by the new teacher, but only if the latter feels comfortable with sharing this information.



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

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

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

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

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

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

- <http://www.st-pedagozi.net/wp-content/uploads/2020/01/pripravni%C5%a1tvo-i-stru%C4%8Dni-ispit-2019..pdf>
- <https://www.azoo.hr/strucni-ispiti/>
- <https://www.azoo.hr/profesionalni-razvoj/napredovanje-u-zvanje/>
- <https://www.asoo.hr/profesionalni-razvoj/strucni-ispiti/>

Here are the links for literature:

- https://www.azoo.hr/app/uploads/uvezeno/images/stories/dokumenti/Programski_sadrzaji_njemacki.doc
- [http://os-lucac-st.skole.hr/upload/os-lucac-st/images/static3/1406/attachment/Literatura_za_polaganje_strucnoga_ispita_\(3\).pdf](http://os-lucac-st.skole.hr/upload/os-lucac-st/images/static3/1406/attachment/Literatura_za_polaganje_strucnoga_ispita_(3).pdf)
- https://www.azoo.hr/app/uploads/uvezeno/datoteke/STRUCNI_JESEN_2019/Programski_sadrzaji_njemacki_literatura.doc
- <http://likovna-kultura.ufzg.unizg.hr/ispiti.htm>



8.2 MENTOR DISCUSSION TEMPLATE

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

Good to know before start:

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

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

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

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

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

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

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

1. Low-level needs – share with them basic information, such as how to take attendance, learning names of the students, meeting their new colleagues, how to use school equipment, how to handle e-mails,...

2. Mid-level needs – introduce them to your experience, ideas and opinions on how you evaluate and mark grades, how you check homework, how you schedule and conduct parent conferences,...

3. High-level needs – share with them your specific skills and your teaching methodology, how you approach different learning styles, how you incorporate critical thinking in classroom,...

Don't forget!

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



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

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

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

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

Activity: An ideas tree...

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

What is mentoring?

What do mentors do?

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

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

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

Where do I stand, in relation to:

- Who knows best?
- Showing, telling or...?
- Whose voice has the most weight?
- Who talks, who listens?
- The purpose of the mentoring?
- Being asked a 'silly question'?
- Who sets the agenda? Who chooses the focus?
- How things will be decided?
- Being approachable, accessible and available?
- How we work together, (including when and where)?

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

- What must my new teacher know and be able to do/learn (in order to satisfy their pupils' needs)?



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

Discussion with your mentee

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

1. Wellbeing conversations

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

2. Brainstorming conversation

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

3. Asking clarifying questions

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

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



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

Further reading:

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

8.3 CAREER PROGRESSION PLAN/SELF-REFLECTION QUESTIONNAIRE TEMPLATE

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

A few words of encouragement

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

The career planning process can consist of following parts:

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

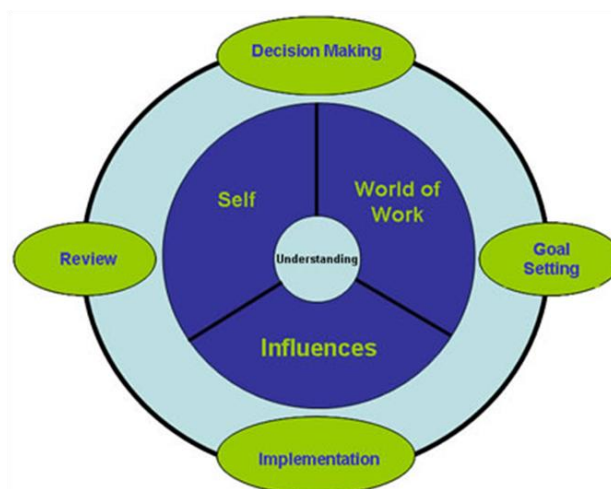


Figure 14 - The Career Planning Model proposed by Queensland University of Technology

Personal Development Plan

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

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

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

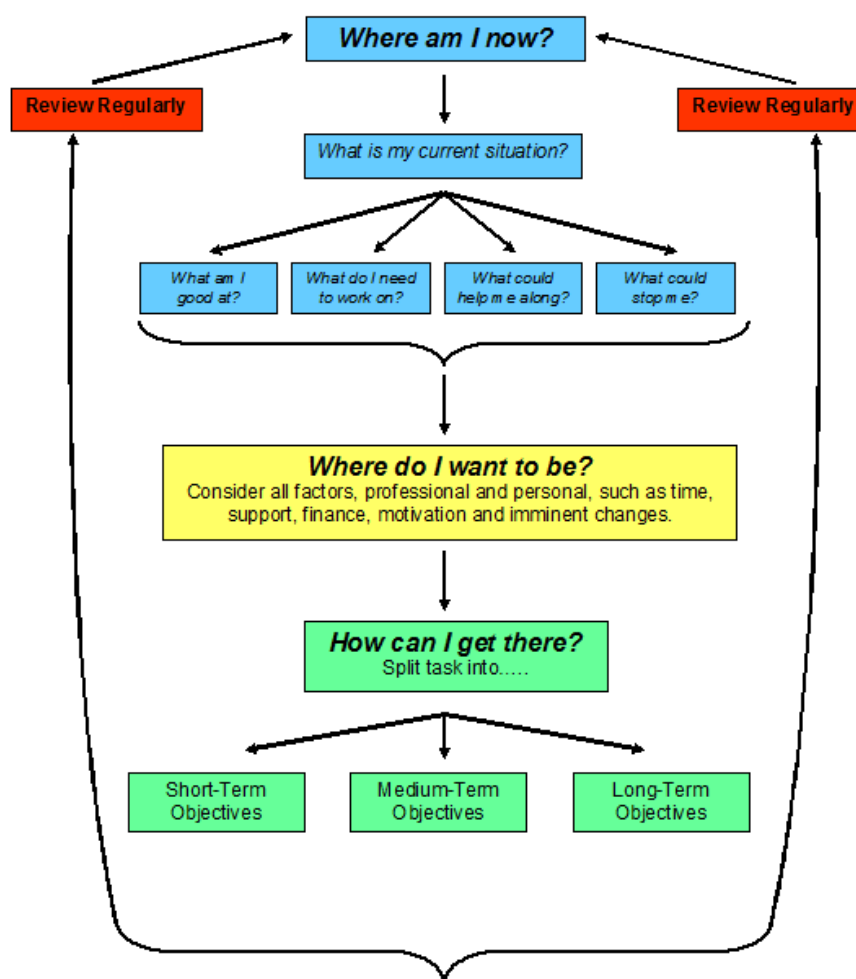


Figure 15 - Personal development plan flowchart

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



List your strengths.

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

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

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

List your areas of improvement.

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

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

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

List your specific ambitions:

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

List your ambitions in affirmative statements:

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

In the end, answer the following questions:

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

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

More on Reflection

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



Reflection may take time, but it is essential to your personal and professional development. Possible advantages of contemplation include:

- Reducing negative thoughts
- Increasing your understanding of yourself and your coworkers
- Emphasizing your strengths and improving your weaknesses
- Clarifying your intentions for your time and talents
- Defining professional goals and being strategic with opportunities for growth
- Developing creative thinking skills
- Encouraging engagement in work processes
- Building confidence

Tips for a self-reflection practice

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

- **Ask more "what" questions**

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

- **Set yourself up for success**

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

- **Keep a record of your reflections**

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

9. Classroom management and setting the discipline

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

Managing classes becomes a complex challenge because of the characteristics of each one. Thus, teachers must adopt effective educational and teaching strategies that respond to the needs of all students and are the manifestation of a school capable of offering quality experiences, motivating, and ensuring each student's optimal development while respecting the rules of civil coexistence. Therefore, module 9 allows NQTs to have a contextualized, valuable framework for forecasting and to solve common issues. Specifically, NQTs will be able to master all aspects of the classroom's psychological and didactical management traits.

B. Expected learning outcomes:

- New teachers, often through the support of mentors, will know and learn the essential soft skills associated with the teaching profession.
- NQTs will learn how to handle rules and situations within the school environment.
- Both NQTs and mentors will learn how to set goals and plan extracurricular activities.
- NQTs and mentors will follow the methodological guidance of microteaching to identify aspects of NQT training that require corrective action.
- NQTs will learn how to interact with students through suitable pedagogical approaches and discuss specific interaction scenarios with the mentor.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
9.1 Guide for mentor presentation of various rules and regulations	Mentor and/or NQT	Presentation/guide for discussion	1h	Pedagogical/didactical
9.2 (Self)assessment of classroom management	Mentor and NQT	Assessment, form for observation, form for planning.	1h	Pedagogical/didactical
9.3 Scenarios of potential student interactions for discussion on effective management	Mentor and NQT	Guide for discussion, case study	1h	Pedagogical/didactical
9.4 Guide for the establishing of relationship with students	NQT	Self-study with a questionnaire	1h + 1h	Pedagogical/didactical
9.5 List of observation activities (micro teaching)	Mentor	Presentation	1h + 1h	Pedagogical/didactical

9.1 Guide for mentor presentation of various rules and regulations serves as a tool to guide the mentor in explaining school rules and regulations, providing some suggestions to support the discussion. The discussion should be rooted in the realities of the local environment. At the end of the session, closely related 9.2 follows.

9.2 (Self)assessment of classroom management serves as a reflective guide to identify strengths and weaknesses of the NQT. Included in the document are also a form that might be used in observation of the NQT in practice by the mentor and a form to support the mentor in helping the NQT set out the action plan in terms of improving his/her classroom management based on the perceived starting stage determined from the questionnaire, observations and discussion.

9.3 Scenarios of potential student interactions for discussion on effective management is a template for a mentor discussion that gives some theoretical content on interaction in the classroom and provides 4 scenarios that serve as a point of departure in a potential conversation.

9.4 Guide for the establishing of relationship with students outlines the various types of relationships with students and defines behaviour guidelines for improving that relationship. In addition, the use of the “student-teacher relationship scale (STRS)” tool that is a part of the guide will allow the NQT to know in detail the quality of the relationship with each student and enable the mentor to identify critical areas that need more attention.

9.5 List of observation activities (micro teaching) is a presentation of a methodology intended as a tool to provide the mentor with guidelines for observation (and subsequent reporting) of the NQT’s performance during one of its lessons (or simulated lessons). It is recommended to follow the given steps and analyse any strengths or weaknesses of the NQT by following the given questions. It can also be used to examine areas other than classroom management.

D. Suggestion for the implementation of the module

The Classroom Management module requires, in order to develop and implement the designed activities, both self-study by the NQT to be then validated through the various recommended assessment forms and hands-on sharing activities with the mentor. Specifically, the activities designed for soft skills development and micro-teaching formally require the co-presence of both parties. Therefore, we suggest developing these activities in conjunction with the other modules during workshop days.

The initial activity of the module should be the self-assessment of the NQT’s abilities in managing the classroom (9.2). This self-assessment can be complemented by the observation form in the same appendix. After the NQT completes the questionnaire, a meeting with the mentor to discuss the results according to the instructions should follow. The mentor can prepare using also the theoretical presentation/guide for discussion about classroom management (9.1). We recommend performing this procedure at the beginning and end of the Induction program or at various stages to track progress.

The following activities should be carried out by the NQT with the support of the mentor. The action plan part of the 9.2 can serve as a template to highlight steps that the NQT will want to take in the following period. In following up on the implementation of the action plan, the mentor can use the methodology of micro teaching presented in 9.5.

To dive even deeper in the topic of classroom management, the appendix with provided scenarios (9.3) can serve as a good departure point for a further discussion between the mentor and the NQT. Specifically, NQT should read and analyse the types of interactions within the school environment and discuss with the mentor about the interaction patterns and identification of suitable corrective actions for each context. It would be even more suitable if the mentor adapts the scenarios to context.

And added value for self-examination of the NQT in this module is the guide for establishing relationships with students (9.4). Though content in the guide can be discussed also with the mentor, the materials are prepared for independent work by the NQT. We suggest that NQTs carry out this activity totally independently and analyse concrete relationships with 3 different students. Then, based on the result obtained, we can again proceed with the focused discussion with the mentor analysing any strengths or weaknesses.

E. Useful links

Interpersonal and communication skills (Effective communication)



Communication skills - training videos for teachers (7:32)



Practical classroom management – American Psychological Association (1:12:47)





EU project [Moving into Soft Skills](#) offers a framework for working and developing Soft Skills through embodied, somatic and movement practices.

EU project Understanding My Journey – Understanding my journey that aims to help young people develop their soft skills and increase their chances of future employment.

9.1 GUIDE FOR MENTOR PRESENTATION OF VARIOUS RULES AND REGULATIONS FOR CLASSROOM MANAGEMENT

Introduction

This document serves as a guide for potentially regulating activities in the classroom that the mentor will need to fill in and present. Specifically, the guide is organized through two sections. In the first, the characteristics and delivery of class rules are identified, focusing on corrective actions for misbehaviours. In the second section, classroom procedures are defined.

This document provides an extensive look into various aspects of managing a class but should always be adapted for use in a concrete setting. The mentor should include his/her own personal experience, detail potential agreements already in place at the school level and base the discussion on the concrete needs of the NQT.

Defining class rules

Class rules are posted prominently and recalled when discussing classroom behaviour. Guidelines are general guiding principles for student attitudes and behaviour. If there are school-wide expectations or guidelines for success, they are also used in the classroom. Students can identify the guidelines when asked and describe what they mean. Therefore, setting positive expectations of what students must do to succeed in school is worthwhile.

Characteristics that class rules should have:

- They should address the most frequent misbehaviours
- Three to six rules are preferred
- Post the rules and refer to them when needed
- Decide on consequences ahead of time
- Teach and review them at the start of the year
- Demonstrate and teach the rules at the beginning of the year and after significant breaks
- Deliver consequences calmly and consistently.

Similarly, the Hierarchy of rule violations' consequences is identified and taught to students. Rule violations and misbehaviour are corrected consistently, briefly, and immediately:

1. In my classroom, when a rule is broken, here is the course of action:
2. The student is redirected and reminded of the rule.
3. The student is warned again.
4. The student's seat is changed.
5. The student is on time out, and parent contact is made. The teacher gives detention.
6. If the behaviour continues, a referral is written.

Further suggestions concerning corrected misbehaviour:

- Interact with the student only briefly at the time of the misbehaviour, without arguing. Decide whether to use progressive or non-progressive consequences.
- When responding to early-stage misbehaviour, a pre-planned response is not needed. Respond by using proximity management, gentle verbal reprimands, discussion, family contact, or praise of students who are behaving responsibly. Emotional reaction and humour can be used but should be done carefully and sparingly.
- When dealing with chronic misbehaviour, pre-plan by using consequences. For severe misbehaviour, refer the student to the office.



Classroom Procedure

Expectations are presented in a written format and are communicated to students before each activity.

Teach students the CHAMPS expectations for each activity:

- **Conversation**
Under what circumstances, if at all, can students talk to each other during the activity?
- **Help**
How do students get their questions answered during the activity? How do they get the teacher's attention?
- **Activity**
What is the activity? What is its intended objective/end product?
- **Movement**
Under what circumstance, if at all, can students move about during the activity? E.g., Can they sharpen a pencil?
- **Participation**
What does appropriate student work behaviour during demonstrate their full participation?
- **Success**
By meeting CHAMPS expectations, students will be successful!

Beginning and Ending Routines

- Routine for how students will enter the room:
 - Stand in hallway at the classroom door and greet students.
 - If a student is upset or misbehaving, intervene before the student enters the classroom.
 - Have students go immediately to their assigned seats or desks where they have productive seatwork to do.
 - Decide if students can talk, with whom, about what, how loud, and how long during this time. Also decide whether they can get out of their seats and if so, for what. Teach the expectations to the students.
- Routine for how student will be instructionally engaged while attendance is taken:
 - During attendance, students need an assignment to work on displayed on the board or via an overhead.
 - Have students sit in assigned seats and take attendance by referring to the seating chart.
- Routine for dealing with absences/tardy students:
 - When students are absent, it is their responsibility to find out what they missed. They have many ways to accomplish this. They can check the whiteboard, which has the plan for the week. They can ask a friend, they can ask the teacher, and they can access my website which I update daily with the classwork and homework.
 - When students are tardy, I record the tardiness in a record/platform. After 3 tardiest, I have a conversation with the student to try to get to the root of the problem, and a detention is issued. If the tardiness continues, a referral is issued, and there is a phone call home.
- Routine for dealing with students who come to class without necessary materials:
 - Make sure students know exactly what materials are needed each day.



- Students need to have a procedure for getting materials without disrupting the teacher or instruction. Options include having the student ask a neighbour, go to a specific spot in the room to borrow the materials (require the student to leave a 'deposit' like a book bag so that they borrowed materials are returned), or return to his or her locker.
 - Establish a consequence if the student has to interrupt instruction to get materials from the teacher. Time owed is typically effective (e.g., owe the teacher a minute of lunch time) or assign a tardy if the student needs to go to his or her locker to get materials.
- Routine for dealing with student returning after an absence:
 - Set up a system where a student collects work and assignments and delivers makeup work without taking your time.
 - One effective system is to use two baskets, one labelled "Absent, What You Missed" and the other "Absent, Assignments, In".
 - Decide how many days the student is allowed to make up the missed work. Consider giving the same number of days to complete missed work as the number of days they were absent from school.
- Routine for wrapping up at end of day/class:
 - Make sure students don't leave until they have organized their materials, cleaned up, and receive appropriate positive and corrective feedback. End each class or day on a positive note.
 - For primary and elementary students, five to ten minutes may be needed to wrap up, while only a minute might be needed for a core class in middle/high school.
- Routine for dismissal:
 - Establish the expectation that the teacher dismisses class when the room is quiet, and the ending routine is done. Explain to the students that the bell does not dismiss the class.
 - Dismiss the primary students by rows. If older students are rushing out, dismiss by rows.

Managing Student Work

- Procedures for assigning classwork and homework:
 - Design a permanent place where students can easily find information about work and assignments. Options include writing on the board, overhead, or distributing an assignment sheet. Keep the assignment posted throughout the day.
 - Include daily reminders about short-term and long-term assignments (e.g., "Science project is due Monday, and you should have you finished your first draft".)
 - Teach students how to write the assignments in their notebooks and to put them in a consistent location (e.g., three ring binder or agenda book). Show examples of how their assignment sheet should look.
 - Place a copy of the daily assignment in the "Absent, What You Missed" basket.
- Procedures for collecting completed work:
 - Personally collect each student's work, if possible. This allows you to quietly provide positive feedback and to know immediately who hasn't done the work. While collecting the work, make sure students are doing something worthwhile.
 - For students who haven't completed the work, establish a procedure that they must talk to the teacher later about why the work wasn't done.



- An option for older students is to have them place their completed work in a basket and check off their name on an assignment sheet or wall chart.
- Procedures for keeping records and providing feedback to students:
 - Students need regular weekly feedback on their work completion (for all grades) and current grade status.
 - Options for keeping track of the student's work include using an accurate and complete grade book or a computer grade book. If a student is behind a specified number of assignments (e.g., three to five), send home a letter or call the family.
 - For classes that need high structure, maintain a chart illustrating the rate of work completion by the entire class. The chart provides daily feedback to the class. An intermittent class reward for improving or maintaining a certain rate of completion can be an effective reinforcement.
- Procedures and policies for dealing with late/missing assignments:
 - Assign a mild penalty for late assignments (e.g., 10% off grade).
 - Set a deadline for accepting late work (e.g., within one week of due date).
 - Establish how many late assignments will be accepted during a grading period or semester. Share policy with family.



9.2 (SELF)ASSESSMENT OF CLASSROOM MANAGEMENT

The NQT should follow the instructions below to fill in the self-assessment form. The 10 practices that appear in the tool are drawn from evidenced based classroom management strategies.

1. Rate yourself on each of the items.
2. You might want to be very specific and examine concretely one of the concrete lessons (especially for the positive to negative ratio tally). If you decide to be lesson specific, you should indicate how you decided/counted (i.e. Used an observer, put chips into apron)
3. The 0 to 3 scale represents a continuum:
 - 0 = I have not yet implemented -- the element described has not been a part of my management plan.
 - 1 = I have made some attempts at implementation, but overall, my effort has not been strong or sustained.
 - 2 = I have planned and implemented but struggled with follow-through or improvements along the way. My initial planning could have been better.
 - 3 = YES, I have implemented and followed through, monitoring and improving my use of the strategy as needed.
4. After completing the rating, add your total points for each of the 10 areas or categories. Divide by 3 to get an average.

Mentor's instructions for the debate after the questionnaire has been filled are listed below. In order to get an even better insight into the state of the affairs when it comes to NQT's classroom management some observations might be conducted using the Recording sheet for classroom management by NQT that is also a part of this document (9.2).

1. Identify NQT's areas of strength. Plan for ways to maintain these areas of strength.
2. For those areas that NQT rated as not strong, decide together for which areas NQT might write goals.
3. For each goal (not more than 2 at a time) write specific action steps (strategy use) that NQT will take to help him/her reach the goals. Include the specific behaviour, the frequency and the duration (e. G., Greet students (each and every) by name at door before each period for 3-4 weeks).

(For all of this the Action plan template that is the last part of this document (9.2) can be used.)



Teacher _____		Date _____	
Mentor _____		_____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio ⁴ of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating 0=No 3=Yes			
1. Maximize structure and predictability in the classroom				/9
A) I establish and explicitly teach student procedures.	0	1	2	3
B) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	0	1	2	3
C) I actively supervise (move, interact, reinforce).	0	1	2	3
2. Establish, teach, and positively stated classroom expectations.				/9
a) My rules are stated as “do’s” instead of “no’s” or “don’ts.”	0	1	2	3
b) I actively involve students in establishing classroom rules.	0	1	2	3
c) I explicitly teach and review these expectations or classroom “rules” in the context of routines.	0	1	2	3
3. Managing behaviour through effective instructional delivery				/12
a) I conduct smooth and efficient transitions between activities.	0	1	2	3
b) I am prepared for lessons/activities (filler activities, materials readied, fluent presentation, clear directions).	0	1	2	3
c) I provide a clear explanation of outcomes/objectives.	0	1	2	3
d) I end lessons/activities with specific feedback.	0	1	2	3

⁴ To calculate, divide # positive by # of negatives

4. Actively engage students in observable ways					/9
A) I maximize multiple and varied opportunities for each student to respond during my instruction.	0	1	2	3	
B) I engage my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, votes, and other methods).	0	1	2	3	
C) I frequently check for student understanding.	0	1	2	3	
5. Evaluate Instruction					/9
a) At the end of the activity, I know how many students have met the objective	0	1	2	3	
b) I provide extra time and assistance for students who struggle.	0	1	2	3	
c) I consider and noted needed improvements (to lesson) for next time.	0	1	2	3	
6. Maximize positive interactions					/9
a) I maintain a ratio of 4:1 positive interactions	0	1	2	3	
b) I positively interact with every student at least 2-3 times per hour on average.	0	1	2	3	
c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following	0	1	2	3	
7. Use a continuum of strategies to acknowledge appropriate behaviour					/9
A) I provide specific and immediate contingent acknowledgement for academic and social behaviours (e.g., following expectations).	0	1	2	3	
B) I also use multiple systems to acknowledge appropriate behaviour (teacher reaction, group contingencies, behaviour contracts, or token systems).	0	1	2	3	
C) I use differential reinforcement strategies to address problem behaviour.	0	1	2	3	
8. Use a continuum of strategies to respond to inappropriate behaviour					/9
A) I provide specific, contingent, and brief error corrections (stating expected behaviour) for academic and social errors.	0	1	2	3	
B) In addition, I use the least restrictive procedure to discourage inappropriate behaviour (non-verbal, proximity, teacher reaction, re-teaching, etc.) And proceed to more restrictive procedures.	0	1	2	3	
C) I respond to inappropriate behaviour in a calm, emotionally objective and business-like manner.	0	1	2	3	



9. Developing caring and supportive relationships					/12
A) I learn and use student names by the end of week 2.	0	1	2	3	
B) I use explicit activities to learn about students.	0	1	2	3	
C) I communicate with students/families before school starts and continue frequent contact.	0	1	2	3	
D) I speak to students with dignity and respect—even when providing correction!	0	1	2	3	
10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom					/12
A) I use general classroom procedures and student jobs to enhance student responsibility.	0	1	2	3	
B) I provide students with self-control and self-monitoring strategies.	0	1	2	3	
C) I provide social skills instruction and problem-solving strategies.	0	1	2	3	
d) I provide specific activities for students to get to know one another and solve problems collaboratively.	0	1	2	3	



Recording sheet for classroom management by NQT

NQT Name:				
Date:			Day of the week:	
Context (Subject, after lunch):				
Start time of observation:			End time of observation:	
Time	Context (includes situation)	Teacher behaviour	Student response	Discussion
10.10	Students entering the classroom	Teacher engaging in "Small talk" with various Students as class fills up – Doesn't spend too long With any one student	Students respond – Sometimes response Appears friendly; other Times it seems a bit "grumpy"	Good way of sensing the "mood" of students as They enter the room; also a way of building Relationships; but to be Able to do this, teacher has to have preparation Already done
1. Summary of discussion with Mentor (done by NQT)				
2. Personal reflection of the NQT.				



Template for the action plan

Current Strength Area	Maintenance Strategies	Date started Date evaluated
Goals for improvement	Improvement Strategies (Specific Action Steps)	



9.3 SCENARIOS OF POTENTIAL STUDENT INTERACTIONS FOR DISCUSSION ON EFFECTIVE MANAGEMENT

Primary forms of interaction during a lesson

Knowing when and how to vary classroom interaction strategies is an essential skill for a teacher. When done well, it makes a lesson flourish by elevating it to its full power; when done poorly or entirely left out, the way will almost inevitably lead to ruining an otherwise well-thought-out lesson.

There are four primary forms of interaction during a lesson:

- *Teacher to class group (T-C)*
- *Class group to teacher (C-T)*
- *Pair work (S-S)*
- *Group work (Ss-Ss)*

It is worthwhile to keep in mind that different interaction methods support different activities that may be carried out in the classroom. For example, suppose students are doing a group written production activity. In that case, small groups should be preferred, but C-T may be the most appropriate way to stimulate prior knowledge and anticipate some concepts. Changing the interaction strategy is very important to change the pace of the lesson, avoiding flattening and keeping students stimulated. In addition, it is also crucial to the achievement of the lesson objectives. For example, temporarily allowing students to substitute themselves for the teacher (S-Ss) can be very productive in bringing out any doubts.

In addition, it is possible to discuss how should be the teacher's authoritative role in detail. Indeed, while peer discourse is typically symmetrical in terms of enjoying the same conversational rights, institutional interactions - thus including those that take place in the classroom - are instead characterized by various types of asymmetries, including interactional asymmetry. The latter is manifested through various forms of dominance by the interlocutor representing the institution. Linell P. And T. Luckmann (1991, pp. 1-20) identify four types:

1. Quantitative dominance, which refers to the available interactional space.
2. Interactional dominance relates to the ability to control the organization of sequences. For example, a question in the initial position of a sequence not only conditions the subsequent action but also firmly delimits the thematic scope determining the unfolding of the next interaction.
3. Semantic dominance, understood as control over the topics under discussion and the possibility of making one's point of view prevail.
4. Strategic dominance, which refers to the possibility of affecting the overall results outcome of the interaction.

In conducting this activity, the mentor and the NQT can use the below provided 4 scenarios to discuss classroom management or perhaps even better – concrete examples from the classes of either the mentor or the NQT could be used, alternatively hypothetical scenarios more likely for the relevant environment or more closely related to the needs of the NQT could be devised.



Scenario 1

(Source: Bertocchi D. 1995, "Pregi e difetti di tre tipi di comunicazione educativa: il dialogo, il finto dialogo e il monologo", *Italiano e oltre X*, pp. 97-101.)

In the scenario below, how does teacher's interactional dominance manifest itself? Is it possible to identify all four types of dominance? The teacher, tries to have part of the story of Pinocchio reduced to a dialogical form

Teacher: Yes, it's like, let's pretend to be, mind you, let's pretend to be writers. You guys know that writers, before writing, have to think, right? In what way and what do they write? Very well, let's pretend to be writers and come up with a poem, a dialogue: about a story we already know? No, do we? No, of a story we invent. What is a dialogue?

[Overlapping voices].

Teacher: What is a dialogue? It is called a dialogue ... When two people are talking. When there are questions and ...?

Student 1: responses

Teacher: Answers, so a discourse between two? ... People. Agreed?

Student 2: Men.

Teacher: Sure, men, commonly it's between men, right? We don't say the dog and the cat talk, we usually talk about people.

Student 2: The cat and the dog?

Teacher: So, watch out. Let's talk, let's deal with the story of Pinocchio, let's tell the story of Pinocchio.

Student 2: I know it.

Teacher: Pinocchio doesn't want to take medicine. The fairy tries to convince him to take medicine because the illness could be very serious. So, this is what happens, okay? Let's repeat.

Student 1: Yes

Student 2: Medicine.

Teacher: The fairy tries to convince him to get treatment because his illness could be severe. ... Here, we have said what happens in the story in these few words. However, there is no dialogue, is there? Here we don't hear question and answer, question and answer we invent it ... We ...

Students: We.

The teacher's questions are often followed by an evaluation of the student's response. That is, they take place in typical 'triplets' where, precisely, the first and third movements are the responsibility of the teacher, who thus fulfils his or her institutional task of providing feedback and evaluation.



Scenario 2

Compare the following two extracts. What differences do you find in the two exchanges? Which dialogue fits as typical classroom interaction?

Dialogue 1 [transcription conventions].

A What is De Mauro's book on the history of Italian called?

B Linguistic history, I think, of united Italy.

Dialogue 2

A Who wrote The Betrothed?

B Alessandro Manzoni.

A Exactly, that is right.

A And what is the name of the main male character in the novel?

B Giovanni.

A What, what are you talking about!

Scenario 3

Analyse the underlying scenarios with the mentor. What could be possible corrective actions? Could a standard of behaviour be applied to both cases? Should a kinder or rougher approach be used?

- *Mrs. Garcia has been teaching Math for two years. During an in-class small team assignment, she notices that Christopher has his head on his desk while his partners are working through the assignment. After asking him if something is wrong, he replies that group work is a "waste of time and I don't care if I get an F."*
- *Mrs. Barrera is so frustrated with the lack of motivation in her students. She feels if she just assigns the students a chapter to read and has them answer the questions at the end of the chapter, the students should be able to complete the assignment. Fifty percent of her students are currently near failing her course.*

Scenario 4

Questions are frequent in all types of interaction and serve a very diverse variety of functions: for example, they are used to ask for information, clarification, and specification; to express disapproval, doubt, misunderstanding, irony, etc.

The massive presence of 'question-answer' pairs mainly characterizes institutional interactions. However, the function of questions varies according to the particular institutional context of occurrence. However, the dominant interlocutor generally asks (the most) questions. Therefore, consider the following quote from L. Anderson 1995 (In Piazza (ed.), pp. 31-58) and discuss it with the mentor:

The most visible difference from everyday conversations is [...] The massive presence in many institutional interactions of the question-answer pair [...]. For example, question-and-answer sequences vary in educational, journalistic, medical (outpatient consultations, psychiatric interviews), corporate (interviews for personnel hiring), and judicial (court, police questioning), depending on depending on the intended purposes in each context (p. 43).



In the classroom, the teacher's questions play an essential role in the educational process, serving as a stimulus for reflection and discussion and as a control and monitoring of pupils' production. They also act as spies of the type of interaction as they indicate the relationship between teacher and learners. They signal the amount and type of control exercised by the teacher and, therefore, the opportunities for participation granted to the learners.



9.4 GUIDE FOR ESTABLISHING RELATIONSHIP WITH STUDENTS

Introduction

Several studies over the years have focused on the importance of the teacher-student relationship within the school as a critical point in achieving a better classroom climate that, in turn, leads to better results in different areas. The recognition of the student as a person, with abilities and not just endowed with an empty mind to be filled without reciprocity, has changed the way teaching is done and the relationship itself. In numerous research studies, it has been observed that a relationship based on mutual trust, empathic listening, and collaboration brings obvious positive consequences:

- More significant learning,
- Cognitive skills improvement,
- Better social and relational capabilities,
- Better self-esteem and a sense of self-efficacy.

In contrast, a negative teacher-student relationship led to several issues for both parties. For instance, hostile relationships between teachers and students produce stress (Jennings & Greenberg, 2009) and adversely affect students' academic, social, and emotional growth (McCormick & O'Connor, 2014).

This guide outlines actions that the NQT can take to improve the relationship between teacher and student. In addition, the guide provides recommendations concerning behaviours and approaches not to follow to avoid giving in to a hostile relationship. Finally, case studies are provided that emphasize the role of the relationship and show how satisfactorily the NQT can establish it.

Teacher-Student relationship development

Asserting the priority of the educational relationship over didactics is a consistent trend in pedagogy: it is necessary first to create an excellent educational relationship. It is then possible to teach, facilitate learning, and take care of each student's educational journey. Teachers should have a positive relationship with their students. Teachers should know the student and be respectful of them. Feedback should be given to the student so that they can improve themselves. In a classroom, teachers should make sure that every student is comfortable and is not being bullied. They also need to make sure that they are not just teaching but also listening to the students and giving them feedback on what they are doing wrong. Therefore, based on various studies conducted on the pedagogical topic, it is possible to identify three actions to cultivate positive classroom relationships:

- Get to know the students. One way to improve the knowledge related to a student's personality is by creating examples that match a student's interests. Some suggestions are highlighted below:
 - If a student who loves basketball asks a question about a math problem, you might respond to her/him with a situation involving basketball.
 - If a student who speaks Spanish at home asks a question about English vocabulary, the NQT might answer her/his question and then ask her/him what the word is in Spanish and how she/he'd use it in a sentence. This type of specific response shows that the NQT care about the students as people and that the NQT is aware of their unique strengths (i.e., fluency in another language).

Moreover, the NQT can build learning opportunities that are appropriate to the temperament of a student by considering their characteristics.



- If a girl in class is particularly distractible, the NQT can support her efforts to concentrate by offering her a quieter area to work.
- If a boy in your classroom is timid, appears engaged but never raises his hand to ask questions, the NQT can assess his level of understanding of a concept in a one-on-one conversation at the end of class.
- Give students meaningful feedback. The ability to give meaningful feedback is very much connected to empathic as well as teaching skills. Specifically, it is recommended to offer input by making explicit the emotional attachment to students and their cognitive and instructional development. An important aspect is the ability to deal and interact with all students equally, without apparent disparities. Body language is an essential characteristic that determines the development of a positive relationship.
- Create a positive classroom climate. "Classroom climate" is about the collective perception that students and teachers have of their being inside the classroom, which can influence their motivation and engagement and the set of attitudes, behaviours, and relationships established in that particular context. A positive classroom climate develops when teachers act as facilitators, using individual-centered teaching strategies, placing themselves in an authoritative stance in which they express their interest in the student as a person.
- Be respectful and sensitive to adolescents. Positive relationships influence students' motivation and engagement in learning. Students of all ages need to feel that their teachers respect their opinions and interests. Teachers' actions and words matter to adolescents, even in situations where they don't appear to care what they say or do. Teachers' efforts may even have long-term positive (or negative) consequences.

Improving teacher-student relationship: do's and don't

<u>DO'S</u>	<u>DON'T</u>
Make an effort to get to know and connect with each student in the classroom. Always call them by their names, find out information about their interests and strive to understand what they need to succeed in school.	Don't assume that being kind and respectful to students is enough to bolster achievement. Ideal classrooms have more than a single goal: teachers hold students to appropriately high standards of academic performance and offer students an opportunity for an emotional connection to their teachers, their fellow students, and the school.
Make an effort to spend time individually with each student, especially those who are difficult or shy. This will help to create a more positive relationship with students.	Don't give up too quickly on your efforts to develop positive relationships with difficult students. These students will benefit from a good teacher-student relationship as much or more than their easier-to-get-along-with peers.
Be aware of the explicit and implicit messages provided. Be careful to show to the students that it is required to do well in school through both actions and words.	Don't assume that respectful and sensitive interactions are only important to elementary school students. Middle and high school students benefit from such relationships as well.
Create a positive climate in the classroom by focusing not only on improving the relationships with your students, but also on enhancing the relationships among students.	Don't assume that relationships are inconsequential. Some research suggests that preschool children who have a lot of conflict with their teachers show increases in stress hormones when they interact with these teachers.
Students notice the interaction style. They notice whether the teacher show warmth and respect toward them, to other students and to adults at your school. Often, they will model their own behaviour after the teacher's behaviour.	Don't wait for negative behaviours and interactions to occur in the classroom. Instead, take a proactive stance on promoting a positive social experience by including students in discussions about prosocial interactions and consistently modelling those positive interactions for them.
Students notice the methods used to manage strong emotions. They notice positive strategies, such as taking a deep breath or talking about frustrations. Likewise, they notice negative strategies, too, such as yelling at students or making mean or disrespectful jokes about colleagues. Be aware that students will often adopt the strategies that you use.	

How to measure Teacher-Student relationship: Student-teacher relationship scale (STRS)

The Student Teacher Relationship Scale (STRS) examines teachers' relationships with an individual student in their classroom (Pianta, 2001). The 15-item, 5-point scale yields scores on Conflict and Closeness and has excellent psychometric properties across multiple studies and samples. The Student-teacher relationship scale is a self-report measure in which the teacher rates the extent to which each item applies to his/her relationship with the student. The STRS is scored by summing groups of items corresponding to three factor-based subscales that capture three dimensions of the student-teacher relationship: Conflict, Closeness, and Dependency. A total score is obtained to assess the overall quality of the relationship.

The STRS can be used in the context of prevention or early intervention for adjustment problems in school, to evaluate improvements in the quality of student-teacher relationships, and for program planning.

- Response Scale

Please reflect on the degree to which each of the following statements currently applies to your relationship with this student.

1=*Definitely does not apply*

2=*Not really*

3=*Neutral, not sure*

4=*Applies somewhat*

5=*Definitely applies*

- Items

1. *I share an affectionate, warm relationship with this student.*
2. *This student and I always seem to be struggling with each other.*
3. *If upset, this student will seek comfort from me.*
4. *This student is uncomfortable with physical affection or touch from me.*
5. *This student values his/her relationship with me.*
6. *When I praise this student, he/she beams with pride.*
7. *This student spontaneously shares information about himself/herself.*
8. *This student easily becomes angry at me.*
9. *It is easy to be in tune with what this student is feeling.*
10. *This student remains angry or is resistant after being disciplined.*
11. *Dealing with this student drains my energy.*
12. *When this student arrives in a bad mood, I know we're in for a long and difficult day.*
13. *This student's feelings toward me can be unpredictable or can change suddenly.*
14. *This student is sneaky or manipulative with me.*
15. *This student openly shares his/her feelings and experience with me.*

- Scoring

Subscale scores are the mean of included items. Item 4 is reverse scored.

- Factors

Name Items:

Closeness 1, 3, 4, 5, 7, 9, 12,15

Conflict 2, 8,11,13

Dependency 6, 8, 10, 14

9.5 LIST OF OBSERVATION ACTIVITIES (MICRO TEACHING)

Introduction

Microteaching originated as a teacher training practice and as a pedagogical research tool (Isidori, 2003). In 1963 at Stanford University K. Romney and D. Allen coined the term microteaching. According to Allen (1975), microteaching can be defined as elaborate teaching, consisting of presenting to a small group of students a teaching situation of short duration on which to intervene by applying the methodology deemed most appropriate. The trainers and mentors monitor the short teaching. It will enable the supervisors of the microteaching session to show prospective teachers, in the analysis phase, the skills that will help them solve real problems of practice and mistakes made during teaching activities, to promote reflection on the act that flows into improved action.

Methodology

The methodological indications for the use of microteaching provide for the planning of a path divided into six phases: In the first phase, the participant simulates, in the presence of a small group of colleagues, a brief example of teaching (microlesson), focusing it on a teaching skill previously defined; the design of a teaching intervention (Plan) will begin, and the implementation of the intervention itself (Teach) will proceed.

Mentors can implement the second phase through two different formulations: a real one, in which the practice is introduced in an existing context (such as a classroom). The other mode of realization is the simulated one, and the microlesson carried out in a laboratory setting is video recorded.

Immediately afterward, there is a phase of observation and critical reflection (Feedback) in which the video lesson is analysed with the help of a supervisor-trainer. The evaluation is based on a questionnaire of 20 indicators containing feedback on inclusive educational action and classroom management. The Likert scale of 1 to 5 was adopted.

In the fourth phase, in light of the feedback received and through the monitoring of the NQT of the microteaching session, any changes are made (Re-plan) by re-planning where necessary the teaching intervention and acting educational. In the fifth phase, the "staging" of the microteaching session will be revised (Re-teach). The last phase represents the most crucial moment because it allows the implementation of the skills learned along the way: it is at this moment that the new video recording is analysed (Re-feedback) to verify the changes that have occurred.

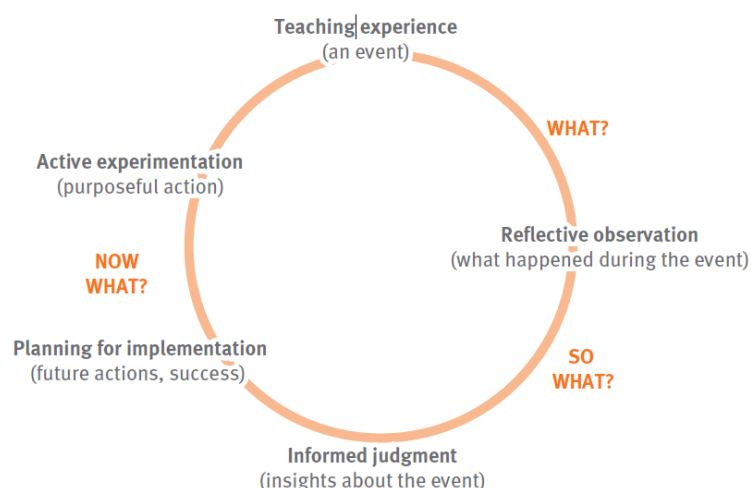


Figure 16 - Reflection cycle (source: Adapted from Barnett et al., 2004=

Settings

The micro teaching session must be conducted by several NQTs who will take turns to carry out the planned activities. The presence of each mentor is required.

Micro teaching phases	Activities
1. PLAN	Selection of microlesson topic and planning of activities to be staged. Design of the educational intervention.
2. TEACH	Actual micro teaching implementation. Video recorded.
3. FEEDBACK	By viewing the microlesson recording, the NQTs will have the opportunity to receive feedback from their mentor based on the evaluation questionnaire. It also allows them to identify, through the indicators analysed, the strengths and weaknesses of their classroom performance and how the NQTs manage it.
4. RE-PLAN	Design adapted lesson based on feedback.
5. RE-TEACH	Proper repetition of the lesson.
6. RE-FEEDBACK	A new analysis of the revised lesson is initiated. At this stage, mentors and NQT must analyse the new microlesson through the same form used in the feedback stage.

Evaluation form

Each question should be rated on the Likert scale of 1 to 5 with 1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

- Does the teacher keep in mind the learning of all students?
- Does the teacher take into account and try to reduce obstacles to the learning and participation of particular students?
- Does the lesson provide opportunities for peer and group collaboration?
- Does the teacher adapt the lesson to the needs of the students so that all can develop skills and knowledge?
- Does the lesson stimulate the participation of all students?
- Are differences among students used as a resource for teaching and learning?
- Does the teacher succeed in encouraging inclusion in the discussion by all students?
- Are lessons attentive to the emotional aspects, as well as cognitive ones of learning?
- Is the language used in the lessons, written and oral, is accessible to all students?
- Are students encouraged to explore points of view other than their own?
- Does the teacher create a positive and warmth?
- Does the teacher succeed in gaining attention and put the class in an expectant condition?
- Are students involved in the effort to overcome their own or of their classmates?
- Does the teacher take into account and value students' observations?
- Does the teacher keep in mind the management overall management of the time available?
- Does the teacher use space, proximity and movement around the classroom to be close to problems and encourage attention?
- Does the teacher readily interpret and respond to inappropriate behaviours?
- Does the teacher check the understanding of the students by asking questions?
- Does the teacher reinforce and reiterate expectations of positive behaviours?
- Does the teacher maintain clear procedural rules?

10. Dealing with diverse students (students with diverse needs)

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

The main objective of this module is to familiarize the NQTs with all the main categories of students with diverse needs that may be found among a school population, as well as to make them aware about their specialized needs. In addition, various ways are presented in order to support teachers and the school as a whole in responding effectively to these needs.

B. Expected learning outcomes:

By the end of this module, NQT(s) and mentor(s) will be able to:

- Name the basic categories of students with diverse needs that might be found among a school population
- Become aware about the basic characteristics and needs of their students with diverse needs
- Make appropriate adjustments in their professional practices so as to fulfil the needs of their students with diverse needs
- Identify potential resources of expertise both within and outside the school community for seeking for relevant advice and guidance.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
10.1 A teacher's self-reflection tool about diversity	NQT	Questionnaire	30 min	Pedagogical/Didactical
10.2 National/regional framework for diverse students	NQT	List	1,5 hours	Bureaucratic/Administrative
10.3 Recognising the main categories of students with special needs among your students	NQT	List with extensive brief presentations	1 hour	Pedagogical/Didactical
10.4 Guide for mentor discussion	Mentor	Guide	1 hour	Pedagogical/Didactical

10.1 A teacher's self-reflection tool about diversity is a questionnaire that offers a departure point into a self-reflection about the awareness and accustomedness as well as aptness in dealing with diversity. It prompts a summarised view based on a series of Likert scale questions.

10.2 National/regional framework for diverse students is a compilation of legal and other administrative regulations concerning students with special needs.

10.3 Recognising the main categories of students with special needs among your students is an extensive list of a broad array of potential special needs among students. This



list details some basic characteristics and refers to a site of a previously funded EU project that in addition to definitions offers also concrete suggestions for proper adaptations and accommodations for these students.

10.4 Guide for mentor discussion is the core of this module and offers the mentor some guidelines for the organisation of a discussion about the realities of the specific local environment of the NQT.

D. Suggestion for the implementation of the module

First, the NQT should fill in the self-reflection questionnaire (10.1) on diversity at school. On the basis of their answers to the questionnaire, the NQT is required to write a short paragraph summarizing and reflecting upon their conclusions in relation to themselves (as persons), their classes, their instruction and their school.

The main activity in this module should be the discussion of the NQT and the mentor. If possible, in this case the mentor can organize a group discussion with the participation of the NQT, the school leader, colleagues (teachers or other staff) in the school who have worked in the past with either the same students or students with similar needs and the parents of these students. The purpose of this discussion is for the NQTs to devise a realistic action plan for dealing with the needs of diverse students after consulting other experienced colleagues, potential external experts, and the parents of these students. Preferably, this discussion can be conducted in person with all the participants present but alternatively, or if this is not possible, parts of it could be conducted separately with some of the participants either in person or by phone, email, skype, etc. Mentor can use the guide in 10.4 as help in organising the debate.

If possible and appropriate personal aptitudes based on the questionnaire (10.1) can be discussed at the joint discussion, otherwise it would be prudent to hold a 1:1 session prior to the group debate just between the mentor and the NQT. In that discussion they can refer to the questionnaire (10.1), the mentor can present the relevant legal and programme documents pertaining to the area (10.2), and the mentor and the NQT could go through the list of different types of special needs (10.3) as a departure point to talk concretely about specific students that will require NQT's immediate attention.

Alternatively, the NQT can read through the presentation of the main categories of diverse students with a brief presentation of their characteristics independently, focusing more on the categories of students existing in their classes. Both NQT and mentor are invited to read carefully the material included in the i-decide toolkit referenced in *A useful link* below. As a result, they will be able to identify specific ideas either to be readily implemented in the school or specifically in some classes that would require it.

E. A useful link

Visit the website of the European funded project i-Decide which aimed at providing school directors and teachers with material and ideas for making their schools more inclusive. The project provides teachers and school leaders with practical tips and supportive literature about the characteristics of marginalized pupils. The toolkit focuses on 23 certain categories of decision, which in turn, influence marginalized school populations. While developing the toolkit, 13 broad categories of marginalized populations have been identified and based on them, concrete recommendations have been developed to enable the school staff to give voice to all stakeholders. The toolkit is available in Greek, English, Portuguese and Romanian and is available at:



iDecide toolkit



10.1 A TEACHERS' SELF-REFLECTION TOOL ABOUT DIVERSITY

On the ground of their answers to the questions below, the NQTs are required to write a short paragraph summarizing and reflecting upon their conclusions in relation to themselves, their classes, their instruction, and their school. This can be used also in the mentor discussion later in the implementation of the module.

Indicate the level of your agreement to the following statements:

To what extent do you agree with the statement?

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly agree

About me

1. I am aware of the assumptions that I hold about people of cultures and groups different from my own.
2. I am aware of how my identity and cultural perspective influence my judgment.
3. I recognize there is diversity **between groups** of individuals based on gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
4. I recognize there is diversity **within groups** of individuals with the same gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
5. In my own life, I model **respect** for people who are different from me in gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
6. In my own life, I model **inclusion** of people who are different from me in gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
7. I take opportunities to put myself in places or situations where I can learn about differences and create new relationships.

About my students and my classroom

8. I am knowledgeable about the diverse **backgrounds** (gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.) Of my students and their families.
9. I am knowledgeable about the diverse **interests** (gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.) Of my students and their families.
10. I am careful not to prejudge a student's performance based on cultural or identity differences.
11. I actively facilitate community building in my classroom.
12. My students know each other's names, backgrounds, and interests.
13. My students feel comfortable being themselves in my classroom.
14. My students share personal examples reflective of their **differing backgrounds** in the classroom.
15. My students share personal examples reflective of their differing **interests** in the classroom.
16. I **recognize** conflicts based on differences between individuals and groups.
17. I **constructively address** conflicts based on differences between individuals and groups.
18. I **recognize** how my power and privilege as a teacher impacts my relationships with students of differing backgrounds and identities.



About my curriculum and instruction

- 19. My classroom materials are inclusive, diverse, and non-stereotypical.
- 20. I provide opportunities for students to connect concepts of my subject to diversity issues of **local concern**.
- 21. I provide opportunities for students to connect concepts of my subject to diversity issues of **global concern**.
- 22. I ensure that classroom responsibilities, activities, and interactions are **inclusive** (e.g., an equitable system for calling on students; gender neutral language).
- 23. I **respect** diverse behaviours, values, communication styles, and languages in my classroom.
- 24. The materials I use in class are accessible and appropriate for students with **varying physical disabilities**.
- 25. I prepare students for future environments that may be different from their current experiences (e.g., college, work).
- 26. When attempting controversial or sensitive diversity-related lessons and things get uncomfortable, I **persevere**.

About my school

- 27. I am aware of my school community's diversity.
- 28. My school celebrates diversity.
- 29. My school supports diversity in:
 - Public spaces
 - Programs, committees, and student groups
 - Support services
- 30. My school policies (e.g., scheduling, and/or prerequisites) disproportionately negatively impact students of differing backgrounds and identities.
- 31. The membership of the parent groups (e.g., Parent Teacher Association – PTA or Parent Teacher Organization-PTO) reflect the demographics of the school community.
- 32. My school is open to feedback from families to share insights and experiences related to diversity concerns.

Adapted from:



Considering diversity tool



10.2 NATIONAL/REGIONAL FRAMEWORK FOR DIVERSE STUDENTS

The development of the pupil is at the centre of child education. Additional forms of support are designed for children and adolescents in need of such support. A pupil is entitled to this if he or she has received a placement decision, considering his or her specific needs.

It is important to ensure that pupils with special needs are provided with the appropriate adjustments and support to enable them to achieve their goals and standards to develop their potential. Most children with special needs are educated in mainstream kindergartens, primary and secondary schools, where they are offered different types of support. In such cases, the teaching methods and organisation of lessons are adapted along with the provision of additional professional support. For each child with special needs in kindergarten or school, an individualised programme must be drawn up, identifying all the forms of support the child needs. The guidance counsellor works with the teachers in this process.

For general guidelines and policies, see the following:

Support for children with special education needs (European Commission):



European Agency for Special Needs and Inclusive Education:



10.3 RECOGNIZING THE MAIN CATEGORIES OF STUDENTS WITH DIVERSE NEEDS AMONG YOUR STUDENTS

Category	Subcategory	Brief description
Religious minorities		A minority religion is a religion held by a minority of the population of a country, state, or region. Minority religions may be subject to stigma or discrimination. People who belong to a minority religion may be subject to discrimination and prejudice, especially when the religious differences correlate with ethnic differences.
Roma pupils, Travelling community		The Council of Europe uses 'Roma' as an umbrella term. It refers to Roma, Sinti, Kale and related groups in Europe, including Travelers and Eastern groups (Dom and Lom), and covers the wide diversity of the groups concerned, including persons who identify themselves as Gypsies. Many Roma live in overwhelmingly poor conditions on the margins of society, and face extreme levels of racism, discrimination and social exclusion, even in their daily lives.
Intellectual Disabilities	Cognitive Functioning	Deficits in cognitive functioning and learning characteristics of individuals with intellectual disabilities include poor memory, slow learning rates, attention problems, difficulty in capitalizing what they have learned, and lack of motivation (Heward, 2013)
	Adaptive Behaviour	Adaptive behaviour is the collection of conceptual, social, and practical skills that all people learn in order to function in their daily lives (https://aaidd.org). By definition, children with intellectual disabilities have substantial deficits in adaptive behaviour. In particular, children with adaptive behaviour tend to have deficits in the following skills areas: Conceptual skills , such as planning and behaviour and the use of abstract concepts; Social skills , such as overall behaviour, feelings about themselves, understanding others, solving problems, other people's influence, following rules and obeying the law and Practical skills including managing home and personal care, managing money, using the telephone, getting from place to place, staying safe and healthy, following schedules and routines, and maintaining a work life. These limitations can take many forms and tend to occur across domains of functioning. Limitations in self-care skills and social relationships as well as behavioural excesses are common characteristics of individuals with intellectual disabilities. Individuals with intellectual disabilities who require extensive support must often be taught basic self-care skills such as dressing, eating, and hygiene. [Adapted from: Heward, W. L. (2013). Exceptional children: An introduction to special education. Pearson College Div.]
	Down Syndrome	The term syndrome refers to a number of symptoms or characteristics that occur together and provide the defining features of a given disease or condition. Down Syndrome is the two most common genetic cause of intellectual disabilities (Roberts et al., 2005). Down Syndrome: Caused by chromosomal abnormality. Most often results in moderate level of intellectual disability, although some individuals function in mild or severe range. Affects about 1 in 691 live births; incidence of Down Syndrome increases with age of mother to approximately 1 in 30 for women at age 45. Characteristics of Down Syndrome: Best-known and well-researched biological condition associated with intellectual disability; estimated to account for 5%–6% of all cases. Characteristic physical features: short stature; flat, broad face with small ears and nose; upward slanting eyes; small mouth with short roof, protruding tongue may cause articulation problems; hypotonia (floppy muscles); heart defects common; susceptibility to ear and respiratory infections. Source: Heward, W. L. (2013). Exceptional children: An introduction to special education. Pearson College Div
	Social Development	Making and sustaining friendships and personal relationships present significant challenges for many children with intellectual disabilities (Guralnick, Connor, Neville, & Hammond, 2006). Poor communication skills, inability to behaviour the emotional state of others, and unusual or inappropriate behaviours when interacting with others can lead to social isolation (Matheson, Olsen, & Weisner, 2007; Williams, Wishart, Pitcarin, & Willis, 2005). It is difficult at best for someone who is not a professional educator or paid caretaker to want to spend the time necessary to get to know a person who stands too close, interrupts frequently, does not maintain eye contact, and strays from the conversational topic. Social situations that present difficulties for pupils with disabilities can range from the fairly simple (engaging in a conversation with a peer) to the extremely complex: determining whether someone who seems friendly is actually harming you (De Bildt et al., 2005). [Reference: Heward, W. L. (2013). Exceptional children: An introduction to special education. Pearson College Div.]

Category	Subcategory	Brief description
Learning Difficulties	Behavioural excesses and challenging behaviour	<p>Pupils with intellectual disabilities are more likely to exhibit behaviour problems than are children without disabilities (Dekker, Koot, van der Ende, & Verhulst, 2002). While youth with mild or borderline intellectual disabilities exhibit more antisocial behaviour than do adolescents without disabilities (Douma, Dekker, de Ruiter, Tick, & Koot, 2007), in general, the more severe the intellectual impairment, the higher the incidence and severity of problem behaviour.</p> <p>Characteristics: Difficulty accepting criticism, limited self-control, and bizarre and inappropriate behaviours such as aggression or self-injury are observed more often in children with intellectual disabilities than in children without disabilities. Some genetic syndromes associated with intellectual disabilities tend to include atypical and maladaptive behaviour. For example, children with Prader-Willi syndrome often engage in self-injurious, obsessive-compulsive behaviour and pica causes children to be eating non-nutritive substances such as string, hair or dirt (Ali, 2001; Dimitropoulos, Feurer, Butler, & Thompson, 2001; Symons, Butler, Sanders, Feurer, & Thompson, 1999).</p> <p>Adapted from: Heward, W. L. (2013). Exceptional children: An introduction to special education. Pearson College Div.</p>
	Dyslexia	<p>"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal behaviourist, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention" (Rose review, 2009, p.30).</p> <p>[Reference: General signs: Dyslexia Friendly Pack, BDA (2012, pp.4-5)]</p>
	Reading problems (misspelling sounds)	<p>Difficulty in reading is by far the most common characteristic of pupils with learning disabilities. Reading problems of pupils with learning disabilities include difficulty at the word level of processing, for example, inability to decode single words accurately and fluently. Additionally, these pupils present with deficits in the area of phonological awareness of spoken words (Torgesen and Wagner, 1998). Phonological awareness refers to the "conscious understanding and knowledge that language is made up of sounds" (Simmons, Kame'nui, Coyne, Chard & Hairrell, 2011, p. 54).</p> <p>The pupil that faces reading difficulties may exhibit the following characteristics:</p> <ul style="list-style-type: none"> • Makes poor reading progress • Finds it difficult to blend letters together into words • Is hesitant in reading, especially when reading aloud • Misses out words/lines when reading, or adds extra words • Has difficulty picking out the most important points from a passage (comprehension difficulties)
	Written Language Deficits	<p>Pupils with learning disabilities perform significantly lower than their age-matched peers without disabilities on all written expression tasks, including the transcription of handwriting, spelling, punctuation, vocabulary, grammar, and expository writing (De La Paz and Graham 1997; Englert, Wu and Zhao, 2005).</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Pupils with written language deficits tend to demonstrate minimal planning, effort and meta-cognitive control in terms of writing. • Pupils with writing deficits also experience difficulties with spelling, grammar and punctuation • Pupils with written language deficits produce poorly behaviour compositions containing a poorly developed ideas (Heward, 2013).
	Math Under-achievement	<p>Numerical reasoning and calculation pose major problems for many pupils with learning disabilities. Pupils with learning disabilities perform lower than typically achieving children on every type of arithmetic problem at every grade level (Cawley, Parmar, Foley, Salmon, & Roy, 2001). Deficits in retrieving number facts and solving story problems are particularly evident (Fuchs et al., 2010; Geary, 2004).</p> <p>Source: Heward, W. L. (2013). Exceptional children: An introduction to special education. Pearson College Div.</p> <p>Characteristically, pupils with Mathematics Underachievement:</p> <ul style="list-style-type: none"> • show confusion with number order, e.g. Units, tens, hundreds • are confused by mathematical symbols • have difficulty remembering anything in a sequential order, e.g. Tables, days of the week, the alphabet • have difficulty learning and remembering multiplication tables

Category	Subcategory	Brief description
	Social Skills Deficits	<p>• may reverse numbers such as 2 and 5</p> <p>Pupils with learning disabilities are also more prone to social problems. The poor social skills of pupils with learning disabilities may be due to the ways they interpret social situations relative to their own experiences and their inability to perceive the nonverbal affective expressions of others (Meadan & Halle, 2004; Most & Greenbank, 2000). Social situations that present difficulties for disabled pupils can be simple or more complex (De Bildt et al., 2005):</p> <ul style="list-style-type: none"> - engaging in a conversation with a peer - deciding if someone who appears friendly wants to harm you
	Attention Deficit Hyperactivity Disorder	<p>“The essential feature of attention-deficit/hyperactivity disorder is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development” (American Psychiatric Association, 2000a, p. 85).</p> <p>Some pupils with learning disabilities have difficulty attending to a task and/or display high rates of hyperactivity. Children who consistently exhibit these problems may be diagnosed with attention-deficit/hyperactivity disorder (ADHD). Characteristics of pupils with ADHD:</p> <p>Inattention</p> <ul style="list-style-type: none"> - not attending to details - difficulty sustaining attention to tasks or activities - does not seem to listen - does not follow through on instructions (e.g., starts a task but soon gets sidetracked) - difficulty behaviour tasks and activities (e.g., work is messy and behaviourist) - dislikes tasks that require sustained mental effort - frequently loses things - easily distracted - Often forgetful <p>Hyperactivity and impulsivity</p> <ul style="list-style-type: none"> - Fidgeting - Restlessness - runs about or climbs on furniture, often excessively loud or noisy - often “on the go” as if “driven by a motor” - talks excessively, blurts out answers, difficulty waiting to take his or her turn, interrupts others - acts without thinking (e.g., starts a task without reading or listening to the instructions) - Impatient, rushes through activities or tasks, has difficulty resisting temptations. <p>(adapted from American Psychiatric Association, 2011c)</p>
Autism Spectrum Disorders		<p>Characteristics of Autistic Spectrum Disorders (adapted from DSM-5 autism spectrum disorder 299.00 (F84.0))</p> <p>A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history (examples are illustrative, not exhaustive, see text):</p> <ol style="list-style-type: none"> 1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions. 2. Deficits in nonverbal communicative behaviours used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication. 3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behaviour to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers. <p>B. Restricted, repetitive patterns of behaviour, interests, or activities, as manifested by at least two of the following, currently or by history (examples are illustrative, not exhaustive):</p>

Category	Subcategory	Brief description
		<ol style="list-style-type: none"> 1. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases). 2. Insistence on sameness, inflexible adherence to routines, or ritualised patterns of verbal or nonverbal behaviour (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day). 3. Highly restricted, fixated interests that are abnormal in intensity or focus, such as strong attachment to or preoccupation with unusual objects, with excessively circumscribed or perseverative interest. 4. Hyper- or hyperreactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).
Comm. And Language Disorders	Communication disorders	<p>A communication disorder is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of hearing, language, and/or speech. A communication disorder may range in severity from mild to profound. It may be developmental or acquired. Individuals may demonstrate one or any combination of communication disorders. A communication disorder may result in a primary disability, or it may be secondary to other disabilities.</p> <p>[References: American Speech-Language-Hearing Association. (1993). Definitions of communication disorders and variations [Relevant Paper]. Available from www.asha.org/policy.]</p>
	Language disorders	A language disorder is the impaired comprehension and/or use of spoken, written and/or other symbol systems. The disorder may involve (1) the form of language (phonology, morphology, syntax), (2) the content of language (semantics), and/or (3) the function of language in communication (pragmatics) in any combination.
	Speech disorders	Three basic types of speech disorders are: (a) Articulation disorders (errors in the production of speech sounds), (b) Fluency disorders (difficulties with the flow or rhythm of speech), and (c) Voice disorders (problems with the quality or use of one's voice).
Sensory disabilities	Hearing impairment	<p>A hearing impairment by definition is "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but is not included under the definition of 'deafness'" as defined by the Individuals with Disabilities Education Act (IDEA).</p> <p>[Reference: http://www.specialeducationguide.com/disability-profiles/hearing-impairments/]</p>
	Visual impairment	<p>"Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses." ("Change the Definition of Blindness" (PDF). World Health Organisation. Retrieved 22 May 2022).</p> <p>The most common vision impairments affect:</p> <ul style="list-style-type: none"> • The sharpness or clarity of vision (visual acuity) • The normal range of what you can see (visual fields) • Colour
Physical disabilities	Congenital malformation of the bones and joints	<p>Congenital malformations are structural, functional or metabolic anomalies, which can manifest from birth or in early childhood. "Different types of pathogenic processes leading to structural abnormalities are indicated by the terms malformation, disruption and deformation. Anomalies can be placed in one of these categories on the basis of developmental stage during which the alteration took place, the process that caused the change, or the end result. (Roger E. Stevenson, Benjamin D. Solomon, David B. Everman, Human Malformations and Related Anomalies, Oxford University Press, 2015).</p> <p>The persons who are assessed with a medium disability are oriented towards professional activities with a reduced physical effort, without travelling long distances or picking up heavy objects. They need behaviour devices and recovery treatment to prevent deterioration of the joint functions.</p>



Category	Subcategory	Brief description
		The persons who are assessed with a severe disability need compensatory means (prosthesis, orthosis etc.), adapted according to their activity and the affected members. They may also need special means of moving (wheelchair, adapted cars etc.), an adapted living/workspace, assistance for daily activities (for the persons with severe deficiencies).
	Scoliosis	Scoliosis is a three-dimensional deformity that occurs when the spine becomes abnormally rotated and curved sideways. The term "is derived from the Greek word meaning 'crooked' and was used for the first time by Galen (AD 131-201) to describe an 'S-shaped' or 'C-shaped' spinal deformity. Although defined as a lateral curvature, as visualised by plane radiography, the deformity is actually three-dimensional and involves changes in the frontal, sagittal and transverse planes of the spinal column. It "can occur in either the upper back or the lower back and very rarely seen in the neck region. The cause for most curvatures of the spine is unknown (idiopathic scoliosis)" (Dolores M. Huffman, Karen Lee Fontaine, Bernadette K. Price, Health Problems in the Classroom prek-6: An A-Z Reference Guide for Educators, p. 275).
	Kyphosis	In general terms, kyphosis is a condition that involves an exaggerated rounding of the back. According to a specialised definition, "structural kyphosis is a posterior convex deformity of the spine that may appear in childhood then worsen with growth, most notably during the pubertal growth spurt. The abnormal curvature may be smooth, defining round kyphosis, or may display a sharp angular pattern. [...] Angular kyphosis is the most severe of the two forms. The main causes of round kyphosis are postural kyphosis and Scheuermann's disease. The spontaneous outcome is behaviour, and round kyphosis is well tolerated in adulthood. [...] (Kyphosis: New Insights for the Healthcare Professional, Atlanta, Scholarly Editions, 2013)
	Somatic dysfunction	"Somatic dysfunction can be defined as 'impaired or altered function of related components of the somatic (body framework) system: skeletal, arthrodial and myofascial structures and their related vascular, lymphatic and neural elements' (Educational Council on Osteopathic Principles, 2009)". "Somatic dysfunction is not tissue damage, which the body must heal. Rather, somatic dysfunction is a disorder of the body's programming for length, tension, joint surface apposition affecting mobility, tissue fluid flow efficiency, and neurological balance. [...]"(Marc Micozzi, Fundamentals of Complementary and Alternative Medicine, Saunders Elsevier, 2010, p. 244)
	Spinal cord injury	The spinal cord can be generally defined as a group of nerves that runs down the middle of a person's back and carries signals back and forth between the body and the brain, passing through one's neck and back. An injury of the spinal cord, usually referred to as a spinal cord injury (SCI), represents damage produced to the spinal cord that causes changes in its function, changes that may be either temporary or permanent. The respective changes generally involve the loss of muscle function, of sensation or of autonomic function in those parts of the human body served by the spinal cord that are below the level of the lesion. As a consequence, patients with SCI commonly experience permanent and often devastating neurologic deficits and disability.
	Muscular dystrophy	Definition: Muscular dystrophy, usually abbreviated as MD, can be defined as a collective group of inherited non-inflammatory but progressive disorders that affect muscle function (Alan E. H. Emery, Muscular Dystrophy, Oxford University Press, 2008, 3).
	Rheumatoid polyarthritis	Juvenile rheumatoid arthritis is a type of arthritis that causes joint inflammation and stiffness for more than six weeks in a child aged 16 or younger. Inflammation causes redness, swelling, warmth, and soreness in the joints, although many children with JRA do not complain of joint pain. Any joint can be affected, and inflammation may limit the mobility of affected joints.
	Paralysis	The chain of nerve cells that runs from the brain through the spinal cord out to the muscles is called the motor pathway. Normal muscle function requires intact connections all along this motor pathway. Damage at any point reduces the brain's ability to control the muscle's movements. This reduced efficiency causes weakness, also called paresis. Complete loss of communication prevents any willed movement at all. This lack of control is called paralysis. Certain inherited abnormalities in muscles cause periodic paralysis in which the weakness comes and goes.
Lesbian, Gay, Bisexual, Transgender (LGBT)		Lesbian: A lesbian woman is one who is romantically, sexually and/or emotionally attracted to women. Many lesbians prefer to be called lesbian rather than gay.
		Gay: A gay man is one who is romantically, sexually and/or emotionally attracted to men. The word gay can be used to refer generally to lesbian, gay and bisexual people but many women prefer to be called lesbian. Most gay people don't like to be referred to as homosexual because of the negative historical associations with the word and because the word <i>gay</i> better reflects their identity.
		Bisexual: A bisexual person is someone who is romantically, sexually and/or emotionally attracted to people of both sexes.



Category	Subcategory	Brief description
		<p>Transgender or Trans: This is an umbrella term used to describe people whose gender identity (internal feeling of being male, female or transgender) and/or gender expression, differs from that usually associated with their birth sex. Not everyone whose appearance or behaviour is gender-atypical will identify as a transgender person. Many transgender people live part-time or full-time in another gender. Transgender people can identify as transsexual, transvestite or another gender identity.</p> <p>[Reference: These definitions are adapted from More Than a Phase (Pobal, 2006), For a Better Understanding of Sexual Orientation (APA, 2008) and Answers to Your Questions About Transgender Individuals and Gender Identity (APA, 2006). Available at: http://www.lgbt.ie/about/what-is-lgbt]</p>
Pupils from deprived backgrounds	Single-parent families	A single parent is an uncoupled individual who shoulders most or all of the day-to-day responsibilities of raising a child or children. A mother is more often the primary caregiver in a single-parent family structure that has arisen due to death of the partner, divorce or unplanned pregnancy.
	Poor families	People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantages through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation.
	Violent and dangerous families	<p>Domestic violence refers to the abuse and/or assault of children or adolescents by their parents, or adults by their intimate partners. The term is used interchangeably with intimate partner abuse and inter-parental violence.</p> <p>Signs a pupil is having difficulties as a consequence of domestic violence:</p> <ul style="list-style-type: none"> - physical complaints - tiredness - constant worry about possible danger and/or the safety of loved ones; - sadness and/or withdrawal from others and activities - difficulty in paying attention in class; - outbursts of anger directed toward peers, teachers or self; - bullying <p>[Reference: L. Baker, P. Jaffe, L. Ashbourne, Children Exposed to Domestic Violence, A Teacher's Handbook to Increase Understanding and Improve Community Responses, p. 9]</p>
	Remote areas	Pupils travelling long distances to arrive at school
Migrant, Refugee, Asylum Seeker Pupils	Refugees, Asylum Seekers and Unaccompanied Minors	<p>According to the 1951 U.N Refugee Convention, which is the key legal document that outlines the status and the rights of refugees, signed by 144 state parties, "a refugee is someone who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his (her) nationality, and is unable to or, owing to such fear, is unwilling to avail (himself) of the protection of that country".</p> <p>According to U.N Refugee Agency an asylum-seeker is someone whose request for sanctuary has yet to be processed.</p> <p>An unaccompanied minor is a person who is under the age of eighteen, unless, under the law applicable to the child, majority is attained earlier and who is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so (UN, "Refugee Children: Guidelines on Protection and Care", p.121).</p>
	Migrant Pupils	<p>The UN Convention on the Rights of Migrants defines migrants as follows:</p> <p>"The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor."</p>
Pupils with health issues	Asthma	<p>Asthma is a chronic (long-term) lung disease that inflames and narrows the airways. Asthma causes recurring periods of wheezing, chest tightness, shortness of breath, and coughing. The coughing often occurs at night or early in the morning.</p> <p>Pupils with asthma may at any time:</p> <ul style="list-style-type: none"> • have flare-ups that cause coughing, wheezing, and serious breathing problems • need to take oral or inhaled medication, usually in the school nurse's office • feel jittery, anxious, or hyper after using their inhalers (also called bronchodilators) • miss field trips that could aggravate their condition • request the removal of allergens in classrooms that can trigger flare-ups • need to be excused from physical education or other activities when they are having flare-ups (NHLBI, 2014).
	Diabetes	<p>Diabetes is a chronic disease in which blood glucose (sugar) levels are above normal. Type 1 diabetes or juvenile diabetes is a disease of the immune system. In people with type 1 diabetes, the immune system attacks the insulin-producing cells of the pancreas</p>

Category	Subcategory	Brief description
		and destroys them. Because the pancreas can no longer produce insulin, people with type 1 diabetes must take insulin daily to live.
	Anaemia	<p>Anaemia occurs when blood has a lower-than-normal number of red blood cells, or if red blood cells don't have enough haemoglobin. Haemoglobin is a protein that gives blood its red colour and helps those cells bring oxygen from your lungs to the rest of the body. If a person is anaemic, the body simply doesn't receive enough oxygen-rich blood, which makes the person feel tired and weak. Severe anaemia can damage the heart, brain and other organs in the body, and may even cause death. Overall, iron deficiency is the most common cause of anaemia in the developed world (Sills et al, 2016). Iron deficiency needs to exist for a long time before anaemia occurs. Iron deficiency is usually caught early by paediatricians in routine screening as it exhibits very peculiar symptoms such as nail-biting and the desire to chew on ice or soil (pica). In the Western world anaemia could be the result of prolonged iron deficiency due to malnutrition as seen in anorexia nervosa.</p> <p>Symptoms of anaemia Difficulty maintaining body temperature, increased likelihood of infections fatigue, weakness, pale skin, fast or irregular heartbeat, shortness of breath, chest pain, dizziness, cognitive problems, cold hands and feet, headaches and irritability.</p>
	Epilepsy	Epilepsy is a neurological disorder. The brain contains millions of nerve cells called neurons that send electrical charges to each other. A seizure occurs when there is a sudden and brief excess surge of electrical activity in the brain between nerve cells. This results in an alteration in sensation, behaviour, and consciousness. As well as potential difficulties with working memory, pupils with epilepsy may have specific learning problems such as inattention and processing difficulties, or side effects associated with their antiepileptic medication identified as a barrier that can impact on learning (Reilly and Ballantine, 2011). Tiredness, mood swings, irritability and difficulties concentrating could all be attributed to side effects of medication. Disturbed sleep and resulting tiredness as a result of nocturnal seizures is another factor in relation to the impact of epilepsy on learning.
	Cancer	<p>Types of childhood cancer Leukaemia is cancer of the blood cells which arise out of the bone marrow and accounts for about 40% of all childhood cancer cases. The most common of these is Acute Lymphoblastic Leukaemia (ALL). Acute Myeloid Leukaemia (AML) accounts for most of the other cases.</p> <p>Central Nervous System Tumours of the brain and spinal cord are the most common solid tumours in children.</p> <p>Lymphomas originate from cells in the lymph nodes or other lymphatic tissues and include Hodgkins Lymphoma and a number of Non-Hodgkin's Lymphomas.</p> <p>Kidney Tumours are more likely to occur in the first five years of life.</p> <p>Rhabdomyosarcoma is a cancer of the connective tissue that can arise from a number of different locations in the body.</p> <p>Osteosarcoma is the most common childhood bone tumour, and often affects the long bones of the arms and legs.</p> <p>Ewings Sarcoma is a tumour that occurs in the bone or the soft tissue. It often occurs in the pelvis or the leg bones.</p> <p>Neuroblastoma originates in primitive nerve cells in the adrenal gland and a chain of nerves along the spine. While neuroblastoma in infancy usually has good outcomes, in older children it is more aggressive and challenging to treat.</p> <p>Other Cancers: Children may also develop germ cell tumours, which arise from reproductive cells, or tumours that arise in the liver, as well as other rare forms of cancer.</p>
Pupils with mental health difficulties	Addiction	<p>Addiction is defined by a compulsion to use a substance or continue with certain behaviour that makes you feel good or avoid bad feelings. There are two types of addiction: physical and psychological.</p> <p>Physical addiction This occurs after a substance is used so much it actually alters the body's chemistry. The body develops a hunger for a particular drug that needs to be constantly fed. If the hunger is not fed, the body goes into withdrawal, leading to a range of unpleasant symptoms until the hunger is fed again.</p> <p>Psychological addiction This occurs when the brain gets addicted to a particular substance or behaviour that 'rewards' it, i.e. Creating a sense of 'feeling good'. The mind is powerful and therefore an</p>



Category	Subcategory	Brief description
		<p>addicted brain can produce physical manifestations of withdrawal, including cravings, irritability, insomnia and depression.</p> <p>When it comes to alcohol, nicotine and illegal drugs, it is possible to develop a physical addiction, a psychological addiction, or a mixture of both.</p> <p>What are the signs?</p> <p>Even though different people can develop any kind of addiction, the warning signs are quite similar and include:</p> <ul style="list-style-type: none"> • An unhealthy focus on pursuing the substance/behaviour • Excluding other activities that are not related to using the substance • Going out mainly with the aim of using the substance • Needing more of the substance/behaviour to get the same feelings of elation • Neglecting other areas of life, including relationships, health, or work. <p>(Reachout.com)</p>
	Depression	<p>Depression "is a common mental disorder, behaviourized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness, and poor concentration.</p>
	Eating disorders – Anorexia, Bulimia	<p>The term eating disorder refers to a complex, potentially life-threatening condition, behaviourized by severe disturbances in eating behaviours.</p> <p>Eating disorders can be seen as a way of coping with emotional distress, or as a symptom of underlying issues.</p> <p>Anorexia Nervosa</p> <ul style="list-style-type: none"> • A person will make determined efforts to attain and maintain a body weight lower than the normal body weight for their age, sex and height • They will be preoccupied with thoughts of food and the need to lose weight • They may exercise excessively and may engage in purging behaviours. <p>Bulimia Nervosa</p> <ul style="list-style-type: none"> • A person will make determined efforts to purge themselves of any food eaten, sometimes following a binge, and often following 'normal' food intake. • They will engage in high-risk behaviours that can include fasting, excessive exercising, self-induced vomiting, and/or the misuse of laxatives, diuretics or other medications • They may maintain a body weight within the normal range of their age, sex and height. <p>As a result, bulimia is often less obvious than anorexia and can go unnoticed for longer.</p> <p>Binge Eating Disorder</p> <ul style="list-style-type: none"> • A person will engage in repeated episodes of bingeing without purging • They will likely gain considerable amounts of weight over time • They find themselves trapped in a cycle of dieting, bingeing, self-recrimination and self-loathing.
	Obsessive Compulsive Disorder	<p>Obsessive Compulsive Disorder (OCD) is a mental health disorder that affects people of all ages and walks of life and occurs when a person gets caught in a cycle of obsessions and compulsions. Obsessions are unwanted, intrusive thoughts, images or urges that trigger intensely distressing feelings. Compulsions are behaviours an individual engages in to attempt to get rid of the obsessions and/or decrease his or her distress. [Reference: International OCD Foundation]</p>
	Schizophrenia	<p>Schizophrenia is the name given to a group of psychotic disorders associated with significant disturbances in thought, emotion and behaviour.</p> <p>The symptoms most commonly associated with the disorder are the following:</p> <ul style="list-style-type: none"> - Hallucinations. A person with schizophrenia may see, hear, taste, smell and feel things that simply aren't there. These experiences seem so real that they have difficulty believing otherwise. - Delusions are strange or unusual beliefs that are not based on reality and often contradict real-life evidence. For example, someone with schizophrenia may believe that the reason they're hearing voices nobody else can is that some manner of secret agent is listening to all of their conversations. Another form of delusion could be the belief that someone on a TV show was sending messages to them and them alone, or that passing cars on the street contained hidden messages for them. Delusions can begin suddenly or may develop over a period of weeks or months. - Disorganised thinking: Someone who is going through a schizophrenic episode may find it difficult to keep track of their own thoughts. Reading a newspaper article or watching something on TV could be difficult because it is difficult to concentrate properly; thoughts and memories might be described as being misty or hazy. - Disorganised behaviour: Unpredictable behaviour and appearance can also be a symptom of schizophrenia, such as suddenly beginning to dress oddly or behave in a completely new way. People with schizophrenia might become agitated, shouting and swearing for no reason. If they believe someone else is controlling their thoughts, they might feel as though they are not in control of their own body.

Category	Subcategory	Brief description
	Self-harm	Self-harm is when someone deliberately hurts or injures him or herself. This can take a number of forms, including: <ul style="list-style-type: none"> • Cutting • Taking overdoses of medicines or tablets • Punching oneself • Throwing one's body against something • Scratching, picking or tearing at one's skin causing sores or scarring • Pulling out hair or eyelashes • Burning oneself • Inhaling or sniffing harmful substances • Driving dangerously • Excessive use and abuse of alcohol and/or other drugs
	Stress	Stress is a state of mental tension and worry caused by problems in your life, work, etc. Stress causes strong feelings of worry or anxiety. Stress in pupils may be caused by: <ul style="list-style-type: none"> • Exams • Problems at school or at work • Sexual, physical or emotional abuse • Relationships • New responsibilities • Moving to a new place • A traumatic event – such as the death of a loved one • New or chronic illness or disability • Peer pressure or being bullied • Unrealistic expectations from themselves, family, friends or culture • Taking on too many activities
	Bipolar Disorder	Bipolar disorder is a biological brain disorder causing severe fluctuations in mood, energy, thinking and behaviour. It was previously known as manic depression, as it causes moods to shift between mania and depression.

Adapted from:



iDecide project

Consult also the toolkit to not only identify the basic special needs but look into potential adaptations, modifications, resources, techniques and other ideas to accommodate students with specific special needs:



iDecide toolkit



10.4 GUIDE FOR MENTOR DISCUSSION WITH NQTs ABOUT DIVERSE STUDENTS' NEEDS

This discussion can be conducted with the participation of the mentor, the NQT(s), the school director, colleagues (teachers or other staff) in the school who have worked in the past with either the same students or students with similar needs and the parents. It can be conducted in person, or if this is not possible, parts of it can be conducted by phone, email, skype, etc.

- Among all the ideas one can find in the i-decide project toolkit (<https://www.idecide-project.eu/index.php/en/toolkit/download-the-toolkit>) about handling diverse students' needs (focus only on the categories the NQTs have in their classes) which one could be readily implemented in our school?

The mentor asks the NQT prior the meeting to have studied the relevant material of the i-decide toolkit material and identify in the form of a list all the practical ideas included in it. Then they both assess which of them are readily implemented in the school.

- What is the cost and the procedures we should follow as a school for implementing more of these ideas?

Then, they identify more ideas that could be implemented if the school could make some expenses or follow some administrative procedures. They both devise a relevant action plan including which ideas are worthwhile to be implemented and are the necessary steps to be followed along with a realistic timeline of these steps.

- What is the experience of other colleagues who have worked with the same or similar students in the past? (strengths and weaknesses, practices that worked or not)

The mentor organizes a group discussion with other colleagues who have worked with the same or similar students in the past and the NQTs to share experiences and good practices or alternatively he/she encourages the NT to collect this information by conducting similar discussions with other colleagues individually.

- What is the experience of the parents?

Parents are asked to share with the mentor and the NQTs their experiences with their children at home and identify key needs of them that school should take into consideration.

- Are there external sources (e.g. Special supporting or counselling services available for schools) of expertise that could provide the NQT with extra help for meeting the needs of diverse students?

The mentor in collaboration with the NQT(s) identify potential sources of external expertise and organize a contact with them for asking advice.

11. Evaluation and giving feedback

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

Assessment and feedback is an ongoing process in any lesson design. We have to understand assessment as continuous and integrated in the progress that students continuously make day after day in the classroom. In order to do this, good feedback on all those actions that students do is essential to guarantee the provision of teaching quality.

B. *Expected learning outcomes:*

- The mentor will gain access to material and information that will help him to approach the issue of evaluation and feedback and how to discuss about it.
- The NQT will learn effective tips and reflections on the mentioned topics.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
11.1 Principles of evaluation and giving feedback	NQT	Short presentation	30 minutes	Pedagogical/ Didactical
11.2 Guide for a mentor discussion	Mentor	Guide	30 minutes + 100 minutes	Pedagogical/ Didactical

11.1 Principles of evaluation and giving feedback are a short list of principles, best practices on effective feedback developed by an international foundation. Just a sample of a list of recommendations appropriate for further debate or personal reflection.

11.2 Guide for a mentor discussion is a template proposal that can help the mentor structure a discussion with the NQT concerning the aspect of evaluation and giving feedback in the relevant context of the school. Attached to the guide are 6 video prompts that might be used to steer the conversation.

D. *Suggestion for the implementation of the module*

The module is heavily dependent on the local context of the NQT and the mentor. For this reason, the guide for discussion (11.2) anticipates a larger time investment by the mentor to modify it and prepare for a discussion on the topic with the NQT. The main idea of the module is to have the mentor and the NQT review existing regulations and practices and reflect on positive approaches and effective feedback.

The principles (11.1) might be used as an alternative point of reference that could be used to motivate the discussion. (They can also serve as a reflection tool for the NQT).

11.1 PRINCIPLES OF EVALUATION AND GIVING FEEDBACK

As a starting point we might consider some recommendation on good feedback established by the Education Endowment Foundation in 2022. Their guidance report aims to focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery. It encourages a renewed focus on the principles of effective feedback, which the mentor can select and work with the new teacher:

Recommendation 1:

Lay the foundations for effective feedback.

Recommendation 2:

Deliver appropriately timed feedback that focuses on moving learning forward.

Recommendation 3:

Plan for how pupils will receive and use feedback.

Recommendation 4:

Carefully consider how to use purposeful, and time-efficient, written feedback.

Recommendation 5:

Carefully consider how to use purposeful verbal feedback.

Recommendation 6:

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.



TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations



Figure 17 - Teacher Feedback to improve pupil learning [link] (source: Guidance report. 2022. Joe Collin and Alex Quigley, Education Endowment Foundation.)



11.2 GUIDE FOR A MENTOR DISCUSSION

As the area of evaluation and giving feedback is quite heavily dependent also on the local context in terms of regulations as well as school policies, it is important that the mentor prepares a heavily adapted discussion session for the NQT. In this sense the guide serves as an aid in the planning of the discussion.

During the discussion it is welcomed if the mentor shares his own experiences, draws from the already existing experience of the NQT and his/her expectations. It is necessary to address also the legal or regulatory aspects of the evaluation process and the school policies regarding this area. A possible scheme for a discussion might go as follows.

5. What are the expectations/fears of the NQT regarding the process of evaluation? What are his/her existing experience, perhaps own experiences as a student? (10 minutes)
6. Sharing own anecdote, experience – something positive if possible – of the mentor? His/her own experience as a student, his/her experiences from the beginning of the career, recent examples? (10 minutes)
7. Discussion on good principles for evaluation and giving feedback. Concrete examples of good practice from mentor or other teachers. Pedagogical staff agreements on the topic. Debate about the below offered materials. Not a presentation but a debate between the NQT and the mentor. (60 minutes)
8. Concrete specifics concerning evaluation process. Legal/regulatory aspects. How to record grades and archive graded materials. GDPR regulations on the topic. Communication with the parents. Teacher/school records. Software used for grading and record keeping. Physical records. (20 minutes)

Below are 6 video prompts (3 dealing specifically with evaluation and 3 with giving feedback) that might be used in the mentor discussion as points of departure for a more concretized debate about issues relevant to the context of the NQT. Mentor is of course invited to find other examples closer to the situation of their school setting. In any case – the main idea of the videos is to motivate a reflective discussion during a 1:1 session of the mentor with the NQT.

Evaluation

Assessment in Education: Top 14 Examples (4:21)



This video introduces different ways of assessment in education. As you know, there are many different types of assessments, but that video shows and focuses on 14 specific examples of assessments. At the same time, the video shows related examples of assessments including formative, summative, formal, informal, individual, and many more.

- When you were a child, which type of assessment did your teacher use?
- Have you ever implemented any of these different types of assessments?
- If your answer in the previous question is "Yes" say : What of them? How do you use it?
- In that video we can see 14 specific examples of assessments. What is your favourite? Explain why.
- Expose the situations you would use three of these different types of assessments.

Bloom's Taxonomy: Why, How, & Top Examples (4:19)



The video explains the "Bloom's Taxonomy" and answers the question of why teachers and educators should use it in their practice. So the main overall goal of this video is to help teachers understand Bloom's taxonomy, showing its connections to Webb's Depth of knowledge.

- Have you ever heard about Bloom's Taxonomy?
- What do you think about it? What is your opinion?
- If you want to include Bloom's Taxonomy in your daily class, how would you do it? Can you give three examples?

An Introduction to Realist Evaluation (RE) (22:41)



This video talks about another way to understand evaluation: Realist Evaluation (RE). If you want to know more about it, you should not lose the opportunity and watch the video which explains the Realist Evaluation (RE) approach by Pawson and Tilley (1997). In that way, by seeing that video you can learn about RE's basic concepts, how to conduct, and tips for implementing it.

- Have you ever heard about Realist Evaluation?
- What do you think about it? What is your opinion?
- If you want to include Realist Evaluation in your daily class, how would you do it? Can you give 3 examples?

Giving feedback

Effective feedback animation (3:23)



In this video you can see a short animation that shows you a teacher in class and how he improves his practice and evaluation and how that changes their vision. An evaluation focused on how important it is to give good feedback to motivate your students in their learning.

- What is good feedback for you?
- What is your opinion on how to give good feedback to your students?
- The main topic of the video is “how important it is to give good feedback to motivate your students in their learning”, what do you think about it?
- Can you give three examples that a teacher doesn't give good feedback? And now, how do you solve it?

The Power of Feedback (3:26)



The video shows the power of good "Feedback", and how you can change the vision of the teachers and the students applying that. Also, you can learn about the four levels you need to keep in mind to develop that type of feedback. In other words, with this video you can learn the concepts of the power of feedback and how you can do it for applying constructive feedback in your class.

- What is the Power of Feedback for you?
- The main topic of the video is “how important is the Power of Feedback” , what do you think about it? How can that help your students?
- In case there is a teacher at your school who doesn't believe in that. How would you convince him/her to discuss it?
- How will you promote feedback in your class?



Characteristics of Good Student Feedback (4:38)



This video explains and shows the four main characteristics of effective student feedback: specific, actionable, timely and respectful. In that way, it is also talking about what teachers need to do to incorporate it in their class to improve student learning.

- What are the main characteristics of effective student feedback?
- Give in case there is a teacher of your school that doesn't believe in that type of feedback. How do you convince him/her to change that position?
- How will you promote this feedback in your class? Describe three examples.

12. Work with parents

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

By implementing the **Work with parents**, the aim is to train the NQT and prepare them to interact in optimal way with parents and legal guardians of their students. Often neglected topic, it presents one of the crucial aspects of social/cultural/emotional part of the teaching profession. Thus, this module aims both to mitigate and complement pedagogical/methodological/social strategies potentially overlooked in the initial teacher training, as well as to offer concrete tools that teacher can use to connect better with and/or handle parents.

B. Expected learning outcomes:

- NQT will be familiar with the regulations and positive examples of working with parents
- NQT will be able to communicate efficiently and professionally with parents
- NQT will be able to create their own style of working with parents and develop a positive relationship with them
- NQT will be able to organize independent meetings with parents
- NQT will know how to react to different parental approaches and requests
- Mentor will be able to efficiently share their experience in working with parents and support the new teacher in developing theirs

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
12.1 Introduction of different types/profiles of parents and how to work with them	NQT and mentor	Presentation	90 minutes	Social/cultural
12.2 Guide for parent-teacher interaction	NQT (and mentor)	Guide, list	90 minutes	Social/cultural

12.1 Introduction of different types/profiles of parents and how to work with them – is a presentation of different types of responses and potential scenarios that the new teacher might encounter while working with parents. The document is designed in minor part as a theoretical overview, but mostly as a list of practical responses and tips that may be utilized. Document also lists opportunities for workshopping potential scenarios between mentor and the new teacher, as well as suggestions for role playing and practical drilling of responses.

12.2 Guide for parent-teacher interaction includes a compilation of soft skills with suggestions, tactics and psychological/sociological strategies to handle various types of formal teacher-parents communication, including in-person meetings, video meetings, 1:1, group work, presentations on classwork, and individual discussions about children

D. Suggestion for the implementation of the module

Ideally, a NQT begins to work on this module by observing their mentor interacting with parents. After attending a few teacher-parents' meetings as a passive observer, new teacher and mentor can start working on the materials included in this module. Though there is no specific guide or template for a mentor discussion provided the interaction of mentor and NQT on this topic is important. Firstly, mentor should introduce different types/profiles of parents, relying on real examples and allowing the NQT to already be able to identify which observed parents can possibly be differentiated into the presented categories. Mentor and new teacher discuss the observed, using presentation as a point of reference, and exploring how strategies and tools presented could be used to optimize the interaction. They can use the help of the introduction document (12.1) if appropriate.

After the NQT has experience in observing the mentor in situation with parents role-playing might be useful as a technique. Mentor's experience and good practices should not be shared through a singular formal activity, organised as an ex-cathedra face-to-face interaction, but mentor should gradually introduce their experience while encountering real-life scenarios and situations, commenting them and using them as a learning opportunity, allowing the NQT to gradually develop their own approach across longer span of time.

The Guide for parent-teacher interaction (12.2) can be used either in one of the discussions between the NQT and the mentor or independently by the NQT.

E. Useful links



Parents and teachers working together



New teachers working with parents



Parents and teachers working together



Involving parents in school



Parents and early teachers sharing
education



Created by teachers for teachers and
parents



Communication between school teachers,
parents and students



12.1 INTRODUCTION OF DIFFERENT TYPES/PROFILES OF PARENTS AND HOW TO WORK WITH THEM

One of the most difficult challenges for new teachers is certainly the relationship with parents. That is why it is necessary for new teachers to be familiar with the basic types of parents so that they can communicate with them as easily as possible. There are many different divisions of parenting types. Maybe one of the most useful for teachers is the famous division on four major types of parenting styles:

- **An authoritarian parenting** style is also called a rigid and strict parenting style, and it implies a parenting style in which parents place high expectations and demands on the child, implementing strict supervision and control, while not providing enough warmth and support. Parents are focused on setting boundaries and rules, they tend to punish in situations when the same is not respected or violated. The main educational goal is to teach the child self-control and obedience to authority, and the parent-child relationship is based on the relationship of superiority and subordination. Such children are often insecure, and withdrawn, but they can also be aggressive, with a low tolerance for frustration. They are often distrustful, insecure, unsuccessful in solving problems, and constantly worrying about how to please the parent/authority. Parents try to achieve their parenting goals through strict rules, restriction, punishment and firmness. There is very little open communication, clarification of rules or emotional contact with the child. Such parents believe that a child should be brought up with a firm hand and often pass this on from the way they themselves were brought up. The characteristics of this parenting style are:
 - yelling
 - corporal punishment
 - rules without explanation
 - following authority
 - greater emphasis on punishing inappropriate behaviour than on rewarding appropriate behaviour
 - unwritten rules
 - lack of negotiation
 - expecting the child to know how to behave
 - distrust in children and their ability to make the right choices
 - black and white thinking
 - frequent criticism and shaming of the child
 - lack of empathy
 - one-way communication

Such children are often insecure, and withdrawn, but they can also be aggressive, with a low tolerance for frustration. They are often distrustful, insecure, unsuccessful in solving problems, and constantly worrying about how to please the parent/authority. They follow rules easily but lack internal self-discipline. They find it harder to accept defeat and their behaviour is geared towards avoiding punishment. They have lower self-esteem and problems with self-control because they do not gain experience of their own decision-making and the consequences that follow. Later in life, they may start to resist authority and feel a lot of anger and resentment. They may repeat their parents' behaviour among their peers and later pass it on to their own children. Children who are

brought up in this way do not do as well at school as those who are brought up with an authoritative parenting style.

On these two links you can find good answer on the question what authoritarian parenting is:



8 characteristics of authoritarian parenting



What is authoritarian parenting?

Two shorts video on authoritarian parenting



Parents have high expectations and demands of their children, but at the same time they do not offer them much security and support. Children want to do everything to meet these expectations and grow up under a lot of stress. The child is expected to behave like an adult, even though adults treat the child as if he or she is inferior to them and disregard them. Later in life, the child has difficulty making his or her own decisions. (2:28)

A child must obey his parents simply because they say so. The child has little choice, blindly follows rules and does not develop a sense of his own independence. (2:08)



- **An authoritative educational style** is also called democratic and consistent. It is a style that combines firm parental control and emotional warmth. Parents set demands and expectations that are appropriate for the child's age and supervise and have firm control over the child's undesirable behaviour patterns, with love, support, and emotional warmth. They educate with warmth and understanding, empowering the child and encouraging a cooperative attitude. They reinforce positive feelings in the child and explain the reasons for the rules. They do not shame the child and do not withdraw love when rules are broken. They listen to children and guide them to understand the consequences of their

actions. They offer advice and emotional support. The emphasis is on reinforcing desired behaviour rather than punishing undesired behaviour. Some researchers explain that this parenting style is about high parental expectations, which, unlike the authoritarian style, are supported by high responsiveness to the child's needs. The aim of this parenting style is for the child to begin to understand how his or her behaviour affects others. The focus is not on threats or punishments, but on an approach that equips the child to be able to self-regulate. The latter is achieved by helping the child to experience emotions by asking what he or she needs when in a particular emotional state. The emphasis is on empathy and caring for others. In this way, a secure attachment between child and parent is created, leading to a reduced risk of developing mental health problems. The characteristics of this parenting style are:

- warmth and nurture,
- attentiveness to the child,
- encouraging autonomy and independence,
- clear rules for appropriate behaviour,
- consistent setting of boundaries,
- positive discipline instead of punishment,
- two-way communication,
- encouraging the child to express his/her opinion,
- flexibility in approach,
- emotional responsiveness,
- clear expectations,
- close involvement in the child's life.

They encourage the child's curiosity, creativity, self-confidence, and independence of emotions. They take care of the child's feelings and encourage them. Such children are self-confident, self-confident, with a high degree of self-control, and responsible. Through such education, children become responsible, independent, reliable, socially and academically successful, and develop appropriate behaviour. They are less vulnerable to depression and anxiety and less likely to develop anti-social behaviour. They develop self-discipline, maturity and respect for others. They have a better self-image and are able to solve problems in creative ways. They have confidence in themselves and like to try new things, regulate their emotions well and are more satisfied in life. Children show fewer behavioural problems and are more successful at school.

On these three links you can find good answer on the question what authoritative parenting is:



Authoritative parenting style



What is authoritative parenting?



Authoritative parenting characteristics
and effects



Short video on authoritative parenting
(8:32)

Authoritative parenting is a mix of warmth and structure that parents provide for their child and is the most desirable form of parenting. Respect is the main basis for the parent-child relationship. Children who are brought up in this way achieve high academic results, are obedient and have fewer problems with depression.

- **A permissive parenting style** implies emotional warmth but weak control. Such parents are excessively emotionally sensitive, provide great love, support, and emotional warmth, but make little demands, and have weak control without setting limits on the child's behavior. They primarily satisfy all the child's demands and wishes. They believe in letting children be children and not using a lot of disciplinary approaches. They do not demand responsible behaviour from children and avoid confrontation. Parents treat the child as their equal and not as someone they have to educate. Bribery is used more than setting limits. Parents do not have high expectations of the child, rarely say no and avoid punishing. Characteristics of this parenting style are:
 - lack of control,
 - emotional support and responsiveness,
 - a lot of freedom in decision-making,
 - few rules which are inconsistent,
 - bribery to achieve desired behaviour,
 - lack of structure and clear consequences,
 - allowing the child to self-regulate,
 - warmth and nurturing with a lack of limits.

Such children are often insecure and resourceful, impulsive, weak in self-control, and prone to aggression when faced with restrictions and immediate non-fulfilment of wishes and demands. They do not develop personal responsibility. They are at high risk of alcohol abuse and lower school performance. They may develop anxiety and depression. They have a high self-esteem and good social skills but are more demanding and selfish. They have difficulty making good choices and are less able to solve problems. They are less able to understand emotions and are less able to cope with them when they can't get what they want. They are less good at managing their time and develop bad habits such as watching TV for long periods, playing games and overeating. They are less motivated to do well in school and lack self-control.

On these three links you can find good answer on the question what permissive parenting is:



Permissive Parenting Characteristics
and Effects



Permissive parenting style



Permissive parenting: An evidence-
based guide



Short video on permissive parenting
(2:21)

Permissive parents are loving parents who do not offer a lot of rules and guidance and behave in a friendly way towards their children. As a result, children are less disciplined, less responsible, more susceptible to alcohol abuse.

- **An indifferent or neglectful or uninvolved parenting** style implies weak control along with the emotional coldness of the parents. Parents make small demands, they have no control over the child's behaviour, and they do not set boundaries for the child. They are emotionally cold, uninterested in the child's activities, and absorbed in themselves. They rarely show parental love. They are more concerned with their own problems and their work than with the child. Often these are parents with mental illnesses and other problems such as addiction. Characteristics of this parenting style include:
 - emotional detachment,
 - lack of connection with the child,
 - the parents' preoccupation with their own problems,
 - little supervision,
 - lack of boundaries and demands,
 - lack of love, warmth and interest in the child,
 - inactivity regarding school events and conferences,
 - expecting the child to look after him/herself,
 - neglecting the child's needs,

- not respecting the child's interests.

Children have significant deficits in almost all areas of life. They show poorer social skills and academic performance. They have deficits in cognition, attachment, emoting and social relationships. They do not learn appropriate behaviour, have problems with anxiety, are emotionally numb and fear being dependent on others. They need to learn to take care of themselves and quickly start breaking the rules in adolescence. Such children are often disobedient, and hostile, have low self-esteem, and are prone to delinquent behaviour. Basically, they feel insecure, have a changeable mood, and lack self-control.

On these two links you can find good answer on the question what uninvolved parenting is:



10 Examples of Uninvolved Parenting
and Why Neglect is Harmful



Characteristics and Effects of an
Uninvolved Parenting Style



Short video on uninvolved parenting
(4:57)

These types of parents have no demands on their children and provide very low responsiveness to them. They do not set boundaries and they do not educate their children. They make children vulnerable to alcohol, drug use and joining gangs. Their emotional needs are neglected, and they have problems at school. Of all the styles, this is the most destructive to the child.

If teacher can recognize stile of the parents, then he will know what the parents what certain parents will expect from the teacher, and therefore they will know how to behave towards certain parents.



There are other divisions of parenting types that may also be useful for teachers. One of them is the division into:

- The Executive parents: parents tell their child clearly what they can and cannot do. Parents with this style of parenting listen to the teacher and make sure the child follows the rules. This type of parent is the easiest for the teacher to engage with and establish a cooperative relationship with. Emphasising the positive qualities of the pupil further strengthens the cooperation.
- The missing in action parents: parents do not attend parent-teacher conferences, award ceremonies, fundraisers, which can be the result of being too busy with work or having young children at home. We can contact them by phone at a time that suits us, so that we can monitor the pupil's progress.
- The soft-hearted parents: parents do not demand consistent homework and projects to be handed in on time. They excuse their child from school without any serious reason. It is difficult to work with such parents because they do not make the same demands of their child as the teachers. The teacher can establish clear communication, which is most effective in person.
- The heavily involved parents: parents have high expectations of their child and his/her grades and expect him/her to grow up to be a successful person with a good career. It is sensible to discuss the effect of too much pressure on the child and to show respect for the parents.
- The "Afterschooling" parents: parents enrol their child in many extracurricular activities such as music school, sports and other educational activities. They are highly ambitious and want their child to develop as many skills as possible. It is useful to discuss time management with such parents. Their cooperation can be expected.



12.2 GUIDE FOR PARENT-TEACHER INTERACTION

One of the most difficult relationships at school for a teacher is the relationship with parents. That's why it's important to prepare for that relationship. Below are some of the most important tips for that relationship.

- It is a fundamental rule of the relationship of trust between you and your parents that the content of the conversation must never reach unauthorized ears
- Establish good communication with parents at the beginning of the school year; don't wait for a problem to happen.
- The person who has more power (which in school is certainly you) should show as much respect as possible for the position of a weaker person (in this case, it is a parent).
- Immediately say clearly how you want them to address you, when they can come to school, at what time and why they can call you on the phone (if they are allowed), and which topics you can discuss (the work and behaviour of their child) and which you cannot discuss (the teaching methodology, for example).
- During the conversation, try to relax, and don't be too serious. Sometimes, no matter how serious and "black" the situation looks, a look from another angle with an appropriate dose of humour can facilitate the solution of the situation.
- If parents do not attend parent meetings or information sessions - call them or write them a letter. Don't attack and accuse them, just ask them to come.
- No matter how "impossible" a child is to you, don't tell the parent only about bad things - none of them will feel good (and they will "freeze" when they pass by the school years later). Some may even become aggressive and angry with you. So, every time, say what the child did well and positively so that the parents will more easily accept the unpleasant information.
- Constantly emphasize the role of effort in achieving success. No matter how smart a child is, it is unrealistic to expect good grades if he does not study.
- Consider how you can involve parents in the life and work of the school: many would like to, but do not know how. Maybe some can come to the class and present their profession to the children. You may be able to take the children to visit some.
- Do not show boredom and impatience, which is manifested if:
 - You spin the pen
 - You flip through papers
 - You look at the clock
 - You answer your cell phone or type something on it
- Never argue with an aggressive parent on the street, in a cafe or in similar places - your place is at school, you are "on your turf" there.
 - Stay calm.
 - Let the parent vent, don't interrupt him, but don't tolerate profanity.
 - Do not shout at the parent - this shows weakness and insecurity
 - Do not be violent yourself, do not threaten. Don't blame.
 - Keep at least an arm's length away, leaving room to retreat if necessary.
 - Even "getting it in the face" can be perceived by the parent as a threat and react physically.
 - Speak in a clear and energetic voice - this shows your interest in the problem.
 - Stick to the problem



Good communication is key

Good communication is key for a successful relationship teacher - parent. It would be great that future teacher at their university studies learn how to have good communication skills. There are three major skills for good communication.

The skill of active listening

- Allow the parent to speak without interrupting.
- Focus on what the parent is saying and try to understand their feelings as they talk about what they are saying.
- Pay attention to verbal and non-verbal cues.
- Use appropriate body language to show your attention
- Allow for breaks or silence.

More information you can find here:



Active Listening



How to Use Active Listening Skills to Coach Others



Active Listening Definition, Skills, and Examples



Video on active listening (1:27)



Video on active listening skills (6:13)



Video on being a good listener (4:57)



Questioning skills

- Use open-ended questions as often as possible, especially at the beginning of the conversation.
- Use sub-questions to clarify a statement or to check its accuracy and help the parent to elaborate on what they are talking about.
- Use closed questions to get specific information.
- Avoid leading questions.
- Avoid asking multiple questions at the same time. It's confusing.
- Allow the parent enough time to answer your question.
- Ask the question in a different way, in simpler language, if the answer is unclear or it seems to you that the parent did not understand the question.

More information you can find here:



Questioning Skills and Techniques



What are Questioning Skills and Various
Techniques for it?



The Power of Effective Questioning (5:36)



Questioning Techniques



Video o questioning techniques (3:21)



Non-verbal communication skills

Non-verbal communication is also called body language because it is communicated through various body movements. Nonverbal communication is any form of communicating information or messages from one person to another without using words. It can include everything from hand signals to physical appearance to body language. Body language is a form of non-verbal communication that includes facial expressions, gestures, posture, eye movements, physical touch and other signals that we send with our body. In non-verbal communication certain part of the body sends a different type of message, what are the distance zones in communication, how body language affects business people, and whether body language can be learned or faked.

In order to understand non-verbal communication, we must:

- Learn to differentiate between positive and negative body language. When one's body is tense, it is a common "negative" body language, which can be associated with stress, discomfort or anger. On the other hand, "positive" body language, such as a relaxed body when we are relaxing and resting, can indicate happiness and confidence.
- Pay attention to the pitch of the voice. The typical pitch of a person's voice can change depending on their mood. For example, when a person is sad, their voice tends to be flat. This means that he will speak in a lower octave and more slowly. Faster, happier or cheerier voices tend to indicate happiness.
- Pay attention to their breathing. If someone is angry, their face might start to turn red. This reaction is generally caused by rapid breathing. When you are in flight or fight mode, the brain releases hormones and neurotransmitters, and cortisol will begin to run through our veins. This increases blood pressure and heart rate, and breathing becomes shallow and rapid.
- It's look funny but you need to notice the curvature of someone's fingers. This one may sound strange, but when someone's fingers are slightly curved towards their palms, it probably means they are relaxed. We don't walk around with our fingers fully extended, that would look weird. When you see that natural curve on someone and there is no tension, it lets you know that someone is feeling good.
- Observe the intensity of their smile. But there are different types of smiles. About different type of smiles you can find here <https://www.healthline.com/health/types-of-smiles>





More about non-verbal communication you can find here:



Types of Nonverbal Communication



9 Types of Nonverbal Communication and
How to Understand Them



Differences between verbal and non-verbal
communication (6:55)



Video on non-verbal communication (6:00)



Mastering the Parent-Teacher Meeting:
Eight Powerful Tips



How Two-Way Communication Can Boost
Family Engagement



Parent-Teacher Communication: Strategies
for Effective Parent Inclusion & Engagement



Parents and teachers: Partners in education
(Croatian)



9 Ways to Improve Parent-Teacher Communication

Videos:



Video on parent-teacher partnership (1:13)



Video on relationship building between
parents and teachers (3:13)



Guide to Parent-Teacher Conferences (6:41)



How To: A Teacher's Guide to Parent
Teacher Conferences (23:42)

13. Work with other (local) stakeholders

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

The purpose of this module is to provide introductory information on identifying key stakeholders in the school's environment, the importance of engaging with these stakeholders, and agreements that guide effective partner interaction. It provides a basis for identifying who are the relevant stakeholders with whom to create value in the education system. Upon completion, this module shows a tool to guide cooperation with stakeholders. Finally, the module presents some best practices that stand out for the multi-stakeholder cooperation in the school education system.

B. Expected learning outcomes:

- Mentor and NQT will learn the definition of stakeholders and, in detail, of stakeholders in the school environment.
- Mentor and NQT will be able to identify the relevant stakeholders in the school environment.
- Mentor and NQT will be able to identify the benefits deriving from the relationship with school stakeholders.
- NQT will gain knowledge about the school's environment in connection to the activities going on throughout the school year and will understand when and why certain specific outside organisations are partners in concrete activities.

C. What does this module include – materials' presentation

ELEMENT	Target audience	Type of resource	Time for resource	Area
13.1 Checklist of potentially relevant stakeholders	Mentor and NQT	Presentation	60 minutes	Social/cultural
13.2 Guide for the mentor to present cooperation with local stakeholders	Mentor and/or NQT	Guide, template for presentation	60 minutes	Social/cultural

13.1 Checklist of potentially relevant stakeholders is a document describing the importance of a local stakeholder cooperation. It includes a very context dependent list of all relevant stakeholder in the education system and the related interests that should be adapted to the local context by the mentor.

13.2 Guide for the mentor to present cooperation with local stakeholders is a tool to help the mentor prepare a presentation for the NQT. It can be used to support a structured discussion between the mentor and the NQT. And it serves as a template to also plan further interactions with stakeholders with justification and reasoning behind it.

D. Suggestion for the implementation of the module

Stakeholders are like puzzle pieces. If one or more of the pieces are missing, the image will be incomplete. When educators, school administrators, parents, students, and other organizations work together to achieve common goals, the entire educational system improves significantly. In this case, all parties are excited and continue to spend time, money, respect, and love in the future education of children. Stakeholder involvement in education allows for unrestricted dialogue and interaction between educational leaders and other stakeholders (such as teachers, parents, students, etc.). Thus, the checklist of relevant stakeholders in the school's environment (13.1) is a document that can be examined during a meeting between the mentor and NQT or reviewed by the NQT independently.

The guide for the mentor to present cooperation with local stakeholders (13.2) introduces an identification sheet of the stakeholders with whom the mentor (and the school) has already started a relationship. The mentor will have to fill in a form for each stakeholder category and show the NQT the results of the stakeholder engagement activities carried out. This can be preferably done while reviewing the school calendar and all of the activities going on with the interaction of external parties. Finally, the section relating to "new project" should be completed with the NQT and must report the proposals for new collaborations with that specific category of stakeholder.

E. A useful link

[What Is a Stakeholder in Education? - Definition & Examples](#)





13.1 CHECKLIST OF POTENTIALLY RELEVANT STAKEHOLDERS

Introduction

In general, a stakeholder is an individual, a group of individuals, or an organization that has an impact on and is interested in a particular system. When we talk about a company, we can refer to its employees, investors, partners, suppliers, and customers. Concerned stakeholder in education are defined as any actor who is interested in, implementing advanced ideas, or investing in the successful development of education. They have a direct impact on decision-making and can improve the learning environment for the greater good. That is why it is critical to understand the various types, the importance and role of each type, and stakeholder engagement.

Why Are Stakeholders Important in the school's environment?

As indicated above, they have their own interest in the development and well-being of the education and school system. Hence, it is obvious that their role is crucial.

Each stakeholder is an integral part of a school or of the entire education system. Thus, all are crucial for the professional development of education, as they can significantly improve the educational environment if they collaborate and share ideas, goals, and plans. However, the problem often arises that they feel undervalued and unable to create a collaborative environment. School board members, for example, recognize the importance of collaboration with the community; however, most of the time, they cannot ask for help because they fear losing their reputation or simply don't know how to do it.

On the other hand, community members feel they are unable to influence school board plans and have to adapt.

Stakeholders are like puzzle pieces. If one or more of the pieces are missing, the image will be incomplete. When educators, school administrators, parents, students, and other organizations work together to achieve common goals, the entire educational system improves significantly. In this case, all parties are excited and continue to spend time, money, respect, and love in the future education of children.

Who can be a stakeholder in school's environment?

In terms of the school environment, there are many stakeholders, but all are important when it comes to the common good. In general, stakeholders in the school environment can be divided into two main groups:

1. *Internal parties*

They are the groups of people within the school community. They are commonly students, parents or family members, educators, school board members, support staff, etc.

2. *External parties*

External parties are groups of people or organizations outside the school. There are community members, government bodies, various local authorities, social workers, trainers, suppliers, agencies, and many other external stakeholders.

The relevant stakeholders and their interests

Students

The role of students in education is crucial. Depending on their age, students require a different level of attention and a different educational approach and program. In this case, the competence of the educator is more important.

Families

Parents strive to provide their children with a good education and are involved in the educational process and provide support to students. Parents control social development and are ready to help school leaders increase student achievement.

School members

The school is a party interested in providing a high-level education. However, among the members of the school, there are other groups of individuals that can be considered separately.

- Teachers focus on teaching and advancing students' level of knowledge.
- The school board is responsible for ensuring high quality teaching and teaching materials for students in their school district. It also ensures comfortable working conditions for teachers and all school staff. In addition, he interacts with various local authorities and maintains a reputation as an expert in the sector.
- Several professionals are also involved in the process, such as social workers, volunteers, or psychologists.
- Support staff maintain a comfortable environment by providing housekeeping, relocation, property protection, etc.

Government

Different government structures can be education stakeholders, such as the Ministry of Education, the Ministry of Health and various policy makers. They regulate and monitor the general educational strategy, promote school health.

Community

Community leaders pay close attention to the education system. They need schools to prepare future leaders and community members who will then build a stronger community.

Other organizations

There are also other organizations that provide educational materials, food, cleaning products and services that affect the quality of the environment in schools.

Table below shows the list of the stakeholder in the school's environmental:

Administrators	Local business leaders	Students
After school clubs	Parents	Suppliers
Alumni office	School board members	Supply temporary teaching staff
Business leaders	School bus drivers	Teachers
Charities	School Counsellor	Utility companies
Community members	School Governors	Voluntary organisations
Families	Social workers	Welfare office



The Benefits of Stakeholder Engagement

- Possibility to make significant decisions quickly and at a lower cost;
- Further support from interested parties participating in the decision making;
- Increasing awareness and obtaining more ideas;
- Better outcome;
- Improvement of trust and respect for the educational leader.

13.2 GUIDE FOR THE MENTOR TO PRESENT COOPERATION WITH LOCAL STAKEHOLDERS

Introduction

Stakeholder involvement in education allows for unrestricted dialogue and interaction between educational leaders and other stakeholders (such as teachers, parents, students, etc.). Stakeholder participation must be informed, complete, and systematic throughout the process, and decision-making choices must be included. Engagement may be used to a variety of themes, including the use of consensus, school feedback, innovation planning, strategy development, parental participation, and others.

Stakeholder involvement in school's environment

During the engagement process, four steps are followed:

1. **Planning:** An initial plan is required to decide whose goals and plans will be affected, as well as who will be present during the process. Furthermore, it is critical to acquire extensive background information and compile a list of pertinent questions.
2. **Participation:** This is the most comprehensive involvement phase, involving a debate and the gathering of all conceivable thoughts and recommendations from each other. This stage also includes ranking the information gathered.
3. **Analysis:** The third stage is most likely the most time-consuming. It necessitates the consolidation of all input data, the establishment of new objectives, a description of the new course, and a list of action items.
4. **Sharing:** This step includes completing the proposal in detail and presenting it to interested parties with the necessary arguments and comments.

A framework for planning and assessing quality engagement

The framework comprises of four 'dimensions' of engagement and a set of indicators for assessment.



Figure 18 - Quality engagement scheme (source: <https://www.unescap.org/>)

A tool to help the mentor prepare a presentation for the NQT

This section of the document presents an identification sheet of the stakeholders with whom the mentor (and the school) has already started a relationship. The mentor will have to fill in a form for each stakeholder category and show the NQT the results of the stakeholder engagement activities carried out. Finally, the section relating to “new project” should be completed with the NQT and must report the proposals for new collaborations with that specific category of stakeholder.

It might be helpful for the mentor to consider the school’s yearly calendar and consult various activities going on outside the school setting or activities, where external actors are invited to the school. During a debate, the mentor can present these activities and especially stress the reasons and benefits of interacting with external parties.

Stakeholder data	
Category:	
Name and Surname:	
Email:	
Website:	
Stakeholder activities	
This stakeholder is important because...	
List the initiatives carried out with this stakeholder:	
New project	
Provide a list of actions you suggest implementing:	

14. Administrative and technical obligations

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

Implementing the **Administrative and technical obligations** module aims to strengthen NQT's ability for handling administrative requirements and necessary bureaucratic documentation proficiency. One of the most important goals of this module is providing teachers with a concrete basis through which they can expand their professionalism in the area of record keeping not only because of the requirements but to help them track their career.

B. *Expected learning outcomes:*

- New teacher will be familiarised with all the administrative tasks that await him at school and will be able to handle administrative and technical tasks independently.
- New teacher will be able to organise school documents and relevant paperwork efficiently.
- New teacher will get to know wider educational environment and be able to utilize educational digital repositories related to his profession.

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

ELEMENT	Target audience	Type of resource	Time for resource	Area
14.1 Checklist of regulations and required documentation	Mentor and or NQT	Checklist	60 minutes	Bureaucratic/ administrative
14.2 Guide for a repository set-up	NQT	Guide for self-study	45 minutes	Bureaucratic/ administrative
14.3 Guide for building a teacher portfolio	Mentor and NQT	Guide/Presentation	60 minutes	Bureaucratic/ administrative

14.1 Checklist of regulations and required documentation is a (check)list of various laws and regulations existing in the local reality of the NQT, along with potential documents that a teacher needs to produce, as well as records to keep in his local context, nationally required lists and reminders of potential school policies for the mentor to prepare and present to the NQT. As such the checklist is an aid for the mentor that needs to be further adapted and modified.

14.2 Guide for a repository set-up is a visual/practical tool offered through presentation of infographic, aimed to ease teachers handling of necessary documentation. Guide is concise and technical, providing short list of strategies and activities, as well as other sources that teacher might use for better personal management.

14.3 Guide for building a teacher portfolio is a reflection about the need to keep personal records concerning the advancement of the teaching career. It is a presentation with some concrete suggestions and pointers on how to start building up a portfolio.



D. Suggestion for the implementation of the module

A NQT together with their mentor starts working on the module by consulting the Checklist of regulations and required documentation (14.1). Chronologically, it is important that this step is done after teacher becomes acquainted with national framework and regulations of teacher profession. Mentor can assist the new teacher by dedicating one hour of face-to-face time, working together in going over the list in question, reminding NQT and showing him how documentation and records are handled in that particular school environment. Jointly, NQT and mentor can consult at this time also the Guide for a repository set-up (14.2), with the mentor presenting it to the NQT. As guide is technical, it would be important that this presentation is done as practically as possible, that is, that the NQT learns about this guide by applying it (under mentor's supervision) to the first batch of documents he has.

A separate discussion should be dedicated to stressing the importance of keeping a personal record of the activities and achievements. The guide for building a teacher portfolio (14.3) can be examined by the NQT independently but is even better contextualised if the mentor dedicates some time again to a discussion on this topic, offering his/her own experience and practice.

This module concludes the Teacher Induction Programme as dealing with documentation is sometimes the last worry on the mind of a NQT, however the mentor should assess what information from this module the NQT might need at an earlier point in the induction period and provide it then.

E. Useful links

Websites on education and policy in Croatia:

https://skola.hr/33/pravilnik-o-djelokrugu-rada-tajnika-te-administrativno-tehnickim-i-pomocnim-poslovima-koji-se-obavljaju-u-srednjoskolskoj-ustanovi-prvi-dio-uniqueidrcviwtpzhk4tp9u3gql7xl4rgt9fyv39mbktrapmma/?Uri_view_type=5
www.ampeu.hr
<https://mzo.gov.hr/istaknute-teme/natjecaji-196/196>
<https://udruga.gov.hr/natjecaji-novo/4734>

Websites on digital organisation:



4 Ways to Organize Your Digital Teacher
Files



6 Awesome Ways Teachers Can Digitally
Organize Their Files



How to Organize Your Digital Life as a
Teacher (in 3 Easy Steps!)



How to organize digital files for teachers?



How to Organize Your Classroom Computer
and Digital Files



Teacher Spring Cleaning: How to Organize
Your Google Drive



Topic 5 How to organize a repository of
educational digital resources



4 free tools for teachers to manage digital
clutter



13 Tips to Organize Your Google Drive



Organize your Google Drive Marie Kondo
Style in 5 Simple Steps



Managing your files in Google Drive



The Noguchi Filing System Keeps Paper
Documents Organized On Its Own



14.1 GUIDE FOR A REPOSITORY SET-UP

Here you will find a set of practical tools and tips aimed to ease teachers handling of necessary documentation. Much like organizing physical objects, everything needs a place. Including your online document repositories. There's plenty of free products to choose from, including:

- Google Drive
- Dropbox
- Nordlocker
- Tresorit

Make sure that you check whether your school has a designated filing system either electronically or physically. What is it, where is it and what are the rules for its use. Ask your mentor about this or find some information on this, before you get around to start organizing yourself.

It's important to note that there is no perfect way of getting things organized, and that everyone has their own favourite methodology of filing. The tips described here are only one of numerous ways of doing it.

Here are 4 tips that you can use to set-up your repository well:

TIP #1: Create folders and sub-folders

It's the best way to keep track of your files and to stay organized. Folders are also helpful when you're trying to find a specific file quickly. If you create folders strategically, you'll always know which folder a file is stored in. Spend a few seconds thinking about 4 or 5 main umbrella categories for the types of files in your Google Drive. You can divide them as:

- Teaching files
- Personal documents
- School files that aren't related to teaching
- Files for afterschool enrichment classes

After, choose to create a folder for each of these umbrella categories. We can call these our "top level folders." In subfolders, for instance, you can add the school year to your Grade Level or Subject folder. For example, you might title your folder "STEM 2020-21" or "Third Grade 2020-21." Adding the school year helps you keep track of what you have taught from year-to-year, as shown as follows:

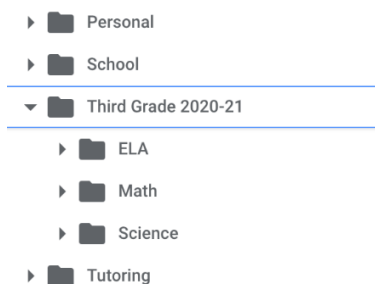


Figure 19 - Folders and subfolders

TIP #2: Use naming conventions

It's important to use specific and consistent naming conventions when titling your files – we can be strategic about the way we name our files by using a system. The formula that works well is *Unit Number, Lesson Name, and Additional Detail*. The key here is to use consistent naming conventions that make sense to you.

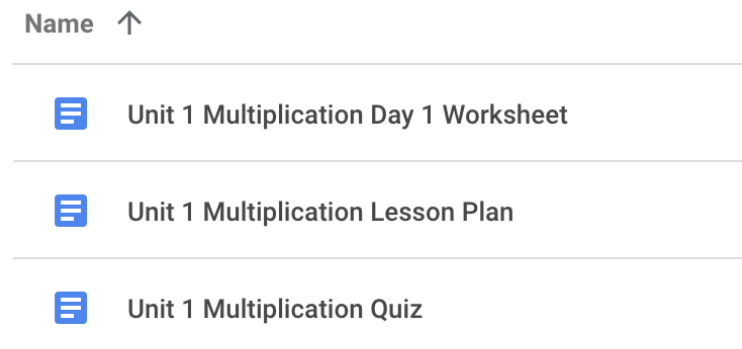


Figure 20 - Naming convention

TIP #3: Colour code your folders

Colour coding has a lot to offer here, especially as many people are able to recognize and process colour much more quickly than they can read text. Assigning colours, instead of relying on text descriptions, can help to improve the speed at which your filing system operates.

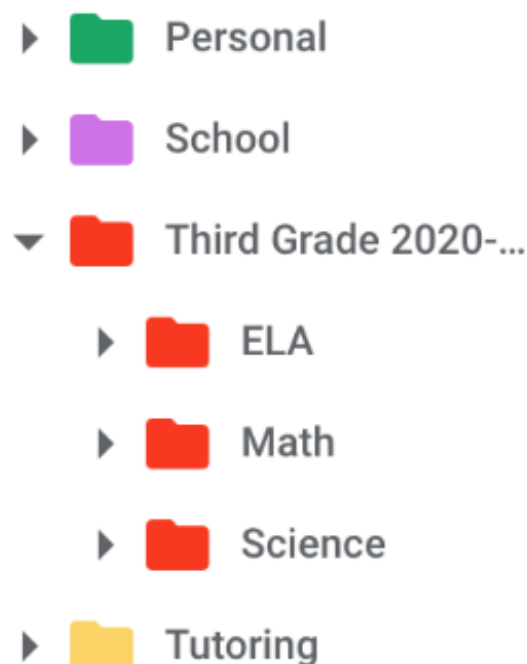


Figure 21 - Color coding

TIP #4: Reorder your folders using numbers

On the main page of your Drive, you might notice that your folders appear in alpha-numeric order. Since Google Drive follows alphanumeric ordering, you can rename your folders to have numbers at the beginning so that you can sort by priority. For example, you can rename your “Third Grade 2020-21” folder to say “01 Third Grade 2020-21.” Now, after you have renamed your folder, it’ll appear at the very top of your Google Drive. Next, let’s say you’re spending a lot of time on Google Drive for your afterschool enrichment class. You might want to put the Enrichment folder as the 2nd folder on your list. You can then rename the enrichment folder to say “02 Enrichment.” Use numbers at the beginning of the folder names in order to rank your folders based on priority.

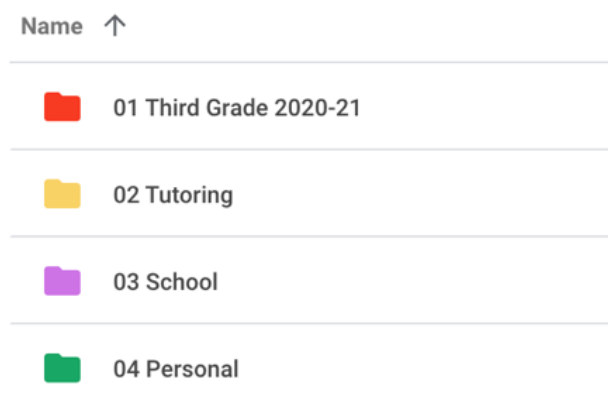


Figure 22 - Prioritising

Additional tips:

- **Sorting files**

By default, your files are already sorted from newest to oldest. However, you can apply other sorts to put your files in a different order. To sort by name, click the Name button just above the list of files. To sort by date, click the Last modified button, then choose the desired sort of option.

- **To apply a filter**

Filters let you hide unimportant files and focus only on the ones you're interested in. For example, if you were looking for a presentation, you could use a filter to narrow down your visible files so you would only see presentations.

FOR THOSE WHO WISH TO GO A MILE EXTRA: The Noguchi Filing System

The Noguchi filing system can easily keep our paperwork organized for those of us who are still dealing with paper files. The beauty of it is: it arranges itself when you set it up! Noguchi Yukio, a Japanese economist, developed the method as a self-organizing approach to keep everything perfectly organized while always keeping the most crucial or often used files near at hand and accessible without having to fumble through anything else. In other words, it produces a self-maintaining archive of files that are rarely accessed but that you use frequently together.

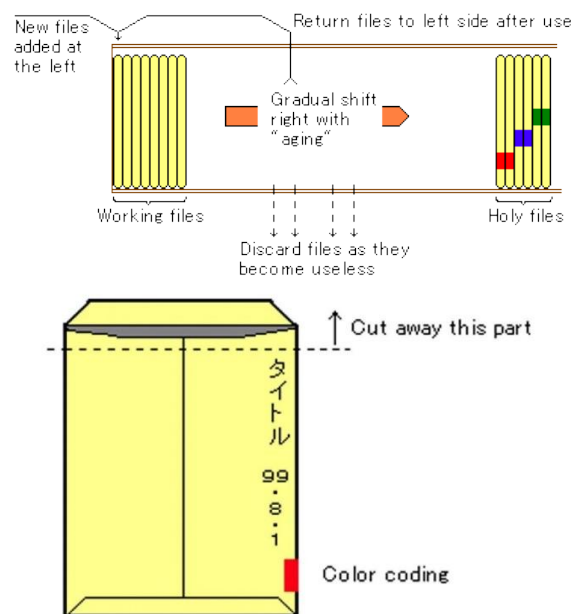


Figure 23 - Noguchi filing system scheme

This is how it works. Just a few 9" x 12" envelopes would do. Remove about an inch of the top, including the flap. You do this to make it simple to access the files within. Then write the date and contents of the envelope on the side. That's all there is to it; you could even add a color-coding flag if you like. A good illustration of how your folder should appear is provided in the accompanying image. In actuality, it operates as follows: The envelopes should not be sorted, arranged, or otherwise categorized. Although it would be alluring to do so, the system takes care of organization for you, which is the beauty of this situation. Return the folder to the far left when you take it off the shelf to utilize it. Three things take place gradually:

- On the left side are the folders you use the most frequently. You always know where they are since you use them frequently. The project you work on the most frequently will eventually be in the leftmost envelope. The following project would be in the second left place, and so on down the line.
- Less commonly used files will move to the center and right. You are aware of how difficult it might be to locate a document or file you almost ever use? It's simple with the Noguchi system since you are aware that it is not on the left.
- The far right is where you'll find the files you never access. The system refers to them as "holy files," and by removing them off the shelf, they may be securely stored or purged, avoiding the shelf from being clogged with numerous envelopes.

14.2 CHECKLIST OF REPORTS AND ALL OTHER DOCUMENTS

This is a (check)list of various potential documents that a teacher needs, as well as records to be kept in a local context, as well as nationally required lists and reminders of potential school policies.

- ☐ **Education, science and technology strategy** (Cro. *Strategija obrazovanja, znanosti i tehnologije*)
https://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html
- ☐ **Law on education in primary and secondary schools** (Cro. *Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*)
<https://www.zakon.hr/z/317/Zakon-o-odgoju-i-obrazovanju-u-osnovnoj-i-srednjoj-%C5%a1koli>
- ☐ **Law on the Education Agency** (Cro. *Zakon o Agenciji za odgoj i obrazovanje*)
https://narodne-novine.nn.hr/clanci/sluzbeni/2006_07_85_2020.html
- ☐ **Rulebook on pedagogical documentation and records and public documents in school institutions** (Cro. *Pravilnik o pedagoškoj dokumentaciji i evidenciji te javnim ispravama u školskim ustanovama*)
https://narodne-novine.nn.hr/clanci/sluzbeni/2017_05_47_1108.html
- ☐ **Amendments to the Rulebook on Pedagogical Documentation and Records and Public Documents in School Institutions** (Cro. *Pravilnik o izmjenama i dopunama pravilnika o pedagoškoj dokumentaciji i evidenciji te javnim ispravama u školskim ustanovama*)
https://narodne-novine.nn.hr/clanci/sluzbeni/2019_08_76_1605.html
- ☐ **Framework of national qualification standards for teachers in primary and secondary schools** (Cro. *Okvir nacionalnoga standarda kvalifikacija za učitelje u osnovnim i srednjim školama*)
<http://nvoo.hr/wp-content/uploads/2016/03/Okvir-standarda-kvalifikacije-final..pdf>
- ☐ **Rulebook on the advancement of teachers, teachers, professional associates and principals in primary and secondary schools and student dormitories** (Cro. *Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovnim i srednjim školama i učeničkim domovima*)
https://narodne-novine.nn.hr/clanci/sluzbeni/2019_07_68_1372.html

The mentor should make sure that he/she adapts this information specifically to the context of the school where the NQT works. Various school regulations and records should be introduced in addition to national regulations. Among them certainly:

- Anything pertaining to lesson plans or reports.
- Anything pertaining to student evaluation.
- Anything pertaining to work with parents.
- Anything pertaining to disciplinary procedures.
- Anything pertaining to personal record keeping.



14.3 GUIDE FOR BUILDING A TEACHER PORTFOLIO

A teacher's practice is documented in their teaching portfolio. Lesson plans, student assignments, instructors' written summaries and videos of their instruction, as well as official assessments by supervisors, are just a few examples of the types of material that might be included. A teaching portfolio should consist of more than just a random assortment of artefacts or a long list of professional endeavours. It should meticulously and attentively detail a list of accomplishments made over a long period of time. Additionally, it needs to be a continuous process carried out in the presence of mentors and co-workers.

Lesson plans, anecdotal data, student projects, class newsletters, videos, annual evaluations, letters of reference, and the like might all be included in a portfolio. To make the completed portfolio manageable for both the person creating it and the people reviewing it, it is crucial to choose its contents with care. Regardless of the objective, a portfolio's particular format and contents might vary, but most portfolios include a mix of written thoughts and instructional artefacts. These comprise the portfolio's core.

A teacher may benefit greatly from portfolios. When teachers carefully examine their own practices, those practices are likely to improve. Portfolios offer samples of completed practice that may be studied and used in other classes. Due to the lack of a framework or tradition for conserving the best aspects of what teachers accomplish, effective teaching far too frequently disappears into thin air. Teachers can save effective teaching practices in their portfolios so they can later review, discuss, modify, and apply them.

IN BULLETS: WHAT'S A PORTFOLIO AND WHY SHOULD I MAKE IT?

- Portfolios provide documented evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- One might reflect on and enhance their teaching by choosing and arranging the materials for a portfolio.
- The use of portfolios helps to advance the public and professional perception of teaching as a scholarly endeavour.
- With the use of portfolios, one may perceive teaching as a continual process of research, experimenting, and reflection.
- In contrast to what are known as course portfolios, which record evidence linked to a specific course, teaching portfolios gather information connected to a person's whole teaching career.

Your portfolio is intended to showcase the best qualities of your teaching. It also shows that you have met all requirements for certification and licensing as a teacher set out by the program. To prove that you have a lot of potential as a teacher, you should be selective and offer clear criticism. Usually, when creating a teaching portfolio, you should concentrate on the following things:

- Beliefs (your beliefs, values, and what sets you apart from other teachers?) A Statement of Teaching Philosophy is frequently the first section in a teaching portfolio.
- Actions (your teaching responsibilities, experiences, practices, approaches to teaching, contributions you have made)
- Impact (evidence that your actions have made a difference in student learning, multiple sources or triangulation of data is preferred)



COMPONENTS OF A TEACHING PORTFOLIO

1. Your Thoughts About Teaching
 - A "teaching statement" that reflects on your own teaching philosophy, techniques, and goals
 - A personal statement outlining your long-term teaching objectives
2. Documentation of Your Teaching
 - A list of courses taught, with enrolments and a description of your responsibilities
 - Number of advisees, graduate and undergraduate
 - Syllabi
 - Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
 - Reading lists
 - Assignments
 - Exams and quizzes, graded and ungraded
 - Handouts, problem sets, lecture outlines
 - Descriptions and examples of visual materials used
 - Descriptions of uses of computers and other technology in teaching
 - Videotapes of your teaching
3. Teaching Effectiveness
 - Summarized student evaluations of teaching, including response rate and relationship to departmental average
 - Written comments from students on class evaluations
 - Comments from a peer observer or a colleague teaching the same course
 - Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
 - Letters from students, preferably unsolicited
 - Letters from course head, division head or chairperson
 - Statements from alumni
4. Materials Demonstrating Student Learning (all anonymized to protect student identities)
 - Scores on standardized or other tests, before and after instruction
 - Students' lab books or other workbooks
 - Students' papers, essays, or creative works
 - Graded work from the best and poorest students, with teacher's feedback to students
 - Instructor's written feedback on student work
5. Activities to Improve Instruction
 - Participation in seminars or professional meetings on teaching
 - Design of new courses
 - Design of interdisciplinary or collaborative courses or teaching projects
 - Use of new methods of teaching, assessing learning, grading
 - Preparation of a textbook, lab manual, courseware, etc.
 - Description of instructional improvement projects developed or carried out
6. Contributions to the Teaching Profession and/or Your Institution
 - Publications in teaching journals
 - Papers delivered on teaching
 - Reviews of forthcoming textbooks
 - Service on teaching committees



- Assistance to colleagues on teaching matters
- Work on curriculum revision or development

7. Honors, Awards, or Recognitions

- Teaching awards from department, college, or university
- Teaching awards from profession
- Invitations based on teaching reputation to consult, give workshops, write articles, etc.
- Requests for advice on teaching by committees or other organized groups

General Tips

- Start right away! After you have done teaching a course, it can be challenging, if not impossible, to acquire many of the potential components of a teaching portfolio. Having these pieces on hand as you go will make putting together your final portfolio much simpler.
- Give a truthful and accurate account of yourself. Don't attempt to portray yourself as the ideal instructor. Of course, emphasize the good, but don't fully ignore the bad.
- Select your resources carefully, but make sure they represent a variety of your teaching methods rather than focusing on a single one. A small group of well selected texts is more efficient than a big, unfiltered collection of all your instructional materials.
- Use tabs to divide the different parts of your portfolio and a table of contents at the beginning.
- Make sure that each piece of proof in your portfolio has some kind of background information and justification. If you offer an example lesson plan, for instance, be careful to describe the subject, the audience, and, if you've actually utilized the lesson plan, your evaluation of how well it went.
- Nothing in your portfolio should be included without a comment. (Which object am I viewing? What does it indicate about how you teach?)
- Include classes with various objectives, techniques, and activities to create a triangle of learning. Display a variety of evaluation methods, including checkpoints, paper examinations, and projects or performances that are graded.
- Illustrate: To grab attention, include an image (jpeg) or clearly visible document in each section. It is equivalent to 1000 words.
- Put it in context and emphasize the points you want reader to pay attention to. Be concise! Be precise! (A paragraph will do.)

Electronic Teaching Portfolios

How do electronic portfolios differ from print portfolios?

- **Enhanced Accessibility:** One of the goals of teaching portfolios is to increase public awareness of teaching. A portfolio is made even more accessible to peers and others by being posted online.
- **Multimedia Documents:** Thanks to technology, documents may be presented in a variety of formats. A voiceover that provides context and perspective on the portfolio, for instance, or educational computer programs or code that you have built are some examples of what you may include.
- **Nonlinear Thinking:** The web makes it easier for your teaching portfolio's elements to relate in nonlinear ways. You may be able to think about your teaching differently after going through the process of building a portfolio in this nonlinear setting. For instance, building an e-portfolio allows you to think about how various audiences can meet and comprehend your work. Readers can explore an e-portfolio in a variety of ways.



FREE ONLINE PORTFOLIOS (at least versions) TO EXAMINE:



Journo Portfolio
[<https://www.journoportfolio.com/pricing/>]



Crevado [<https://crevado.com/>]



Clippings [<https://www.clippings.me/>]



Mahara [<https://mahara.org/>]



LinkedIn (not portfolio, but it helps)



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